LOCATIONS

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Ashland, OH 44805
ats@ashland.edu
(419) 289-5161
1-866-ATS-OHIO (Admissions and Recruiting only)
(419) 289-5969 (Fax)
Website: http://seminary.ashland.edu

Cleveland Center
6500 Rockside Road, Suite 130
Independence, OH 44131
(216) 264-4622
Fax (216) 264-4624

McCreary Center for African American Religious Studies
1508 East 71st Street
Cleveland, OH 44103
(216) 431-5468
(216) 431-6240 (Fax)
Website: www.mccrearycenter.com

Columbus Center
8425 Pulsar Place
Suite 400
Columbus, OH 43240
(614) 396-9130
(614) 396-9123 (Fax)

Detroit Center
Centrum Building
24901 Northwestern Highway, Suite 600
Southfield, MI 48075
(248) 559-1400
(248) 559-1481 (Fax)

LEGAL MATTERS:

Because these rules and regulations are intended to guide the student’s progress through Ashland Theological Seminary, each student has the obligation to become familiar with the contents of this Academic Catalog and follow the directives as stated. The information in this Academic Catalog is current as of July 15, 2014 and it is for the academic year 2014-2015. The provisions of this Academic Catalog are to be considered directive in nature and are not to be regarded as an irrevocable contract between the student and the Seminary. The Seminary reserves the right at all times, at its sole discretion, to review, modify, amend, or alter any provision of this Academic Catalog.

Ashland Theological Seminary is an Equal Opportunity Institution and reasonable efforts will be made to accommodate all students regardless of disabilities, sex, age, race, color, religion, and national or ethnic origin, as per Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. Each applicant for admission to the Seminary is considered on individual merit. Each applicant’s record is reviewed for academic achievement, aptitude and interest in order to admit those students who possess the ability and motivation to benefit from their enrollment at the Seminary.
COMMUNICATION WITH THE SEMINARY
Interested parties may call the main Seminary number, (419) 289-5161, to reach the Seminary front desk. The office of the appropriate Seminary official may also be contacted directly using 419-289-extension number (unless otherwise noted in parenthesis).

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Executive Administrative Assistant: Charlotte Cole, ext. 5963; ccole3@ashland.edu.
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Digital Services Librarian: Sarah Thomas, ext. 5169; sthomas4@ashland.edu.

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MESSAGE FROM THE PRESIDENT

Welcome to Ashland Theological Seminary! I am delighted that you will embark on this significant educational and spiritual journey with us. I pray that you open your heart and mind to encounter Jesus during classes, cohort meetings, chapel services, and ordinary conversations on the campus. May you be renewed and refreshed by the sacred spaces on the Ashland campus such as the prayer garden, statues, and peaceful benches. We hope you can visit and experience the unique cultures at our three centers in Cleveland, Columbus, and Detroit this year. Our Columbus Center moved to a convenient new location in Polaris Parkway this summer, and our other centers continue to thrive in their spaces. Challenge yourself to engage in worship and leave transformed on your respective campus.

The 2014-2015 school year will introduce many landmark changes. We will move from quarters to semesters, fostering a smoother degree-completion process. The Institutional Actions Council (IAC) of the Higher Learning Commission approved our recent curriculum changes making the Master of Divinity, Master of Arts in Clinical Mental Health Counseling, and Master of Arts in Counseling easier to complete, but just as academically rigorous. In addition, we are proud to provide new Master of Arts degrees in Biblical Studies, Historical & Theological Studies, Black Church Studies, Chaplaincy, Pastoral Counseling & Care, Practical Theology, and Spiritual Formation.

Richest blessings to you this year!

John C. Shultz, Ph.D.
President of the Seminary
# Academic Calendar 2014-2015

### Fall Semester: August 18 to December 9, 2014

<table>
<thead>
<tr>
<th>August</th>
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<tbody>
<tr>
<td>5</td>
<td></td>
<td>New Student Orientation (6-9pm)</td>
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<tr>
<td>13</td>
<td></td>
<td>Community Launch Day &amp; Picnic (ATS Personnel)</td>
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<tr>
<td>15</td>
<td></td>
<td>Last Day to Apply for Fall Semester Graduation</td>
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</table>

- **August 5**: New Student Orientation (6-9pm)
- **August 13**: Community Launch Day & Picnic (ATS Personnel)
- **August 15**: Last Day to Apply for Fall Semester Graduation

### Fall Semester Begins

**August 18**: Fall Semester Begins

**August 20**: Fall Opening Convocation (9:30am)

**August 25**: Last Day to Add

### September

| 1      |      | Labor Day—NO CLASSES                      |                                           |
| 2      |      | Last Day to Drop                          |                                           |

### October

| 13     |      | 2nd 8-Week Courses Begin                  |                                           |
| 15     |      | Last Day to Drop without a “W”            |                                           |

### November

| 1      |      | Spring Semester Registration Opens        |                                           |
| 24-28  |      | Thanksgiving Break—NO CLASSES             |                                           |
| 27-28  |      | CAMPUSES CLOSED                           |                                           |

### December

| 1      |      | Classes Resume                            |                                           |
| 3      |      | Last Day of Fall Classes                  |                                           |
| 4-9    |      | Fall Final Exams                          |                                           |
| 15     |      | Spring Semester Registration Deadline      |                                           |
| 17     |      | Fall Semester Grades Due (Noon)           |                                           |
| 20     |      | Fall Graduates Degree Completion Date     |                                           |

### Winter Break

**Dec. 19 - Jan. 4**: Christmas Break – NO CLASSES

**Dec. 19 - Jan. 1**: CAMPUSES CLOSED

### Spring Semester: January 5 to May 5, 2015

<table>
<thead>
<tr>
<th>January</th>
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<tbody>
<tr>
<td>5</td>
<td></td>
<td>Spring Semester Begins</td>
<td></td>
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<tr>
<td>12</td>
<td></td>
<td>Last Day to Add</td>
<td></td>
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<tr>
<td>19</td>
<td></td>
<td>Martin Luther King, Jr. Day – NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Last Day to Drop</td>
<td></td>
</tr>
</tbody>
</table>

### February

| 1-28   |      | Graduation Applications Accepted for May 2016 Commencement (Spring and Summer Completion) |                                           |

### March

| 2-6    |      | Spring Break                              |                                           |
| 9      |      | Classes Resume                            |                                           |
| 9      |      | 2nd 8-week Courses Begin                  |                                           |
| 16     |      | Last Day to Drop without a “W”            |                                           |

### April

| 1      |      | Classes End at 5:00pm                     |                                           |
| 1      |      | Registration Opens for Summer Session     |                                           |
| 2-5    |      | Easter Break—NO CLASSES                   |                                           |

### Summer Session: May 11 to August 7, 2015*

| May 25 |      | Memorial Day - NO CLASSES; CAMPUS CLOSED  |                                           |

### June

| 1      |      | Registration Opens for Fall Semester     |                                           |

### August

| 3      |      | Fall Semester Registration Deadline       |                                           |
| 15     |      | Summer Graduates Completion Date          |                                           |

### Summer Registration Deadline

| 15     |      | Summer Registration Deadline              |                                           |
| 29     |      | Last Day of Spring Classes                |                                           |

### May 1

| 1      |      | Last Day to Apply for Summer Session Graduation (for May 2016 Ceremony) |                                           |

### Spring Semester Grades Due (Noon)

| 13     |      | Spring Semester Grades Due (Noon)         |                                           |
| 15     |      | Summer Registration Deadline               |                                           |
| 16     |      | Seminary COMMENCEMENT Ceremony—10:00am    |                                           |

### Summer Registration Deadline

| 15     |      | Summer Graduates Completion Date          |                                           |

### Fall Final Exams

| 3      |      | Fall Final Exams                          |                                           |

### Drop/Add deadline for Summer classes will be the first day of any given class.
MISSION OF ASHLAND UNIVERSITY
Ashland University is a private, comprehensive institution committed to challenging and supporting students intellectually, spiritually, socially, culturally, and physically. Located midway between Cleveland and Columbus off I-71, Ashland University is home to 2,500 full-time undergraduate students enrolled in the College of Arts & Sciences, and 3,400 graduate students, enrolled in the Dauch College of Business and Economics, the Dwight Schar College of Education, the Dwight Schar College of Nursing & Health Sciences, the Founders School of Continuing Education, and the Seminary.

Mission Statement
Ashland University educates and challenges students to develop intellectually and ethically, to seek wisdom and justice, and to prepare for the rigors of living and working as citizens engaged in their local, national and global responsibilities.

Identity Statement
Ashland University is a nationally recognized comprehensive university founded in 1878 by the Brethren Church. The University promotes liberal arts and professional programs for undergraduate and graduate students. Rooted in Christian faith and an unwavering commitment toward accent on the individual, the University provides students an environment that promotes Ashland University’s values and respect toward each person.

Core Values
- Accent on the Individual: Pledges the best individual and collective efforts to challenge and encourage each member of the University within a supportive community.
- Spirituality and Faith: Affirms Christian values as a core element of the University’s institutional identity, emphasizing faith in God, moral integrity, and respect for the diversity of values and faith that is found in a community of learning.
- Character Development: Promotes integrity, self-discipline, responsibility, compassion, leadership, service, and good citizenship.
- Academic Freedom: Supports free, open and critical inquiry for both students and faculty that is consistent with intellectual and professional development.
- Excellence in Teaching: Emphasizes teaching supported by research and scholarship as the University’s central responsibility.

ACCREDITATION OF ASHLAND THEOLOGICAL SEMINARY
Ashland Theological Seminary is a graduate division of Ashland University and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). The Higher Learning Commission can be reached at 800-621-7440, 312-263-0456 or http://www.ncahlc.org.

The Seminary is also accredited by Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS), which has approved the following degree programs: Master of Arts (Biblical Studies), Master of Arts (Historical & Theological Studies), Master of Arts in Black Church Studies, Master of Arts in Chaplaincy, Master of Arts in Clinical Mental Health Counseling, Master of Arts in Counseling, Master of Arts in Pastoral Counseling and Care, Master of Arts in Practical Theology, Master of Arts in Spiritual Formation, Master of Divinity, Master of Divinity (Chaplaincy) and Doctor of Ministry. The Commission contact information is: The Commission on Accrediting of the Association of Theological Schools in the United States and Canada, 10 Summit Park Drive, Pittsburgh, PA 15275 (Telephone: 412-788-6505; Fax: 412-788-6510; http://www.ats.edu).

Programs of the Seminary have also been authorized by the Ohio Board of Regents (OBR) and the State of Michigan Department of Licensing and Regulatory Affairs (LARA).

The Master of Arts in Clinical Mental Health Counseling is approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a corporate affiliate of the American Counseling Association (ACA). Faculty of the counseling programs hold membership in the American Counseling Association (ACA), the Ohio Counseling Association (OCA), and the Christian Association for Psychological Studies (CAPS).

Ashland University also holds membership in the American Association of Colleges, the American Council on Education, the American Association of Colleges and Teacher Education, the Ohio College Association, and the Ohio Foundation of Independent Colleges.

The Seminary is approved by the University Senate of The United Methodist Church for the training of United Methodist ministerial candidates and is also a consortium member of the Tel-Gezer Excavation and Publication Project.

MISSION STATEMENT
Ashland Theological Seminary is part of the Graduate School of Ashland University, under the governance of the same Board of Trustees. The Seminary seeks to fulfill the identity statements of the University, while at the same time being true to its own unique calling as found in its mission
statement and other identity statements.

Ashland Theological Seminary integrates theological education with Christ-centered transformation as it equips men and women for ministry in the church and the world.

VISION STATEMENT
Ashland Theological Seminary will creatively provide comprehensive educational resources for the development of Christian leaders who serve the Church as well as its partner organizations and the marketplace. These resources constitute a Continuum of Learning that extends the seminary’s ministry far beyond the traditional degree program offerings.

PHILOSOPHY OF THEOLOGICAL EDUCATION
In order to carry out its mission, Ashland Theological Seminary brings together a faculty with shared commitment to biblical, evangelical faith; the pursuit of excellence in teaching; professional development through continuing education and research; and service to the church and the world. This interdenominational team of educators attempts to create both a community of fellowship and a climate for learning. The faculty recognizes teaching supported by research and scholarship as their central and most important responsibility.

Learners are challenged to ground their Christian identity in an intimate relationship with God as they grow to maturity in Christ under the guidance of the Holy Spirit. This growth takes place in the context of a nurturing community that encourages learners to develop and exemplify a Christ-like character. Through the classroom and co-curricular experiences, learners are challenged to clarify their unique calling in the Kingdom of God. The curriculum is designed to develop competence in hermeneutics, biblical studies, history, and theology, as well as ministry areas such as preaching, teaching, leadership, worship, pastoral care, counseling, spiritual formation, missions, and evangelism.

The Seminary creates a learning environment that emphasizes both biblical conviction and tolerance. This climate facilitates the appreciation of persons and ideas from diverse Christian traditions within a cross-cultural perspective. Learners are encouraged to deepen their understanding of and involvement in their own denominational traditions. The Seminary models and fosters a commitment to servant leadership according to the example of Jesus and to lifelong learning which balances ministry and family life.

The administration and staff serve an essential role in helping faculty fulfill the mission of Ashland Theological Seminary. Modeling an attitude of servant-leadership, they seek to provide all the necessary institutional resources for all members of the Ashland Theological Seminary community to excel in their areas of ministry and responsibility.

The Seminary provides a continuum of educational opportunities that include certificate, diploma, masters, doctoral, and continuing education programs. These opportunities serve the needs of both traditional students and other learners representing a variety of church, para-church and secular settings.

DEFINING AFFIRMATIONS
The Seminary faculty, administration and staff have embraced seven statements that affirm Ashland Theological Seminary’s approach to theological education. The Seminary:

1. Offers a course of study that effectively equips a diversity of students for ministry in a variety of contexts and cultures.
2. Aspires to be a prophetic voice to the church through understanding both the church and culture and equipping our students to do the same.
3. Conceives the academic experience in holistic terms, with attention to four primary emphases: core identity, character, calling, and competency.
4. Strives to integrate theory and praxis in every subject area, reinforcing every “how” with a “why” and vice versa.
5. Values active service to the church as the context in which faculty and students live out their faith and share their gifts and scholarship.
6. Promotes active scholarship, not as an end unto itself, but as a means of maintaining a stimulating teaching and learning environment.
7. Provides opportunities for lifelong learning through a wide variety of educational programs.

CORE VALUES
Scripture
Ashland Theological Seminary believes God’s saving revelation has been supremely made in Jesus Christ. The Bible is the complete and authentic record of that revelation. We are committed to both the Old and New Testaments as God’s infallible message for the church and the world. The Scriptures are foundational to the education process at Ashland Theological Seminary.

Spiritual Formation
Ashland Theological Seminary believes that spiritual formation is at the heart of all we do. Spiritual formation is the process of nurturing an intimate relationship with God, encompassing heart, soul, and mind. Spiritual formation is obedience to the Word of Christ and an intentional commitment to grow, study, pray, and be held accountable for our life and witness, both before God and one another.

Community
Ashland Theological Seminary builds community through shared faith. As students,
staff, faculty, and administration, we identify ourselves as community. We express community through chapel, classes, spiritual formation groups, social events, conferences, prayer cells, and joint ministry experiences as we work and live together. Within this environment of support and challenge, it is possible for us to grow inwardly, in our relationship with God and others, and in our outlook on the world.

Academic Excellence
Ashland Theological Seminary is committed to academic excellence. While Seminary education is unique, Ashland creates an atmosphere conducive to academic studies and sustains high scholastic standards from an internationally recognized faculty. Integrated within our curriculum is the whole framework of the Seminary’s core values leading to a goal of lifelong learning expressed through servant leadership.

ETHOS OF ASHLAND THEOLOGICAL SEMINARY

SUMMARY
Ashland Theological Seminary is sponsored by the Brethren Church, whose Anabaptist and Pietist heritage shapes the core values of the Seminary. The Seminary is an evangelical and ecumenical institution, as well as a community of faith whose identity is shaped by its service to the scholarly community, the church, and the world. We embrace a diversity that finds its unity in Jesus Christ. We are committed to practicing justice in our engagements with one another and with the world. As partners in ministry and brothers and sisters in Christ, we strive to foster a redemptive community that lives by the values of God’s kingdom.

RELIGIOUS HERITAGE
Anabaptist/Pietist Heritage
The core values of the Seminary are grounded in its Brethren heritage, which is derived from Anabaptism and Pietism. Both the 16th-century Anabaptists and the 17th-century Pietists emphasized the centrality of Scripture for their faith and life. Spiritual formation was also critical for both movements. While both stressed the necessity of regeneration and new life, the Anabaptists expressed spiritual formation in terms of discipleship to Christ, while the Pietists expressed it as a warm, personal devotional life. The Anabaptist view of the church as a community of disciples and the Pietist use of small groups for Christian growth have both contributed to the Seminary’s understanding of community. Finally, academic excellence showed clearly in the Pietists’ founding of educational institutions and their efforts to provide quality education for both men and women and for diverse social groups.

Church Relationship
The Brethren Church, which sponsors the Seminary, is a branch of the Brethren movement that began in Schwarzenau, Germany, in 1708. The founders of the Brethren movement were influenced by Radical Pietism and adopted much of their theology and practice from Anabaptism. By 1729, because of persecution and other pressures, the Brethren had relocated to America. The present-day Brethren Church, headquartered in Ashland, Ohio, grew out of the Progressive movement within the German Baptist Brethren and became a distinct denomination in 1883.

The Brethren Church is both conservative and progressive—conservative in its commitment to Scripture and to the historic Christian faith and progressive in its commitment to modern methods and contemporary relevance. The denomination is evangelical in theology.

Since its early days, the Brethren Church has had a concern for higher education and for the training of men and women for ministry. These commitments were behind the founding of Ashland Theological Seminary. The Seminary welcomes non-Brethren students and is home to faculty and students from many different Christian traditions.

Historical Background
Ashland Theological Seminary is part of the graduate school of Ashland University. For over a century, theological education has been an integral part of the mission of the university. The original charter of the university, which was founded in 1878, contained no provision for ministerial training. However, when the university was rechartered in 1888, a new constitution was drawn up which specified that the training of suitable persons “for the ministry of the Gospel, shall always be sacredly regarded as one of the main objects of this institution. . . . In order to accomplish the objects of this institution, such instruction shall be given as is usually embraced in the courses of colleges or universities and theological seminaries in this and other countries.”

To fulfill this mission, J. Allen Miller resigned his position as president of the university in 1906 in order to become the dean of the college’s theological department. The Seminary, so designated in 1913, remained a Bible department of the university until 1930, offering a B.A. in Divinity. Continued upgrading of the theological program eventually led in 1930 to the decision to offer a graduate level degree. Since that year, the regular course of study at the Seminary has comprised two or three years of work in biblical, historical, theological, and pastoral subjects leading to professional and academic theological degrees.

Besides its Brethren heritage, ATS locates itself in the evangelical tradition, which is rooted in the Protestant Reformation and has found expression in movements such as the Methodist revival in England, the First Great Awakening in America, nineteenth-century efforts in missions and social
reform, and the twentieth-century neo-evangelical movement.

Today, Ashland Theological Seminary is a leading evangelical seminary with 23 full-time faculty and a student body of about 800 students representing more than 70 different denominations and para-church organizations and many different countries. It offers theological training in Ashland, Cleveland, and Columbus, Ohio; in Detroit, Michigan; and online.

**RELIGIOUS IDENTITY**

Ashland Theological Seminary understands itself as evangelical and ecumenical. We are evangelical in our commitment to the good news of what God has done in and through Jesus Christ, made available to all by the Holy Spirit. We affirm the authority of Scripture as the foundation for faith, life, and ministry; the necessity of the new birth and personal commitment to Christ; and the mandate to communicate the gospel to all nations in both word and deed. We attempt to live a Christ-centered life, both individually and corporately, cultivating a relationship of love and obedience with Christ.

We believe that a faithful Christian witness requires both evangelism and social action.

We are ecumenical in that we welcome faculty and students from a wide variety of Christian traditions, believing that this diversity greatly enriches our common life. We engage in conversation with voices and perspectives from across the spectrum of the Church, believing that truth is best discerned through dialog with one another.

Our understanding of the gospel leads us to affirm that critical thinking will strengthen rather than weaken our faith; that ministry should be based on gifts of the Spirit rather than on gender; and that engagement with society should be guided by kingdom principles rather than by partisan politics.

**INSTITUTIONAL IDENTITY**

Ashland Theological Seminary is at the same time an institution and a community. As an institution, the Seminary possesses a clearly defined authority structure and recognizes the legitimate powers and responsibilities held by its constituent parts: Seminary Committee and Board of Trustees, Ashland University President and cabinet, Seminary President and cabinet, and Academic Dean and faculty. Formal procedures govern all of these relationships.

At the same time, the Seminary is also a community of faith, bound together by common commitments to Christ and his Word. As a community of faith, the Seminary seeks to exemplify a spiritual life that is shaped by obedience to Scripture and by sensitivity to the leading of the Spirit. We believe that our engagement with students must be pastoral as well as instructional. The core values of the Seminary and the four “Cs” of the Seminary curriculum (Core Identity, Character, Calling, and Competency) serve as constant reminders of the communal commitments that we should have as members of the body of Christ.

We confess that the tension between these two identities is not always easy to resolve. This tension can create challenges for community life. We believe that these challenges can best be addressed if we demonstrate the fruit of the Spirit in all of our interactions. Concern for the relational welfare and spiritual life of the Seminary community leads us to affirm servant leadership at all levels of institutional life and consensus as the preferred method for making major decisions.

We recognize that our institutional identity is shaped by our service to both the scholarly community and the church. As educators committed to academic excellence, we strive to maintain the highest standards of academic preparation and integrity for both faculty and students. As members of the church universal, we affirm our calling to be involved in the life of the church and to serve the church in its mission in the world. Our distinctive identity as a theological seminary means that our academic mission must be shaped by and for the life of the church.

One expression of this calling to serve the church is our commitment to bring theological education to underserved contexts in major metropolitan areas. This commitment, actualized thus far in Cleveland (1974), Detroit (1983), and Columbus (1991), has made theological education available within the unique context of each location. It has also resulted in a rich ethnic and cultural diversity that forms a significant dimension of our identity. More recently, our online offerings make theological education accessible to an even broader audience.

**DIVERSITY AND UNITY**

Because God delights in diversity, Ashland Theological Seminary strives for and embraces diversity in various forms, including gender, race, ethnicity, class, age, ability, and denomination. Our students represent over seventy different denominations and para-church organizations; they are nearly evenly divided between male and female, and they are racially and ethnically diverse. Our four campuses (Ashland, Cleveland, Columbus, and Detroit) provide educational experiences appropriate to their contexts while enriching the diversity of the institution as a whole. We affirm that diversity should be represented among faculty, administration, staff, and students, and are committed to becoming an institution that makes visible the rich variety that composes the body of Christ.
We are also committed to exemplifying the unity in Christ that must be at the center of our collective identity. A community that is firmly rooted in Christ and is guided by his Word and his Spirit will honor, respect, and affirm the identity and calling of its diverse members. These same qualities should eradicate behaviors, attitudes, and prejudices that violate the grace and truth revealed in Christ. We are both many and one, rich in our diversity and united by our common commitment to Christ and Scripture as the source of our most fundamental identity.

SOCIAL JUSTICE
Because of the scriptural witness and gospel mandate, ATS is committed to doing justice and to showing respect for all persons as God’s image bearers and as people for whom Christ died. We understand justice to be the work of repairing what has been broken by human sin, reconciling persons to God and one another, and restoring the conditions in which humans live for their own flourishing and the common good. We believe that the reign of God requires justice for all. Scripture demonstrates that God cares deeply about the wellbeing of the poor, vulnerable, and marginalized members of society and that God calls his followers to do the same. As an institution, ATS has a particular concern for racial justice and for the full equality of women in leadership and ministry.

We believe that Christians should be a prophetic voice in society, serving as both witnesses to, and agents of, God’s mission to bring reconciliation and restoration to the world. Because our highest allegiance is to our Lord Jesus Christ, our engagement in society is directed by the values of his kingdom—Christ’s call to be righteous in our dealings with others, working for peace, showing mercy, being salt and light, and serving as ambassadors of reconciliation in church and society.

COMMUNITY LIFE
As Christians and as theological educators, we accept our responsibility to live out our callings with faithfulness and integrity. We strive to demonstrate the reign of God in our personal lives, in our relationships, and in our common life. We recognize that we teach our students as much through modeling personal integrity and maturity in Christ as we do through the tasks we perform. We both work and worship together, pursuing spiritual formation both corporately and individually, with the goal of creating a redemptive community in which intellectual development, personal healing, and growth in Christlikeness can take place. Such a community creates a safe space in which students can explore challenging academic and spiritual issues.

Although ATS is an educational institution with the usual ranks and offices, our community life has an egalitarian quality. Whether we are faculty, administrators, or staff, whether women or men, we regard one another as partners in ministry and brothers and sisters in Christ. We are committed to maintaining a supportive and accountable community characterized by prayer, compassion, honesty, humility, and mutual respect. To achieve this, we will demonstrate concern for the welfare of others and will endeavor to subordinate self-interest to the well being of our students and of the community as a whole. When conflicts arise, we deal with them according to biblical principles.

As a community of educators, we seek God’s wisdom together through consensus. We understand consensus to be a shared decision-making process that aims to bring the relevant parties to one mind concerning the issue at hand. As Christians, we have a common commitment to Christ, a common respect for the authority of Scripture, and a common reliance on the guidance of the Holy Spirit. These shared commitments equip us to discern the mind of Christ through discussion and prayer.

STATEMENT OF FAITH
Acknowledging the absolute supremacy and lordship of Jesus Christ, and believing that his Word and will must be final in all matters to those who claim to be Christian, on his authority we affirm the following truths as the basic faith and teaching of this institution:

A. The Scriptures of the Old and New Testaments, as originally given of God, are the infallible record of the perfect, final and authoritative revelation of his work and will, together sufficient in themselves as the rule of faith and practice.

B. The one true God, perfect and infinite in his being, holiness, love, wisdom and power; transcendent above the world as its creator, yet immanent in the world as the preserver of all things; self-existent and self-revealing in three divine persons, the Father, the Son and the Holy Spirit, who are equal in power and glory.

C. Jesus Christ the Eternal Son, revealer of the invisible God, who became incarnate by virgin birth, lived the perfect human life upon earth, gave himself in death upon the cross as the Lamb of God bearing sin and its penalty in his stead, was raised and glorified in the body in which he suffered and died, ascended as our only Savior and Lord into heaven, from whence he will come again personally and visibly to raise and translate his waiting church, establish his kingdom fully over all the nations, and be the raiser and judge of the dead.

D. The Holy Spirit, third person of the Godhead, the divine life-giver and artist in creation, history and redemption, who indwells, seals, empowers, guides, teaches and perfects all those who become children of God through Christ.

E. That man and woman were the direct creation of God, made in the divine image, and that by transgression became fallen creatures, alienated from
the life of God, universally sinful by nature and practice, and having within themselves no means of recovery.

F. That salvation is the free gift of God’s grace, received through personal faith in the Lord Jesus Christ, in whom all those who believe have eternal life, a perfect righteousness, adoption in the family of God, membership in the body of Christ, and every spiritual blessing needed for life and godliness; but those who reject the gift of grace in Christ shall be forever separated from the presence of God.

G. That Christian character and conduct are the expression of one’s relationship with Christ and one’s life in the community of Christ; and therefore Christians are bound to honor Christ’s Word, to walk as he walked, to keep his commandments and ordinances, and thus bear the fruit of the Spirit, which is love, joy, peace, long-suffering, kindness, goodness, faithfulness, meekness and self-control, against which there is no law; and that the teachings of the Bible on such matters as marriage, divorce, and the family are of permanent value and obligation.
ASHLAND (AS) CAMPUS
Ashland, Ohio, is a city of about 20,000 inhabitants located within easy driving distance of Akron, Canton, Cleveland, Columbus and Toledo. The mission for the city of Ashland, Ohio is to promote the highest quality of life for the community by providing leadership, service, and opportunity. The city is situated between Cleveland and Columbus just off Interstate 71 at exit 186 on State Route 250. The Ashland campus of the Seminary, at 910 Center Street, shares the many resources of the university. It occupies a spacious property of the late Mr. John C. Myers, industrialist, art collector, and philanthropist; and Mr. and Mrs. T. W. Miller, industrialist and philanthropist. This most beautiful and valuable property was made available to the Seminary through the generosity of the Myers and Miller families. Administrative and faculty offices are located in the Myers mansion, with an adjoining library. In addition, there are the Ronk Memorial Chapel, the Gerber Academic Center with Munson Lounge and Computer Lab, the Shultz Academic Center with Student Lounge facility, Sandberg Leadership Center, Smetzer Counseling Center, the Center on Center, and student apartments. Two statues by the sculptor and artist, Max Greiner of Texas, grace the campus: The Divine Servant and The Fisher of Men. The property also includes a prayer garden and tennis court. Some long-term housing is available on an annual contract basis, and short-term housing is available for overnight, weekends, or one week periods.

Hours of Operation
Office hours are 8:00am to 5:00pm, Monday through Friday. Summer office hours are 7:30am to 4:00pm. The Ashland campus runs a full academic schedule with classes offered six days a week.

Programs
In addition to non-credit certificate and diploma programs and credit-bearing graduate diploma programs, the following degrees may be pursued at the Ashland campus: the Master of Arts (Biblical Studies) and Master of Arts (Historical & Theological Studies) are both academic degree programs; professional degree programs include the Master of Arts in Chaplaincy, Master of Arts in Clinical Mental Health Counseling, Master of Arts in Pastoral Counseling & Care, Master of Arts in Practical Theology, Master of Arts in Spiritual Formation, Master of Divinity, and Doctor of Ministry. For further information, contact Glenn Black, Associate Vice President for Enrollment and Student Services, at (419) 289-5151 or gblack@ashland.edu.

CLEVELAND (CL) CENTER
The City of Cleveland, located in the most populous county in the State of Ohio, has a population of around 400,000. Situated on the shores of Lake Erie, the Cleveland area is sometimes locally referred to as “The North Coast.” It offers all the amenities of a major city, including world class museums, professional sports teams, and noteworthy architecture. It is home to a number of major educational institutions such as Case Western Reserve, Cleveland State, John Carroll, and Baldwin Wallace Universities. The Cleveland Center is located at 6500 Rockside Road, Suite 130, Independence, OH 44131. The Center occupies an office complex and is equipped with four classrooms. All of the classrooms have windows on the north side of the building, taking advantage of the natural light, with an open look and feel. The close configuration of the rooms, student lounge area, and corridor space help to provide a sense of community, and facilitates building relationships during break time and during chapel.

Hours of Operation
Office hours are 1:00pm-9:00pm, Monday-Thursday; 7:30am-4:00pm, Fridays. Summer office hours are 7:30am-4:00pm. The Cleveland campus runs a full academic schedule with classes offered six days a week. Classes at the Cleveland Center are held Monday through Thursday evening from 6:00pm to 9:00pm. Weekend classes are held Friday evening from 6:00pm to 9:00pm, and Saturday from 8:00am to 4:00pm.

Programs
Students can complete the Master of Arts in Black Church Studies, Master of Arts in Practical Theology, and Master of Divinity degrees at the Cleveland Center. For all other degree programs except the Master of Arts in Chaplaincy, they must complete at least half of their course work at the Ashland campus. The MA in Chaplaincy requires only 1/3 of the course work to be completed in Ashland. For further information, contact Dr. Thomas Gilmore, Coordinator of Education, at (216) 264-4622 or tgilmore@ashland.edu.

THE MCCREARY CENTER FOR AFRICAN AMERICAN RELIGIOUS STUDIES
The Cleveland Center works closely with the McCreary Center to offer a wide range of programs particularly related to the Black Church at 1508 E. 71st Street, Cleveland, OH 44103. All Black Church Studies courses, in fact, are offered at this thriving Center. At McCreary, students can enroll in the Diploma of Theology (Black Church Studies) and the Graduate Diploma in Black Church Studies. Also offered at McCreary, in partnership with the Cleveland Center, are the Master of Arts in Black Church Studies and the Doctor of Ministry degree (Black Church Studies). For further information, contact Dr. William H. Myers, President, or Dr. Crystal Walker, Vice President, at (216) 431-5468 or rcwalker67@aol.com.
COLUMBUS (COL) CENTER
Columbus is the capital of and the largest city in the State of Ohio with a population of over 800,000, the 15th largest city in the United States. The city has an extremely diverse economy and is one of the most attractive and thriving cities in the Midwest. It is home to The Ohio State University, one of the largest universities in the country. Columbus has been ranked recently as the no. 1 up-and-coming tech city, a top ten city by Relocate America, and the Columbus Zoo and Aquarium continue to receive no. 1 rankings. Urban amenities abound. The Columbus Center is located at 8425 Pulsar Place, Columbus, OH 43240, in a booming retail hub in north Columbus. It occupies a 14,000 square foot suite on the fourth floor of a new state-of-the-art facility and is comprised of seven classrooms, a lounge, computer lab, and faculty and administrative offices. Students are in close proximity to many amenities at this location, and this Center is noted for its close, family-like community.

Hours of Operation
Office hours are 9:00am-12:00pm; 4:30pm-6:30pm, Monday through Friday. Other times are by appointment only. Classes at the Columbus Center are held Monday through Thursday evening from 6:00pm to 9:00pm. Weekend classes are held Friday evening from 6:00pm to 9:00 pm, and Saturday from 8:00am to 4:00pm.

Programs
Students are able to complete the full Master of Arts in Clinical Mental Health Counseling, Master of Arts in Practical Theology, and Master of Divinity degrees at the Columbus Center. For all other degree programs except the Master of Arts in Chaplaincy, they must complete at least half of their course work at the Ashland campus. The MA in Chaplaincy requires only 1/3 of the course work to be completed in Ashland. For further information, contact Dr. Mary Lutz, Coordinator of Education, at (614) 396-9130 or mlutz3@ashland.edu.

DETOUR (DE) CENTER
Detroit is the largest city in the State of Michigan and on the border of the United States and Canada. “Motown,” as it is known by many, has long been a major center for the automobile industry and an important source of popular music legacies. The Metro Detroit area, a region of over five million people, provides a wide variety of cultural amenities, entertainment opportunities, and educational benefits. Despite recent declines in population and economic vitality, downtown Detroit’s population of young professionals is growing and retail is expanding. Opportunities for mission and service abound in the area. The Detroit Center is located on the sixth floor of a major office complex at 24901 Northwestern Highway, Suite 600, Southfield, Michigan 48075. The Center consists of five classrooms, a student lounge area, kitchen, library, student computer lab, reception area, prayer room, and five private offices for faculty and administrators. The space is warm and inviting and the Detroit hospitality is renowned.

Hours of Operation
Office hours are 9:30am-5:00pm, Monday-Friday. Summer office hours are 8:30am-4:00pm. The Detroit campus runs a full academic schedule with classes offered six days a week. Classes at the Detroit Center are held Monday through Thursday evening from 6:00 and 9:00 p.m. Weekend classes are held Friday evening from 6:00pm to 9:00 p.m., and Saturday from 8:00 a.m. to 4:00 p.m. The Detroit counseling cohort classes are held Monday and Wednesday evenings from 6:00pm to 9:55pm.

Programs
Students are able to complete the full Master of Arts in Counseling, Master of Arts in Practical Theology, and Master of Divinity degrees at the Detroit Center. For all other degree programs except the Master of Arts in Chaplaincy, they must complete at least half of their course work at the Ashland campus. The MA in Chaplaincy requires only 1/3 of the course work to be completed in Ashland. For further information, contact Pamela Pangborn, Coordinator of Education, at (248) 559-1400 or ppangbor@ashland.edu.

ONLINE (DL) CAMPUS
The Seminary continues to expand the number of courses offered annually through distance learning. In effect, this constellation of courses, the students who access them, and the faculty who teach them constitute a separate campus. In many ways, this is our most diverse community of learners, and it is a growing community. The following courses are offered in this unique community during the 2014-15 academic year.

**Fall 2014**
- BSG 5501 Engaging Texts & Contexts
- CHS 5500 Story of the Christian Faith
- CHS/CTH 6630 History & Thought of the Reformation
- CHS/CTH/ETH 6619 History of Christian Ethical Thought
- CRE 5511 Youth, Culture and Identity
- ETH 5530 Christian Ethics
- FLD 6601 Field Study Introduction
- FLD 6605 Field Study 5
- NTS 5501 Biblical Greek 1
- NTS 5511 Introduction to the New Testament
- OTS 5501 Biblical Hebrew 2
- OTS 5512 Introduction to the Old Testament 2
- OTS 6621 Daniel and Apocalyptic Literature
- OTS 6660 Wisdom Literature

**Spring 2015**
- BSG 5501 Engaging Texts & Contexts
- CHP/ETH 6650 Advanced Ethics for Ministry Practitioners
- CTH 5520 Christian Theology for the Kingdom of God
- CTH/NTS 6601 New Testament Theology
- CRE 5511 Youth, Culture and Identity
- FLD 6601 Field Study Introduction
- FLD 6602 Field Study 2
- FLD 6605 Field Study 5
- FLD 6610 Field Study Capstone
- MSS 5501 Kingdom Mission in a Global Community
- NTS 5502 Biblical Greek 2
- OTS 5502 Biblical Hebrew 2
- OTS 5511 Introduction to the Old Testament 1
- SPF 6675 Dynamics of Spirituality

**Darling Memorial Library**
The Seminary maintains a high quality theological library and partners with other institutions to provide access to resources for students at all the Centers. The holdings of the Roger Darling Memorial Library on the Ashland campus include over 90,000 volumes and over 500 periodical publications. The Seminary collections are thoroughly integrated into the Ashland Univebos library system. A total of 290,000 volumes, therefore, are available to the serious theological student. With the addition of OhioLINK, the library has access to the collections of libraries, including theological libraries, all across Ohio. The library also contains a valuable collection of distinctly Brethren literature and is a repository for the preservation of Brethren materials, old and new. Library carrels surrounded by literary holdings provide centers of research for both professors and students. Volumes are constantly being added to the valuable collection. Many of the leading journal publications in the United States and other countries are available regularly.

Students at all teaching sites have access to OhioLINK databases, many of which have full-text available; databases purchased by the ATS Library such as the ATLA Religion and Serials; OhioLINK Pick-Up-Anywhere service; Interlibrary Loan service; scanning and sending of journal articles; one-on-one reference/research assistance; instructional videos found on the ATS Library Website; electronic reserves which are required by some instructors for their classes. Sylvia Locher, Library Director, oversees all operations of the Seminary Library and may be contacted with any questions at (419) 289-5168 or slocher@ashland.edu.

**Archives**
The Seminary library contains a special department for the preservation of Brethren books, manuscripts, pamphlets, microfilm, periodicals and memorabilia of the denomination. The purpose of an archival collection is to conserve the valuable evidence of a contributing past, by accumulating material in a central repository where it is available for viewing and serves as a base for research in history. Many items from the Seminary library’s Brethren collection are housed in the Brethren archives located at the Brethren Church National Offices, 524 College Avenue, in Ashland.

**Art Collection**
A valuable collection of approximately twenty-five original paintings of religious scenes and themes is among the holdings of the Seminary. The collection includes: “Scenes of the Creation” by Juan De Flandes and Atelier, 1480; “Annunciation of the Shepherds,” by Jacopo Bessano, 1515; “Holy Family and Adoration,” a triptych by the Antwerp Master, circa 1520; “St. Peter” and “St. Paul” by Benvenuto da Garafolo Tisto, 1481; “Calvary” by Hans Francken and Atelier, 1667; “The Crucifixion” and “The Ascension” by the Seventeenth Century Italian School; “St. John” by Domenico Perugino, 1590.
Delbert and Romayne Flora Collection of Holy Land Pottery
Dr. and Mrs. Delbert Flora presented their 82 piece archaeological collection to the Seminary as a permanent teaching collection. Dr. Flora served as a faculty member of Ashland Theological Seminary for 33 years; 10 of these years he served as Dean of the Seminary. The collection was put together by the Floras during their six trips to Israel between 1952 and 1974. The Flora collection is located on the main campus in the administration building.

Douglas and Jean Sherman Archive Collection
In 1993, through a generous gift of the Shermans, the Seminary acquired several examples of ancient writing and portions of early biblical manuscripts. This expanding collection includes a mummy cartonnage, an Egyptian scribe’s box, and a five hundred year old parchment scroll in Hebrew of the Pentateuch as well as several early printed Bibles including a 1616 Edition of the King James Bible, a Greek miniscule of Luke’s Gospel, and an early Wycliffe translation of portions of Romans.

Frank Cuneiform Collection
In 1998, Mr. and Mrs. George F. Frank, Jr. presented a collection of important cuneiform tablets to the Seminary. The collection includes several Sumerian literary texts and mathematical tablets as well as Akkadian administrative documents and business receipts. From the Middle Babylonian period there is a special collection of untranslated clay tablets from the Sealand Dynasty.

Pfeiffer Collection
The late Charles Franklin Pfeiffer (1919-1979), B.A., B.D., Ph.D., S.T.M., Professor of Ancient Literatures at Central Michigan University and adjunct Professor of Old Testament at Ashland Theological Seminary from 1966-1976, bequeathed his entire personal library of approximately 7,500 volumes to the Seminary. The library of this famous Bible scholar, teacher and author is rich in the history, geography, literature, art and languages of the ancient and modern biblical world.

Robert Houston Smith Archaeological Collection
In 1970, Ashland Theological Seminary acquired the archaeological collection of Robert H. Smith, Associate Professor of Religion at the College of Wooster. The collection includes about 1,200 pieces of Palestinian antiquities. Two pieces date to the Paleolithic Period c. 8000 B.C. and other pieces of the collection are dated from 5000 B.C. to 636 A.D. A large group of lamps, 413 vessels in all, is part of the collection along with coins, seals, weights, and stone artifacts. The collection is on display in the Archaeological Room.
The Seminary Community
Ashland Theological Seminary builds community through shared faith. As students, staff, faculty, and administration, we express community through chapel, classes, spiritual formation groups (Journey groups), social events, conferences, prayer cells, and joint ministry experiences as we work and live together. Within this environment of support and challenge, it is possible for us to grow inwardly in our relationship with God and others, and in our outlook on the world.

Chapel
To promote the spiritual life of the community, worship services are held Wednesdays from 9:40a.m. to 10:20a.m. in the Ronk Memorial Chapel on the Ashland campus during the academic year, as well as on designated Wednesdays throughout the summer. Faculty, staff, ministers, lay persons, students and visiting speakers participate in these services. Services are also held on the Cleveland, Columbus, and Detroit center locations. See the respective Coordinator of Education for the schedule. Services are posted on the chapel page of our website: http://seminary.ashland.edu/services/spiritual-formation/chapel. Dr. Ron Sprunger is the contact person for Fall semester; Dr. Glen Rosser is the contact person for Spring semester.

Student Life (Connect)
Ashland Theological Seminary shares every aspect of our relationship with God as a community. Student life exists to foster loving and caring fellowship, to facilitate varied fellowship activities that help build community, and to offer opportunities for spiritual development beyond chapel and spiritual formation groups. Mr. Glenn Black is the contact person.

Spiritual Formation Groups (Journey Groups)
These faculty and administrator led groups meet throughout the week for the purpose of mutually experiencing spiritual growth. Notifications of times and topics are sent via email. Notifications are also posted on the bulletin boards in the Shultz and Gerber academic buildings. Journey Groups are also facilitated on the Cleveland, Columbus, and Detroit center locations. See the Coordinator of Education for the schedule. Website info: http://seminary.ashland.edu/services/spiritual-formation/journey-groups. The contact person in Mr. Glenn Black.

Eta Beta Rho
The Seminary’s National Hebrew Honor Society is one of the most active in North America, organizing events for its members and the Seminary at large. Open to those who excel in Hebrew, it seeks to support and encourage those involved in its study. Dr. David Baker is the contact person.

Christians for Biblical Equality
Ashland Theological Seminary is an institutional member of Christians for Biblical Equality. The Seminary has long supported the core values of CBE which affirm mutual submission, love and service, God’s distribution of spiritual gifts without regard to gender, ethnicity, or class, and the commitment to promote righteousness and oppose injustice in all its forms. This affiliation provides numerous resources helpful for everyone anticipating service in the ministry of God’s kingdom. Contact Dr. Paul Chilcote for more information. You can also visit our Facebook page at: http://www.facebook.com/pages/Christians-for-Biblical-Equality-North-Central-Ohio-Chapter/174347819418626.

Pastoral Care and Counseling
Pastoral Care and Counseling interns provide pastoral support for students who are experiencing the many changes and demands of Seminary life. Services are available at each center location. See website for more information: http://seminary.ashland.edu/services/spiritual-formation/pastoral-counseling. Clinical counseling services for students and their families are available through the Smetzer Counseling Center. Call (419) 207-5558 for information or appointments.

Smetzer Counseling Center
The Smetzer Counseling Center of Ashland Theological Seminary is located on the Ashland campus, in the north end of the Sandberg Building. The Center exists to train exceptional counselors and to alleviate the suffering of its clients. Services are offered free of charge to Seminary students and their families, as well as to the greater Ashland community. Appointments may be made by calling (419) 207-5558.

Student Roundtable
The Student Roundtable is a body of students which communicates with students and various decision-making bodies at the Seminary. Its values are integration within the centers, advocacy, and communication; it seeks to be the voice of students as a whole to the ATS faculty and administration. Each center is served by their own Roundtable. The roundtable meets regularly throughout the school year with an assigned Seminary administrator to serve as advisor. Contact Mr. Glenn Black for more information.

Lounges
The Seminary has several lounges, both formal and informal, available for student and faculty interaction. The formal lounges are in the Myers home and are used for receptions, guests and small group meetings. The student lounge is located in the lower level of the Shultz Academic Center. This lounge includes vending
machines and a game room. The Munson study lounge is located in the Gerber Academic Center.

**Student Apartments**

One, two and three bedroom apartments are available for Seminary students and their families. A tennis court, playground, and picnic area are adjacent to the apartments. Laundry facilities are provided in each apartment building. Utilities are included unless otherwise noted. Internet access is included in the rental fee.

All apartments require a $250 deposit. Rent prices are subject to change annually. Single students who share a two bedroom apartment may also share the rent. Please call (419) 289-5848 for current rates and availability.

**Commuter Housing**

Commuter housing is available for those students who may occasionally need housing during their studies. Housing is available in Schmeidt Hall and Hoseck Apartments located on campus by the Sandberg Leadership Center as well as the Allison House located at 25/27 College Ave. All housing units are within walking distance to classes.

These furnished apartments include a living room, one or two bedrooms (bed linens and a pillow are provided), kitchen (equipped with stove, refrigerator, coffee maker, microwave, silverware, dishes, and utensils for your use) and bathroom (washcloth, hand towel, and bath mat are provided).

**Rates (June 1, 2014 - May 31, 2015)**

- Bed in shared room (2 twin beds in room) $25/night
- Block out room to self in shared apt $40/night
- Block out one-bedroom apt to self (twin bed) $45/night
- Private one-bedroom apt (queen bed) $55/night

Visit [http://seminary.ashland.edu](http://seminary.ashland.edu) for a detailed listing of community events.
ADMISSION REQUIREMENTS
Ashland Theological Seminary requires that an applicant have a Baccalaureate degree from an accredited undergraduate institution with a grade point average (GPA) of 2.75 (a student with a lower GPA may be admitted to a degree program and will be placed on academic probation for their first 18 semester hours of study). The applicant’s undergraduate education should reflect a substantial foundation in the liberal arts and demonstrate the ability to think clearly and communicate in appropriate oral and written English. It is understood that the applicant is prepared for the discipline of theological study with a seeking attitude. The Seminary welcomes men and women who are committed to the Christian faith, emotionally stable for leadership in the church, and capable of academic discipline.

Ashland Theological Seminary reaffirms that it is dedicated to equal opportunity. It is the policy of the Seminary to admit students and to provide equal opportunity for all persons regardless of race, color, national and ethnic origin, gender, age, or disability, and to extend all the rights, privileges and activities generally accorded or made available to students in the school. The following person has been designated to handle inquiries regarding the non-discrimination policies: Mr. Glenn Black, Associate VP for Enrollment and Student Services, 910 Center Street, Ashland, OH 44805; (419) 289-5151; gblack@ashland.edu. The applicant is required to submit the following credentials to the Office of Recruitment and Enrollment no later than thirty (30) days prior to the first day of matriculation of the semester in which the applicant desires to enter the Seminary:

1. A completed online application (http://seminary.ashland.edu/apply);
2. A non-refundable application fee of thirty-five dollars ($35.00);
3. A pastoral recommendation form supplied via the online application. This should be completed by the pastor of the church where the applicant holds their membership; or if the applicant is a pastor, the form can be completed by his/her supervisor;
4. An official transcript of all schools attended including previous theological training prior to matriculation. Students cannot begin classes until their official transcripts have been received by the Office of Recruitment and Enrollment;
5. A recent photograph, for identification purposes only (optional);
6. An additional Professional Recommendation completed by someone who knows the applicant well from an academic, vocational, or volunteer arena;
7. A personal interview may be required at the request of the Office of Recruitment and Enrollment;
8. Responses to several essay questions. These are included in the online application.

Counseling Admission Requirements
In addition to the credentials for admission to Ashland Theological Seminary listed above, Clinical Counseling applicants must complete the following requirements:
1. Completion of personality inventories required by the specific counseling program. A processing fee of $100 will apply.
2. A personal interview with the director of the program to which the student applies or a faculty member designated by the program director.

Applicants from Unaccredited Colleges
Ashland Theological Seminary follows the recommendations of the Association of Theological Schools that if an individual from an unaccredited institution applies for admission, the applicant, if admitted, will be placed on academic probation. For consideration, the unaccredited bachelor’s degree must be the earned equivalent of 120 semester hours of study.

Reactivation of Student File
Students who have not enrolled for two consecutive semesters are automatically put on inactive status and must reactivate in order to register for classes. In order to reactivate, the student must complete the Application to Reactivate found in the Application Downloads section of the website: http://seminary.ashland.edu/upload/documents/Application-to-Reactivate.pdf. Upon readmission, the student must meet the requirements for graduation found in the current catalog. If a student has not been enrolled for at least two years but not exceeding five years, they will be required to complete the Application to Reactivate, one reference form and essay question. If a student has not been enrolled for more than five years, they will need to submit a new application for enrollment, including Pastoral and Personal references and essay questions. New transcripts will be required if the applicant has earned additional credits since being enrolled at Ashland. These additional documents can be obtained from the Office of Recruitment and Enrollment.

INTERNATIONAL STUDENT
Ashland alumni have come from Indonesia, Romania, Kenya, Argentina, Malaysia, Peru, India, Nigeria, Cambodia, China, Mexico, Russia, the Ukraine and many other countries around the world. They come here to study with the understanding that they will return home to fulfill their calling in their native land. All applicants must complete an Application for Admissions (found online), Pastoral and Personal References, assigned essay questions and submit transcripts. In addition, international applicants must complete an Affidavit of Support, a Medical History form, and submit recent TOEFL Scores. If housing is needed, a housing application must also be completed. Scholarship assignments cannot be offered until a student has submitted the above application materials.

Limited scholarship is available to all international students entering the United
States on a J Visa only. The intent behind the scholarship is that a student will, upon graduation, return to their home country to provide ministry and service there. All students who accept financial assistance are required to sign and abide by the following Statement of Agreement:

1. I agree to return to my home country immediately upon graduation from ATS and to serve a minimum of three years in ministry before seeking additional graduate work or other ministry opportunities.

2. I agree to commit five hours per week in volunteer service to the Seminary or designated agency (unpaid) in a job assigned by the administration.

3. I fully understand that I am being given this scholarship for the express purpose of providing ministry to the people of my home country and therefore promise to honor all my commitments of dedication to the task of preparing for ministry and returning to my home country to engage in ministry.

4. I fully understand that failure to abide by these agreements will be a violation of my word of faith and will require full and complete repayment of all financial awards and scholarships.

5. Ashland Theological Seminary does not provide post-graduation work authorization for any purpose. The expectation is that a student will return to their home country promptly after graduation.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)
Ashland Theological Seminary abides by the Family Education Rights and Privacy Act (FERPA) of 1974. Under the provisions of FERPA, student educational records and information should not be released without the expressed written consent of the student. The exception to this information is classified as “Directory (Public) Information” and may be released without the student’s consent. Students have the right to withhold the release of the above by presenting a written request to the Registrar. For more detailed information about FERPA, please refer to the Student Handbook.
# Seminary Tuition for 2014-2015

## Master’s Programs
- Counseling students (CACREP) $650/credit hour
- All other Master’s $630/credit hour
- No Annual Fees

## Pre-D.Min.
$945/3 hour class

## Doctor of Ministry Program
**For New Students beginning Fall 2014**
- Total Cost of Program: $17,290.00
- Formational Counseling track
  - billed in four units of: $4,322.50/per unit
- All other tracks billed in seven units of: $2,470.00/per unit

### 2013-2014 Students:
- Total Cost of Program: $16,222.50
- Formational Counseling track
  - billed in four units of: $4,055.63/per unit
- Black Church Studies track billed at: $360.50/credit hour
- All other tracks billed in seven units of: $2,317.50/per unit

### 2012-2013 Students:
- Total Cost of Program: $15,750.00
- Formational Counseling track
  - billed in four units of: $3,937.00/per unit
- Black Church Studies track billed at: $360.50/credit hour
- All other tracks billed in eight units of: $1,968.75/per unit
  - Quarterly Continuation Fee $250.00

## Pre Fall 2012
$360.50/credit hour

## Other Fees
- Independent/Directed Study/D.Min. Contracted Study $120/credit hour
- Clinical Counseling CEU $315
- Audit $375

## Additional Fees
- **Application Fee** $35.00
  - The fee is to accompany the application for admission and is not refundable.
- **Processing Fee for Personality Inventories** $100.00
  - All students applying for entrance into the Midwest or Detroit Counseling Program will be charged a one-time fee for processing their personal inventories. It is due the day they take the tests.
- **Graduation Fee** $100.00 ($150.00 D.Min. students)
  - The graduation fee provides for a diploma, graduation regalia, etc. This is a one-time fee charged at the time of filing for graduation. Students will not be allowed to participate in commencement exercises or receive their diploma if they have not paid their account in full. Late applications will be assessed an additional $25 late fee.
- **Thesis Binding** $32.00
  - The thesis binding fee is charged for two copies; the original copy is placed in the library and the second copy is returned to the student. Additional copies are available for $16.00 per copy.
- **Health Services** $69.00
  - All full-time students are eligible to use the Student Health Center for a fee of $69.00 per academic semester, payable upon the first use of the clinic each semester. For information, please contact Ashland University’s Health Center, (419) 289-5200.
- **Late Registration** $25.00
  - Any student failing to register on or before the final date of registration for each semester will be subject to a late charge of $25.00.
- **Late Payment** $25.00
  - A 1-1/2 percent per month fee will be charged to any account not paid in full.

## Payment Due
Tuition and fees are due on the first day of each semester.

## Payment Plan
Students may elect to use a monthly plan, administered by Tuition Management Systems, to spread payments over a semester. A yearly plan is also available. There is an enrollment fee, but there are no interest charges. Call TMS at (800) 722-4867 or go on-line ([www.afford.com](http://www.afford.com)) for more information.

**All fees are subject to change at any time by the Board of Trustees.**
REFUND POLICY
This refund policy applies to students completely withdrawing from school, not simply dropping a class(es).

Withdrawal is when an enrolled student withdraws from all classes during the term.

Dropping of class(es) is when an enrolled student drops a class (or classes) but is still enrolled for one or more classes in the term. There will be no refund or tuition adjustment for class(es) attended and dropped after the drop date.

RETURN OF TITLE IV FUNDS/INSTITUTIONAL REFUND POLICY
This applies to students who withdraw or are expelled. Refunds for these students are determined according to the following policy:

1. The term “Title IV Funds” refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal Parent PLUS Loan.

2. A student’s withdrawal date is:
   - the date the student began the institution’s official withdrawal process or officially notified the institution of intent to withdraw;
   - the midpoint of the term for a student who leaves without notifying the institution;
   - the student’s last date of attendance at a documented academically related activity.

3. Students who are granted a leave of absence are treated in the same manner as students who withdraw from the Seminary.

4. Refund Policy:
   - Refunds on all charges including tuition, room and board, and special fees will be prorated on a per day basis up to the 60% point in the term. There are no refunds after the 60% point in time. A copy of the worksheet used for this calculation can be requested from the Ashland University Financial Aid Office.
   - Title IV, state and institutional aid is earned in a prorated manner on a per day basis up to the 60% point in the term. Title IV, state, and institutional aid is viewed as being 100% earned after there are no refunds for courses for which a grade of “I” (incomplete) or “IP” (in progress) is received.

In accordance with federal regulations, when financial aid is involved, refunds are allocated in the following order: Unsubsidized Federal Stafford Loan; Subsidized Federal Stafford Loan; Federal Perkins Loan; Federal Parent PLUS Loan; other federal sources of aid; other state, private and institutional aid; and finally, the student.

Ashland Seminary’s responsibilities in regard to the return of Title IV funds include:
- providing each student with the information given in this policy;
- identifying students who are affected by this policy and completing the return of Title IV funds;
- calculations for those students;
- returning any Title IV funds that are due the Title IV programs.

The student’s responsibilities in regard to the return of Title IV funds include returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.

APPEAL PROCESS
A student who has an issue with the billing or financial aid portion of this policy may write a letter of appeal: Ashland University, Director of Financial Aid (financial aid), 401 College Ave., Ashland, OH 44805 or Ashland Theological Seminary, Director of Operations (billing), 910 Center St., Ashland OH 44805.

If a student is asked to leave for disciplinary reasons, all rights to adjustments from the tuition and fees are forfeited.

No person may have official transcripts of his or her records until that person’s account is paid in full.
FINANCIAL AID
How to finance your seminary education is one of the first questions to come to mind after answering God’s call to Ashland. You are encouraged to explore every avenue of resources that God has placed before you including savings, income, sacrifice and your home church. In addition, Ashland offers scholarships and loans for students who need additional assistance.

General Scholarship Fund
Applications for general scholarships are made available online in February and are due no later than May 15 of each year. Students must apply annually for all scholarship awards. Returning students must have a current GPA of 2.75 to qualify for merit awards. Need based scholarships are only available to students who have completed a FAFSA with Ashland University’s Financial Aid Office (http://www.ashland.edu/finaid). Ashland Theological Seminary affirms the policy that no student will be denied financial aid because of race, color, national origin, gender, age or disability.

Veterans’ Benefits
Persons who have served in the armed forces may be eligible for Veterans’ benefits.

Brethren Ministerial Student Aid
Each year offerings and endowments from Brethren churches and individuals are given in support of men and women who are studying for Christian ministry. Aid is awarded on the basis of student need and scholarship availability. All recipients of Brethren Ministerial Student Aid are expected to serve in ministry with the Brethren Church for no less than five years after graduation. If they do not do so, the student assumes the moral obligation to repay the financial support awarded on a sliding scale based on years served after graduation.

Ministry Partners Award
The spouse of any full time student can take a class or pursue a degree with a 50% tuition scholarship. Inquire with the Office of Recruitment and Enrollment to learn more.

Student Loans
Seminary students are eligible to apply for government loans. Applications for these are handled by the Ashland University’s Financial Aid Office. Once accepted, students may contact their office at (419) 289-5003 or go to https://www.ashland.edu/administration/financial-aid/graduate-students to apply.
ACADEMIC PROCEDURES & POLICIES

Ashland Theological Seminary is an Equal Opportunity institution and its programs are available to all students regardless of handicaps, sex, age, race, color, religion, and national or ethnic origin. Each applicant for admission to the Seminary is considered on individual merit. Each applicant’s record is reviewed for academic achievement, aptitude, and interest in order to admit those students who possess the ability and motivation to benefit from their enrollment at the Seminary. Each applicant is highly encouraged to visit the campus and meet with an admission representative. A visit provides additional opportunity for the admission staff to assess the applicant and for the applicant to ask questions of the admission representative, Seminary students, faculty, and administrators and to tour the campus and facilities.

The following items of information include important academic procedures and policies that should be known and understood. This publication is not a contract between the school and the student. Program information and requirements are subject to change. Students should regularly seek the most current information from the Office of the Dean, the Registrar’s Office, or the Office of Recruitment and Enrollment on academic policies for students is the Student Handbook, which contains more details on many of the policies listed below. There is also a handbook for the Doctor of Ministry program. Each student receives a copy of the Student Handbook and other pertinent documents related to their course of study upon admission to the Seminary and can find more details there on these and other policies.

GENERAL POLICIES

Academic Advising
All students are assigned an academic advisor upon registration for classes. Students can identify their academic advisor though WebAdvisor. The following officers function as primary advisors at the relevant locations or in the appropriate programs:

- Dr. Carrie Hudson at 419-289-5183 (chudson2@ashland.edu) – Ashland Campus
- Dr. Thomas Gilmore at 216-264-4622 (tgilmore@ashland.edu) – Cleveland Center
- Dr. Mary Lutz at 614-396-9130 (mlutz3@ashland.edu) – Columbus Center
- Rev. Pam Pangborn at 248-559-1400 (ppangbor@ashland.edu) – Detroit Center
- Dr. David Mann at 419-289-5872 (dmann@ashland.edu) – Clinical Mental Health Counseling Program (Ashland & Columbus)

Dr. Jerrolynn Johnson at 248-559-1400 (jjohns12@ashland.edu) – Counseling Program (Detroit)

Attendance Policy
According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

Change of Degree
Students at the Seminary are accepted into a specific degree or program. If a student desires to change degrees or programs, an application to do so must be submitted. Changing to a new degree program may require additional forms and/or an interview given the fact that admissions requirements may differ. All Change of Degree forms require the approval of the Academic Dean or Associate Dean for Academic Advising & Scheduling before the change can be processed and finalized.

Communications
Email is the most commonly used medium for official communications with regard to Seminary business. Every registered student is assigned an Ashland email address. Students are required to check their Ashland email account frequently, as notifications of deadlines, class cancellations, special programs, events, and points of community interest are posted regularly. Students may have Ashland emails automatically forwarded to a non-Ashland account, but the student is responsible for the creation and maintenance of this link, as well as the maintenance of the original Ashland account.

Confidentiality of Education Records
The Family Educational Rights and Privacy Act (FERPA) requires educational institutions and agencies to conform to fair information practices. Ashland Theological Seminary will not release personally identifiable student records on file without prior student consent. Exceptions to this are (1) Seminary officials or teachers who have a legitimate educational interest in the student; (2) another school to which the student has applied and intends to enroll; (3) authorized federal and state officials; (4) persons dealing with a student’s application for financial aid; and/or (5) parents. It is Seminary policy that no data from student records be provided to non-university agencies for mailing purposes. Inquiries regarding compliance may be directed to the Seminary Registrar, Ashland Theological Seminary, 910 Center Street, Ashland, Ohio 44805.
Course Repeat Policy
Any student receiving a “C-” or lower grade (“C+” for counseling program students) may choose to retake the course. All courses and grades remain on the official transcript; however, only the last grade will be used to determine the student’s grade point average (GPA). Repeat courses must be taken at Ashland Theological Seminary. Courses with grades higher than a “C-” cannot be repeated for a grade or on a P/F basis unless noted in the course description as repeatable.

Faculty Mentoring
All students, with the exception of students in the counseling programs, are assigned a faculty mentor as part of their larger mentoring experience at the Seminary. Faculty mentor assignments are based on degree program, area of concentration, campus location, and denomination. Normally, these assignments are made at the middle of each semester. An email from the Dean’s Office is sent directing the student to WebAdvisor to identify the faculty mentor’s name. The mentor is listed in the “Counselor Section.”

Seminary Closure Policy
Seminary staff, students, and faculty members who are attending or teaching classes on Ashland, Cleveland, Columbus, or Detroit campuses have four options for obtaining information on the cancellation of classes, the closing of offices, or the closing of program centers due to the weather:

1) Listen or watch for closings on radio and TV stations in the area where class is located. Major TV stations will be notified of Seminary closings.
   - Akron: WHLO-AM
   - Ashland: WNCO - AM 1340, WNCO-FM 101.3
   - Cleveland: WCRF-FM, WTAM-AM 1100; TV - Channels 3, 5, 8, 19, 43
   - Columbus: WNCI-FM, WTVN-AM, WQFM 96, WCOL-AM, WMNI-AM; TV - WBNS - ch. 10, WCMH - ch. 4, WSYX - ch. 6
   - Detroit: WWJ-AM 950, TV - Channels FOX 2, WDIV 4, WXYZ 7
   - Lorain: WZLE-FM
   - Mansfield: WMAN-AM, WYHT-FM, WIQI-FM, WVNO-FM, WRGM-AM; Local TV station - WMFD-ch. 68
   - Mt. Vernon: WMVO-AM, WQIQ-FM
   - Wooster: WKVX-AM, WQKT-FM

2) Call the Seminary’s general number (419) 289-5161 to hear a list of the classes or program centers that are closed.

3) Consult the main page of the website - www.seminary.ashland.edu.

4) Sign up with e2Campus Emergency Contact System to receive alerts on your cell phone (text), email, pager or PDA. You will receive instant alerts regarding Emergency Situations, Severe Weather Advisories, School Closings, and Major Event Cancellations. To sign up go to www.ashland.edu, Current Students, Campus Services, Safety Services, Emergency Contact System.

The decision to cancel evening classes will be made by 3:30 p.m. the day classes are to be held. Note that not all program sites will necessarily close if other campuses close.

Spouse Tuition Reduction Policy
If either of a married couple is a full-time registered student (taking 8 or more hours each semester), the spouse may register for courses at one-half the tuition cost. If the spouse desires to take the course for credit or to pursue a degree program, he or she must complete the admissions process prior to registration for classes (see also Ministry Partners Award, pg. 47).

Standard of Conduct
The following is a statement taken from the “Application for Admission” to the school. All students upon completing the online application are affirming the following statement: "In making application to become a student of the Ashland Theological Seminary, I hereby pledge myself to abide by all of the standards of conduct of the Seminary; to seek in every way to protect the good name of the institution; to preserve and protect the physical properties of the Seminary and to cooperate with the various groups of the Seminary family in creating and maintaining a spirit of Christian fellowship throughout my student days. I understand that to my knowledge, all information provided is factual and that providing false or misleading statements on this application may result in my dismissal from Ashland Theological Seminary."

If a student does not adhere to this policy, the individual’s case will be reviewed in accordance with the student conduct code. (A more explicit statement of expectations appears in the Student Handbook).

Ashland Theological Seminary abides by the State of Ohio’s Concealed Weapons Law. Please refer to the ATS Student Handbook and Ohio Revised Code §2923.126 (B)(5).

Student Identification Number & Card
Ashland University assigns each student a seven-digit Ashland identification number. The student should furnish this ID number on all forms when requested, as this number is the primary means the Seminary has to identify the student’s academic records and transactions related to the records. ID cards are provided for each student as part of the orientation program.

Transcript Service
Federal law requires that student transcripts not be released without a written request. Official transcripts carry the seal of Ashland Theological Seminary and the signature of the Registrar and are mailed to the address supplied by the student making the request. Transcripts are available from the Office of the Registrar for a fee of $5.00 each. Transcripts are processed on Wednesday mornings; however, every effort will be made to accommodate immediate needs. A transcript request form is available to be printed off the Seminary website: http://seminary.ashland.edu/academic/academic-resources/transcript-request.

Transfer of Credit
Admission to Ashland Theological Seminary is contingent upon the student having a bachelor’s degree from an accredited institution. During the admission process, consideration will be given to granting credit for graduate work at other institutions, provided it is applicable to the student’s degree program. The amount of credit transferable will be determined by the Office of Recruitment and Enrollment at the time of admission and at the request of the applicant.

Withdrawal/Reinstatement Policy
If a student withdraws from classes for a semester or more, they must submit a notice of withdrawal to the Academic Dean explaining the circumstances. When such students are ready to resume studies, they must inform the Office of the Dean and complete class registration by the appropriate deadline in the Academic Calendar, enabling them to return to classes. If one year has lapsed, they are required to reactivate their student file through the Office of Recruitment and Enrollment at the time of admission and at the request of the applicant.

Adding Classes
Students may add a course within the first week of the semester, if the course remains open and the professor of record approves additions to the class. The student is responsible for completing any missed assignments. Students should consult the Office of the Registrar for adjusted add periods for enrollment in courses that do not meet during the first two weeks of the semester. Intensive courses in any term cannot be added after the first day of class.

Admission on Probation
Students with an undergraduate grade point average (GPA) under 2.75 may be admitted to the Seminary on a probationary basis. After a probationary period of 18 semester hours with a minimum GPA of 2.75, students will be removed from probationary status. Should the GPA drop below a 2.0 during the probationary period, the student will be subject to dismissal.

Auditing Classes
Audited courses do not apply towards degree requirements. A student may switch from audit to credit (or vice versa) by filing the appropriate form in the Registrar’s office and completing the course requirements before the end of the semester. The student must pay the difference in cost when changing from audit to credit. Consult the Financial Information section of the Academic Catalog for fees.

Conferences/Seminars
Credit is available for those who attend approved conferences and seminars. Students should check with the chairperson of the respective department (Biblical Studies; Christian History, Theology and Philosophy; Counseling; or Practical Theology) for reading and writing requirements associated with attendance at approved conferences and seminars.

Course Load & Full-time Status
If students register for at least 14 credit hours per semester, not counting the summer, they are able to complete their respective degrees in the stipulated timeframe (e.g., 3 years for the MDIV degree or 2 years for the MAPT degree). The load can be reduced during the Fall and Spring Semesters of each year of study by augmenting with summer courses. Students may earn as many as 9 hours during the Summer term. Students require the approval of the Academic Dean for class registrations exceeding 14 hours per semester. For scholarship purposes, however, the Seminary considers any student carrying 8 or more hours per semester to be a full-time student. For financial aid and Veterans Affairs purposes, full-time status is defined as a load of at least five hours per semester. For details on how status affects tuition, see the Tuition Schedule on the Seminary Website.
The normal duration of degree programs for full-time students is as follows:

- MA (Biblical Studies) – 2 years
- MA (Historical & Theological Studies) – 2 years
- MA in Black Church Studies – 2 years
- MA in Chaplaincy – 3 years
- MA in Clinical Mental Health Counseling – 2½ years
- MA in Counseling – 2½ years
- MA in Pastoral Counseling & Care – 2 years
- MA in Spiritual Formation – 2 years
- MDIV – 3 years
- MDIV in Chaplaincy - 3 years
- D.Min. – 3-4 years

The Seminary has imposed a limit of eight years for students to complete a Master’s degree program and five years for a Doctor of Ministry degree. The Association of Theological Schools requires that all course credits applied toward degree requirements should have been earned within 10 years of the awarding of the degree. If students are unable to complete the program within the parameters established by the Seminary, they may petition in writing for an extension from the Academic Affairs Committee.

New Student Orientation
Students are required to participate in an orientation program either on the Ashland, Cleveland, Columbus, or Detroit campuses, or Online. The orientation provides an overview of theological education and introduces students to all of the critical facets of the Seminary, including the student affairs, housing, academic programming, policies, and procedures, library facilities, information technology, field education, and academic support services. Students register for their first term of study as part of the initial orientation program.

Registration & Matriculation
The enrollment procedure at the Seminary, as in most institutions, involves two steps: registration and matriculation. New students submit a registration form for their first term to the Registrar’s Office at New Student Orientation, indicating the courses in which they seek to enroll. Returning students register online during the designated times listed in the Academic Calendar. Notice is sent to all students prior to the opening of each registration period, providing all the information for them to register at the appropriate time. Priority in enrollment for courses is based on seniority. Failure to observe registration deadlines may result in assessment of a late fee, as well as forfeiture of the enrollment priority associated with seniority. For a student to be officially enrolled in each term, that student must be enrolled in courses for credit with registration documented in the Office of the Registrar.

Dropping Classes
Students may drop a Fall or Spring course only during the drop/add period as indicated by the Academic Calendar. The Summer term has different deadlines. Please check with the Office of the Registrar to make sure that proper procedures are followed. There is a graduated refund policy. Please refer to the Financial Information section of the Academic Catalog or the Student Handbook for details on refunds.

Independent Study
Independent Studies are designed to cover specialized material not usually included in the course offerings listed in the catalog. An additional fee of $120 per credit hour is required and must be paid when submitting the documentation on the required form. Master of Arts students may take three courses and Master of Divinity students may take four courses by Directed Study or Independent Study. Consult the Registrar or Academic Dean for more information.

Course Scheduling
The Office of the Academic Dean oversees the scheduling of all courses in conjunction with department chairs, program directors, coordinators of education and the Office of the Registrar. Courses are projected two years in advance and the full two-year complement of classes is published in the Academic Catalog annually in the Course Descriptions section.
personnel concerns, and other mitigating circumstances that make a change necessary. Every effort is made, in such a situation, to accommodate the needs of students. If a class is canceled due to under-enrollment, the professor of record may elect to teach the class as a directed or independent study.

Thesis
A thesis is a result of research in an area of specialization under supervision of a faculty member.

Withdrawal
Students may withdraw from any course before the end of any term with the professor’s permission and the filing of the appropriate form in the Office of the Registrar. Failure to comply with these procedures will result in a failing grade for the course. The grade of “W” is not calculated into the Grade Point Average (GPA) of the student.

GRADE POLICIES

Grade Appeal Process
When a student believes that a grade for a course is unfair or not correct, the following process of appeal should be followed:

1. Discuss the issue with the instructor of the course providing the student’s reasoning why the grade should be changed. This should be done within thirty days of the issuing of grades. If the student still disagrees with the results, or the instructor does not respond by the end of the following semester, he/she may,

2. Discuss the matter with the Academic Dean* who will examine the student’s point of view. The Dean will also discuss the matter with the instructor to obtain his/her point of view. The Dean will make a decision based on his/her research. If the student is still not satisfied, he/she may,

3. Appeal to the Academic Affairs Committee, in writing, providing the details of the case. The Academic Affairs Committee may consult the instructor and the syllabus for the course. The decision of the Academic Affairs Committee is final.

* Students in any of the counseling programs should take their concerns initially to the directors of the counseling programs before taking it to other seminary personnel.

Grade Point Average Computation
Grade point averages are computed (using the grading scale in this section) by dividing the number of quality points achieved by the number of semester hours earned.

Grade Reports
Final grades are submitted by faculty at the close of each term. Once recorded, they become a part of the student’s permanent record and may not be altered.

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Quality Pts</th>
<th>Percentage</th>
<th>Grade</th>
<th>Quality Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 - 100</td>
<td>A</td>
<td>4.0</td>
<td>77 - 79</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>92 - 96</td>
<td>A-</td>
<td>3.7</td>
<td>74 - 76</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>89 - 91</td>
<td>B+</td>
<td>3.3</td>
<td>71 - 73</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>86 - 88</td>
<td>B</td>
<td>3.0</td>
<td>68 - 70</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>83 - 85</td>
<td>B-</td>
<td>2.7</td>
<td>65 - 67</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>80 - 82</td>
<td>C+</td>
<td>2.3</td>
<td>0 - 64</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

A Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.

B Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.

C Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.

D Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.

F Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

Incomplete (I) or Extension (E) Grades
In course syllabi, professors give the dates when assignments are due. All work for each term must be submitted by the last day of the semester to avoid receiving a failing grade for the course. A student must request an Incomplete (I) or Extension (E) if all work for the course will not be completed by the end of the term. A student who does not request an Incomplete or Extension may receive an F for the class. An Incomplete (I) applies to work of acceptable quality when the full amount is not completed on time for reasons satisfactory to the professor. It is never applied to poor work but may result in a decrease of grade. This mark becomes an F if it is not removed within the first thirty (30) days of the following semester. An Extension (E) applies to work of acceptable quality when the full amount is not completed because of illness or other mitigating circumstances. The work is to be completed before the end of the following term. There is no decrease of grade. The procedure to request an I or E is as follows:

1. The student secures “Request for Incomplete or Extension” form from the Registrar’s Office (this form is also available on-line).
2. The student completes the form and submits it to the professor from whom the Incomplete or Extension is requested.
3. The professor approves the request by signing the form and filling in “Date Work is Due.”
4. The professor then makes a copy of the form for his/her records and returns the original to the student.
5. When the work is submitted by the student, the form should be attached and the professor marks the “Date Work Submitted.”
6. This form is NOT to be turned in to the Registrar but should remind the professor to complete the Change of Grade form in the Registrar’s Office.

In both of these cases, the student will receive a memo from the Registrar’s Office prior to the deadline for grade change submission. The professor will also receive a copy of the memo. The professor must complete the grade change form and return it to the Registrar’s Office by the deadline indicated.

Pass/Fail Grade
Students may designate one non-core course in each year of their academic program as pass/fail (P/F) (total of two for two-year degree programs and three for three-year degree programs). These courses would apply toward graduation requirements but would not be calculated into the student’s Grade Point Average (GPA). Students are required to declare the pass/fail option at registration and may not change after the drop/add deadline.

Satisfactory Progress and Graduation Policies

Academic Probation
Any student failing in one semester to earn a cumulative grade point average of 2.0 will be placed on academic probation. If the student does not earn a 2.0 or demonstrate satisfactory progress in the next semester, a semester of suspension from classes is imposed. When the student resumes study after a semester of suspension and satisfactory progress of 2.0 is still not achieved, termination will result.

Conferral of Degrees & Participation in Commencement

The Board of Trustees, upon the recommendation of the faculty, confers academic degrees upon candidates during any regularly scheduled board meeting during the year. Generally, the board meets in October and May. Only those candidates who have completed all requirements, have met all financial obligations, have completed exit loan counseling if they borrowed a Federal Stafford loan during their attendance, returned all overdue items to the library and paid all library fines will be recommended to the Board for degrees, will be permitted to participate in commencement, and be listed as graduates.

Dismissal of Students

The Admissions Committee carefully screens incoming students and accepts only those we believe will benefit from our program of instruction. A student, however, can be dismissed for the following reasons:

1. Plagiarism of written material (see the Writing Handbook and Student Handbook)
2. Inability to meet financial obligations
3. Inappropriate behavior
4. Inability to live in harmony with members of the Seminary community
5. Inability to maintain a 2.0 grade point average
6. Falsification of admissions application materials

If the reason for dismissal is academic, the procedure for student appeal is first to the Academic Dean, next to the President, and finally to the Seminary Committee of the Ashland University Board of Trustees. If the reason for dismissal is financial or related to standards of conduct, the student should first meet with the Associate Vice President for Enrollment and Student Services. If applicable, the student will be processed according to the Student Judicial Code.

Graduation Requirements

The student must complete all core requirements in addition to the hours required for the student’s selected area of concentration. A cumulative grade of 2.0 grade point average based on a 4.0 grading scale is required (unless otherwise indicated).

Honors Designation

The Seminary recognizes scholastic achievement with various designations. The following scale represents these designations:
4.00 High Honors with Notation
3.90 High Honors
3.70 Honors

Student Responsibility

Students are responsible for ensuring that their graduation requirements are met. The Associate Dean for Academic Advising & Scheduling coordinates advisement for students on all campuses and the Office of the Registrar maintains current records on all students and provides annual degree audits. Ashland, however, is not responsible for calling attention to deficiencies in a student’s program unless those deficiencies are the basis for disciplinary action.
PROGRAMS AND POLICIES

Academic Year
The Academic Year of the Seminary consists of two 15 week semesters and a
Summer term aligned with the Academic Calendar of Ashland University. All courses
necessary for the completion of degrees are available to students during the Fall
and Spring Semesters, but students may accelerate their programs by taking course
work during the Summer.

Course Credit Calculations and Delivery
In the semester system, 1 credit hour is equal to 12.5 instructional hours. All 3-hour
courses must deliver 37.5 instructional hours, normally packaged in 42-45 hours,
including breaks. The terms “3-hour course” and “3-credit course” are synonymous.

Three-Semester Credit Courses
- Default 15-Week Format. The default format for a class that extends through
the first 15 weeks of a semester will be one 3-hour block per week for 15
weeks. Each 3-hour block should include 2.5 instructional hours with 30
minutes of break time. A final exam may be administered during the 15th week
of the class.
- Default Weekend Format (Applicable for the Summer Term as well). The
default format for weekend classes will be a 3-weekend Hybrid model, with
25.5 instructional hours during three weekends, Friday (6:00-9:00 p.m.) and
Saturday (8:00-12:00; 1:00-4:00) and 12.0 instructional hours delivered online,
normally during the two periods between weekend sessions. Each 3-hour block
should include 2.5 instructional hours with 30 minutes of break time; the 4-
hour Saturday morning block should include 3.5 instructional hours with 30
minutes of break time.
- Default Intensive Format (5-day Hybrid). The default format for a one-week
intensive will be a 5-day Hybrid model, with 5.0 instructional hours daily for five
days and 12.5 instructional hours delivered online. Class will be held from 9:00-
12:00 and 1:00-4:00 daily (2.5 instructional hours each block with 30 minutes of break
time each). Students will engage in 6.0 instructional hours online,
normally during the two weeks that precede the intensive week and 6.5
instructional hours online during the two weeks that follow the intensive week,
including some form of closure exercise for the class.
- Default 2-weekend Retreat Format. Some courses might lend themselves well
to a two-weekend retreat format. The 37.5 instructional hours can be delivered
through a four-hour Thursday evening (5:00 p.m.-9:00 p.m.), twelve hour
Friday (9:00 a.m.-9:00 p.m.), and five hour Saturday (9:00 a.m.-2:00 p.m). Each
of two weekends, in this model, would need to be 21 contact hours, with at
least 18.75 instructional hours, for a total of 42 contact hours and 37.5
instructional hours. Breaks would be worked into the schedule in a flexible
manner, and some meal times could be included in instructional time as
formational activities.
- Other Formats. Other formats can be utilized as long as they deliver the
necessary instructional time. These might include:
  1. 4 or 5-weekend formats
  2. 6 weekend (Saturday only) format
  3. 6-day intensive format

Two-Semester Credit Courses
All 2-hour courses must deliver 25.0 instructional hours, normally packaged in 27-30
hours, including breaks.
- Default 10-Week Format. The default format for a 2-hour class will be one 3-
hour block per week for the first 10 weeks of the semester. Each 3-hour block
should include 2.5 instructional hours with 30 minutes of break time. If there is
a final examination for the class, it may be administered during the 10th week
of the semester. One variation of this format entails meeting for the standard 3-
hour block during any 10 weeks of the 15-week semester. The selected weeks
would need to be coordinated carefully with departments and through the
Dean’s Office.
- Default 15-Week Format. In an alternate format, class can be held in 2-hour
blocks, one per week for the 15 weeks of the semester. Each 2-hour block
should include 1.67 instructional with 20 minutes of break time. If there is a
final examination for the class, it must be held in the designated final exam
period during the 16th week of the semester.
- Default Weekend Format (Applicable for the Summer Term as well). The
default format for weekend classes will be a 3-weekend Hybrid model, with
25.0 instructional hours during three weekends, Friday (6:00-9:00 p.m.) and
Saturday (8:00-12:00; 1:00-4:00) and 12.0 instructional hours delivered online,
normally during the two periods between weekend sessions. Each 3-hour block
should include 2.5 instructional hours with 30 minutes of break time; the 4-
hour Saturday morning block should include 3.5 instructional hours with 30
minutes of break time.
- Default Intensive Format. The default format for a one-week intensive will be a
5-day model, with 5.0 instructional hours daily for five days. Class will be held
with two 3-hour blocks daily (normally from 9:00-12:00 and 1:00-4:00) (2.5
instructional hours each block with 30 minutes of break time each).

1.5-Semester Hour Courses or Half Courses
All 1.5-hour courses, or “half courses,” must deliver 18.75 instructional hours.
- Default 8-Week Format. The default format for half course will be one 3-hour
block per week for either the first 8 weeks or the second 8 weeks of the
semester, as determined by the Ashland University Academic Calendar. Each 3-
hour block should include 2.5 instructional hours with 30 minutes of break
time. The final 8th session of the class need deliver only 1.25 instructional
hours, and if there is a final examination for the class, it may be administered
the 8th session of the class, following the instructional time.

**Disabilities**
For students who have specific physical, psychiatric or learning disabilities and require accommodations, please let the professor know early in the semester (preferably the first week) so that your learning needs can be appropriately met. In order to receive accommodations, documentation concerning your disability must be on file with Disability Services in the Center for Academic Support, 7th floor of the Ashland University Library, 419-289-5904. Please contact them with any questions you may have. Support Services can also provide a copy of the ADA handbook upon request.

**Exceptional Cases**
The faculty has invested the Academic Affairs Committee with authority to act upon all requests for exceptions to the regulations, procedures, and policies articulated in the Academic Catalog. All requests or exceptions or variations of these protocols are to be addressed in writing to the Academic Affairs Committee and submitted to the Office of the Academic Dean.

**FERPA – Release of Student Record Information**
Under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), student educational records and information should not be released without the expressed written consent of the student. The exception to this information is classified as “Directory (Public) Information” and may be released without the student’s consent. Ashland University has determined the following as directory information: name, local address, home address, local telephone number, home telephone number, date and place of birth, parents’ name and address, e-mail address, major, class, center attended, dates of attendance, full-time, half-time, or part-time status (not specific credit hours), degrees and awards received (including Dean’s List), previous institutions attended, participation in officially recognized activities and sports, photographs, weight and height of members of athletic teams. Directory information cannot include student identification numbers or social security numbers. Additionally, students have the right to withhold the release of the above by presenting a written request to the Registrar. A small number of students has requested this and when the name is “accessed in the computer” the statement “Do Not Release Information” will appear.

A student has the right to:

a) Inspect and review education records pertaining to the student. Students have the right to view their education records wherever these records are maintained on campus. Once a student has submitted a request to inspect his or her records, an institution must comply within 45 days. When the student has an outstanding financial or other hold on records, the student still maintains the right to review his or her education records. He or she does not have the right to obtain any copies of those records unless failure to do so would effectively deny the student the right to inspect and review records. Also, that student does not have the right to have a transcript sent to a third party until the obligation is fulfilled. In cases where a student is not within commuting distance (50 miles) of campus and therefore is physically unable to be present to view the record on campus, the institution must make arrangements for the student to obtain access for review of these records. The institution may do so either (a) by making copies of the requested records and sending them to the student by mail or other means; or (b) by making arrangements with an appropriate third party, such as another institution or an attorney’s office located in the vicinity of the student, to act as an agent. Such individuals would agree to abide by the institution’s instructions to allow the student to review but not copy the records. This method would be used particularly in instances where the student has an outstanding financial or other obligation to the college.

b) Request an amendment to the student’s records to insure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing will be provided to the student when notified of a hearing.

c) Limit disclosure of some “personally identifiable information” (information that would directly identify the student or make the student’s identity easily traceable) known as directory information. Any student who does not want directory information to be released, must submit their request in writing and meet with the campus FERPA Coordinator located in the Registrar’s Office.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-460

**Veterans**
The Seminary Registrar’s Office certifies veterans each term for their benefits under federal programs. Most academic programs at the Seminary qualify for U.S. Department of Veterans Affairs benefits, making an Ashland education accessible and affordable. Veterans are required to provide specific documents before they
can be certified with the VA’s Veterans Benefits Administration. Specific information regarding the certification process is available from the Seminary Registrar’s Office at ATS-Registrar@ashland.edu.
PHILOSOPHY OF THE CURRICULUM
Ashland Theological Seminary embraces a philosophy of education that develops the whole, spiritual leader through an active engagement in scripture, spiritual formation, and community, with an emphasis on academic excellence. The Seminary trusts that men and women who are thereby equipped for ministry will be secure in their identity in Christ and devoted to others. They will allow the Word and Spirit to continually form their character in the image of Christ. They will discern their calling in Christ and will have that calling shaped and confirmed in community. They will be competent to minister the grace and love of Christ to a broken world and, with a commitment to life-long learning, will continue to grow in faith, hope and love.

The Seminary recognizes that Christian ministry today takes many forms such as pastoral ministry, Christian education, counseling, church administration, worship leadership, institutional chaplaincy, para-church leadership, and higher education. The faculty believes that the Christian way embraces every dimension of life and speaks to all people. Preparation for and involvement in practical theology are considered vital in a complete curriculum. The off-campus programs, field education requirements, and clinical experiences are means for student engagement with and involvement in the world. Students are helped to actualize their faith so they can apply it to the contemporary world in a way that has meaning, purpose, and enduring value. The programs of the Seminary rest on the theological conviction that both truth and power are found in faith.

THE ATS CURRICULUM MODEL
As Christians, we are a “called people,” gathered into communities to grow in our knowledge and love of God. Those who pursue a Seminary education set aside time, form relationships, build foundations, cultivate skills, engage practices, discover and clarify our calling to Christian service and leadership. Community provides a context for this learning and growth, where we receive wisdom and guidance from others, learn to live with others, and develop relational skills necessary for ministry. The curricular model at Ashland Theological Seminary is built on four primary commitments called the Four C’s: Core Identity, Character, Calling, and Competency.

To be effective in ministry, Christian leaders must know their Core Identity—who they are in Christ—and attend to growing in their relationship with Christ by engaging in practices that foster spiritual growth. Character is an expression of who we are and is shaped by the quest for Christ-likeness and choices that foster a growing coherence between who we are, what we believe, and how we live. As disciples of Jesus, each of us has a Calling that reflects the unique gifts that God seeks to use in the unfolding of his kingdom in the world. Faithful Christian service and leadership, therefore, require Competency—the development of skills in handling Scripture, using the resources of Christian traditions, and leading others into faithful discipleship in an ever-changing world.

All the degree learning outcomes of the various Seminary programs are built upon the Four C’s and all student learning outcomes associated with courses derive from the degree learning outcomes. So the various curricula of the Seminary are fully integrated into this larger vision of theological education.

ACCESSIBILITY & FLEXIBILITY
The Seminary has been a pioneer in offering coursework in formats that meet the schedule and life settings of non-traditional students. Over the years it has committed itself to offer theological education in underserved metropolitan areas such as Cleveland, Columbus, and Detroit. Since the 1980s, the Seminary has also offered courses in a variety of formats for students: block courses that meet once a week, evening courses, weekend courses, intensive courses that meet during the summer, and high quality online courses. Full degrees are also offered at each of the Seminary’s instructional sites. With this flexibility, students have a wide variety of options to complete their degree work at all of the Seminary’s campuses.
COURSES WITHIN THE CURRICULUM

Core Courses
The curriculum is so constituted that students will have a broad preparation for each Seminary degree by taking the required core courses. The ATS Core courses are designed not only to cover the essentials in each department but also to provide for the spiritual growth of each student in response to God’s revelation of himself, His Word, and His church.

Electives
Each department offers a number of elective courses. These electives are given as special interest seminars, integrative, or interdisciplinary courses. A limited number of electives in each degree allows students some latitude in tailoring their degree program to their unique calling, goals, and interests.

ADVANCED STANDING

Biblical Studies Department Advanced Placement Policy
Students may qualify for advanced placement in Old or New Testament if they can present transcript evidence of having achieved a grade of A or B in one or more undergraduate courses that provided a commensurate background in terms of both content and interpretative skills. Interested students should contact the department chair during their first semester. The department chair may decide that the core courses would still supply a significant gap in the student’s preparation, or he or she may assign supplemental reading if the gap is not too great. No credit will be awarded for the core courses; students who are granted advanced placement will be permitted to substitute an upper-level Old or New Testament course for each core course out of which he or she has placed.

Church History, Theology and Philosophy Advanced Placement Policy
Students may qualify to take an advanced placement exam in church history or theology if they can present transcript evidence of having achieved a grade of A or B in a similar undergraduate course. Interested students should contact the department chair during their first semester. Students who achieve an 80% or higher in the relevant advanced placement exam will be permitted to substitute a church history elective for the church history survey and/or a theology elective for the theology survey. No credit will be awarded for the survey course in this case. The department chair may assign supplemental reading if he or she discerns a significant gap in the student’s basic preparation.

CERTIFICATE AND DIPLOMA PROGRAMS

The Seminary is committed not only to degree programs but to a continuum of learning. It is engaged in theological education on multiple levels, therefore, and seeks to provide quality programs for both lay training and clergy education. The Seminary offers certificates, diplomas, graduate diplomas, and degrees appropriate to the vocational goals of the students and for the benefit of the church and the world. Graduate diplomas are distinct from certificates and diplomas in that the courses entailed in these programs are graduate, credit-bearing courses. In other words, the graduate diplomas are built upon courses offered for degrees (and included in the academic catalog) and can be applied, therefore, to a degree program. Certificate and diploma courses do not bear credit in this way, but can be used as a portion of bachelor’s degree equivalency for students who have not obtained a bachelor’s degree.

PLEASE NOTE that none of these programs are eligible for federal student aid such as Stafford or Graduate PLUS loans, but you may apply for a private education alternative loan at www.ashland.edu/graduate/financial-aid under “Additional Loan Resources.”

CERTIFICATE PROGRAMS

Certificate of Christian Ministry Template
The purpose of the Certificate of Christian Ministry template is to provide the structure for an educational program that will equip pastors and other church leaders with a basic, well-rounded theological education in the classical disciplines of biblical, historical, and theological studies, as well as in practical ministry studies. Specialization options that build on the basic certificate with additional classes can be added. The curriculum design is flexible, practical, affordable, and expandable. This program can serve students who lack formal theological education, but seek to meet the educational requirements for recognition as a pastor of partner organizations, second career pastors whose academic training is in areas other than theological education, para-church professionals seeking theological education on a basic level, individuals who serve the local church in various specialized ministry functions, and lay leaders.

Courses are taught on a basic undergraduate level, and the Certificate of Christian Ministry entails the successful completion of the following courses, offered in the context of the students engaged in the program:

BS 1—Strategies for Biblical Interpretation
CH 1—Survey of Church History
CT 1—Survey of Christian Theology
Diploma of Theology—Black Church Studies
This diploma is offered at the McCreary Center for African American Religious Studies in Cleveland in partnership with the Seminary. Founded and directed by Dr. William H. Myers, this Center is devoted to the education of Christian leaders in the African American community and provides a range of programs for growth in ministry and service. The diploma consists of a basic, well-rounded theological foundation in coursework related to the Black Church. The curriculum of the diploma includes the following courses:

BC 500—Introduction to Black Church Studies
BC 505—History of the Black Church
BC 603—Black Theology
BC 610—African American Biblical Interpretation
Elective in Black Church Studies
Elective in Black Church Studies

For more information concerning this program, contact Dr. William H. Myers, Director of the McCreary Center, at (216) 905-0126 or wmhmymyers@aol.com.

Diploma of Theology—Hispanic Church Studies
This diploma is offered at the Galilean Theological Center in Cleveland in partnership with the Seminary. Founded and directed by Dr. Felix Muniz, this Center is devoted to the education of Christian leaders in the Hispanic/Latino community and provides a range of programs for growth in ministry and service. The diploma is structured for completion in two years of full time study. Each academic year several six to eight week courses in ministry, theology, and Bible are offered. Students are required to finish twelve courses with a minimum of 13 classroom hours each and three seminars. A full listing of courses offered is available from the Center, but representative courses (DP) and seminars (SDP) include:

DP 1—Tools for Biblical Interpretation
DP 3—Theology for Life
DP 4—Survey of the Bible
DP 5—Highlights of Church History
DP 6—Life and Works of Justo Gonzalez
DP 7—Hispanic Theology
DP 9—Introduction to Hispanic Preaching
DP 13—Dynamics of the Hispanic Church & Family
DP 16—History of the Hispanic Church
DP 20—Christian Education in the Hispanic Church
DP 22—Spirituality in the Hispanic Church
DP 40—Introduction to Counseling
SDP 1—Writing & Research for Theological Study 1
SDP 2—Writing & Research for Theological Study 2
SDP 3—The Call to Ministry

For more information about this program, contact Dr. Felix Muniz, Director of the Galilean Theological Center, at (216) 651-1954 or gtc8802@att.net.

GRADUATE DIPLOMA PROGRAMS
Graduate diplomas have multiple functions within theological education. They can be used as stepping stones into degree programs. They can function as continuing education for Christian leaders who have already obtained degrees but desire further opportunities for learning and growth. They can provide specialized training in a particular area of theological study and practice. These graduate diplomas normally fall within a range of four to eight 3-hour graduate-level courses or 12 to 24 semester hours of study. Students pursuing any of the following graduate diplomas will receive academic credit for their coursework which may be applied towards a graduate degree at Ashland Theological Seminary contingent upon application and acceptance into a degree program. Students are required to have a bachelor’s degree (or equivalency) in order to be admitted to these programs. Most of these graduate diplomas can be completed in two years of full time study.

Biblical Languages (12 semester hours)
Students may pursue this graduate diploma at the Ashland campus or fully online by successfully completing the following courses:

NTS 5501—Biblical Greek 1
NTS 5502—Biblical Greek 2
OTS 5501—Biblical Hebrew 1
OTS 5502—Biblical Hebrew 2

**Biblical Studies (18 semester hours)**
Students may pursue this graduate diploma on any campus or fully online by successfully completing the following courses:

- BSG 5501—Engaging Texts & Contexts
- BSG 5502—Encountering Scripture in Translation or Elective
- NTS 5511—Introduction to the New Testament
- OTS 5511—Introduction to the Old Testament (Part 1)
- OTS 5512—Introduction to the Old Testament (Part 2)
- OTS/NTS Elective

**Black Church Studies (22 semester hours)**
Students may pursue this graduate diploma by successfully completing the following courses, undertaken at the Cleveland and McCreary Centers:

- BCS 5500—Introduction to Black Church Studies
- BCS 5505—History of the Black Church
- BCS 5511—Black Theology
- BCS 5515—African American Biblical Interpretation or BCS 5530—Womanist Hermeneutics
- BCS 5520/5521—Spiritual Formation in the Black Tradition Readings/Reflection 1 or 2
- BCS 5522/5523—Spiritual Formation in the Black Tradition Workshop/Retreat 1 or 2
- BCS 5527—Dynamics of the Black Church, Family and Ministry
- BSG 5501—Engaging Texts & Contexts

**Brethren Studies (30 semester hours)**
Students may pursue this graduate diploma by successfully completing the following courses at any campus or online, with the exception of the specific Brethren courses which need to be undertaken at the Ashland campus. This credential has been developed specifically for those candidates for ministry in The Brethren Church who are unable to pursue a degree.

- BSG 5501—Engaging Texts & Contexts
- CHS 5500—Story of the Christian Faith
- CTH 5520—Christian Theology for the Kingdom of God
- ETH 5530—Christian Ethics
- MSS 5501—Kingdom Mission in a Global Community
- NTS 5511—Introduction to the New Testament
- OTS 5511—Introduction to the Old Testament (Part 1)
- OTS 5512—Introduction to the Old Testament (Part 2)
- PTS 7700—History of The Brethren Church
- PTS 7701—Doctrine of The Brethren Church
- PTS 7702—Polity and Ordinances of The Brethren Church

**Chaplaincy (15 semester hours)**
Students may pursue this graduate diploma at the Ashland campus by successfully completing the following courses. Advanced Ethics is offered in an online environment and CPE is completed in context.

- CHP 6645—Introduction to Chaplaincy
- CHP 6646—Clinical Pastoral Education (CPE Basic Unit)
- CHP 6650—Advanced Ethics for Ministry Practitioners
- EVG 7726—Navigating the Multifaith Context
- MSS 6613—Cultural Competencies

**Christian Studies (24 semester hours)**
Students may pursue this graduate diploma on any campus or fully online by successfully completing the following courses:

- BSG 5501—Engaging Texts & Contexts
- CHS 5500—Story of the Christian Faith
- CTH 5520—Christian Theology for the Kingdom of God
- ETH 5530—Christian Ethics
- MSS 5501—Kingdom Mission in a Global Community
- NTS 5511—Introduction to the New Testament
- OTS 5511—Introduction to the Old Testament (Part 1)
- OTS 5512—Introduction to the Old Testament (Part 2)

**Historical & Theological Studies (15 semester hours)**
Students may pursue this graduate diploma on any campus or fully online by successfully completing the following courses:

- CHS 5500—Story of the Christian Faith
- CTH 5520—Christian Theology for the Kingdom of God
- CHS/CTH/ETH Elective
- CHS/CTH/ETH Elective
- CHS/CTH/ETH Elective

**Leadership Coaching (13 semester hours)**
CLD 6670—Coaching Fundamentals
CLD 6672—Coaching Lab/Mentored Coaching
CLD 6675—Team Coaching
PCC 8828—Care of the Soul and Formational Prayer
SPF 7780—Spiritual Guidance
New Testament (15 semester hours)
Students may pursue this graduate diploma on any campus or fully online by successfully completing the following courses:

- BSG 5501 — Engaging Texts & Contexts
- BSG 5502 — Encountering Scripture beyond Translations or NTS Elective
- NTS 5511 — Introduction to the New Testament
- NTS Elective
- NTS Elective

(For those students using the two electives for Greek, the Encountering Scripture course will be waived and replaced with an NTS 7000-level elective).

Old Testament (15 semester hours)
Students may pursue this graduate diploma on any campus or fully online by successfully completing the following courses:

- BSG 5501 — Engaging Texts & Contexts
- BSG 5502 — Encountering Scripture beyond Translation or OTS Elective
- OTS 5511 — Introduction to the Old Testament (Part 1)
- OTS 5512 — Introduction to the Old Testament (Part 2)
- OTS Elective
- OTS Elective

(For those students using the two electives for Greek, the Encountering Scripture course will be waived and replaced with an OTS 7000-level elective).

Spiritual Formation (15 semester hours)
Students may earn this graduate diploma in one of two ways: 1) Students may take five courses in Spiritual Formation offered through the regular course rotation at any campus (courses are stipulated below), or 2) Students may seek admission to the Renovaê Institute for Spiritual Formation, with which the Seminary has established a partnership, successfully complete the four courses of this two-year program which will be automatically transferred to the Seminary program, and then complete one elective in Spiritual Formation offered at any campus of the Seminary.

- SPF 6615 — History and Literature of Christian Spirituality or Renovaê Institute Course 1
- SPF 6660 — Human Development and Christian Formation or Renovaê Institute Course 2
- SPF 7770 — Practices of Prayer or Renovaê Institute Course 3
- SPF 7780 — Spiritual Guidance or Renovaê Institute Course 4
- SPF Elective

Youth Ministry (15 semester hours)
Students may pursue this graduate diploma by completing the two formation-
DEGREE PROGRAMS
The Seminary offers a variety of degree programs at the masters and doctoral levels. These programs are divided into three categories: academic degrees, first professional degrees, and second professional (doctoral) degrees. Master of Arts degrees in Biblical Studies and Historical & Theological Studies are both academic programs, in other words, their primary purpose is to provide a foundation for further graduate studies in these disciplines or to prepare the student for employment in an academic field. The majority of the degree programs are first professional degrees, preparing students for various forms of ministry in the church and the world, and the second professional degrees the Seminary offers are the seven tracks of the Doctor of Ministry degree.

The curricula of all of the master’s degree programs are built upon a foundation of core courses. For all programs other than the counseling degree and doctoral programs, this core consists of eight courses. All of these courses are detailed in each of the program descriptions that follow. The religious heritage portion of the two counseling programs is delivered in two foundational courses. The Master of Arts in Practical Theology (a two-year degree) and the Master of Divinity (a three-year degree) are both intended as general ministry degrees that prepare students for pastoral ministry. One of the critical components of these two degrees and the Master of Arts in Chaplaincy degree is the “Ministry Cohort.”

The Ministry Cohort consists of four courses that engage the student in instruction and dialog with practitioners about important practices related to ministry, namely, leadership, pastoral counseling and care, personal/professional wellbeing, and worship. After completing a minimum of 18 hours (6 courses) with at least four of these courses being core courses, a student may enroll in Ministry Cohort courses. Normally, this is in the second year of study, but for part-time students these courses may be extended over a longer period of time. The Ministry Cohort is offered at all campuses of the Seminary, but not online. At the Ashland campus, students engage in the cohort experience on Tuesdays. One of the four courses is offered in the afternoon and one in the evening. A common meal is shared by those students who are participants in the cohort process. Each course includes instruction by a member of the Ashland faculty and engagement in small groups that are led by practitioners who offer insight from practical ministry experience. These cohort groups provide a place for spiritual growth, prayer, community, fellowship, support, and processing lecture material. At the Cleveland Center, cohort courses are offered on Tuesday evenings; at the Columbus Center, cohort course are offered on Monday evenings; and at the Detroit Center, cohort courses are offered on the weekends. At these Centers, cohort courses are not coupled, and are offered individually, as in the Ashland setting, but the basic format and the ethos of the Ministry Cohort is maintained on all campuses. For students whose primary base is the Ashland campus and who can only take evening classes, the cohort courses are rotated so that all four may be completed in the evenings over the course of two years.

The other professional master’s programs prepare students for vocations in specialized areas of ministry and service to the church and the world. They have a curriculum, therefore, built upon the core courses of the Seminary, but with specialization appropriate for the students’ vocational goals and anticipated ministry.

STEP ONE PLATFORM
The STEP One Platform (ITS 5500) is a 5-week introductory, online, non-credit platform that will set the student on pace for a thriving Seminary journey by exposing them to several tools necessary for success. The student will have an opportunity to give feedback on their experience as a new student through the ESQ (Entering Student Questionnaire). The student will complete a writing assessment to gain a better understanding of what is necessary for academic writing success at Ashland. Opportunity will be given to each student to learn how to navigate through an online format via a LMS (Learning Management System). Participation in online dialogue with fellow students, devotions, email correspondence, videos, and special readings are all a part of this introductory platform. Additionally, we are excited to be able to offer an opportunity for the student to complete a personality assessment to discover personal strengths and preferences that will enhance a deeper knowledge of one’s self. This will be achieved through a one on one meeting with a certified MBTI (Myers-Briggs Type Indicator) practitioner about the results of their personality assessment and its integration with their learning style, family life, relationships and career goals. Lastly, each student will be assigned to an academic advisor who will put together a MAP (My Advising Plan) for an appropriate and successful educational journey at ATS.

THEOLOGICAL FIELD EDUCATION
Field Education at Ashland Theological Seminary integrates rigorous academic study and practical real-life ministry with mentored theological reflection to foster personal transformation and professional excellence in every Field Study student. The student’s role in determining both the field site and mentor ensure it is custom-tailored to the needs and goals of the student and the ministry toward which they are being called. The threefold emphasis includes broadening the student’s range of ministry experiences, raising the level of the student’s ministry competencies, and deepening the student’s spiritual life for both personal transformation and ministerial
effectiveness. The integrated nature of ministry and academic study is emphasized by spreading the Field Study experience throughout the student’s program. Field Education at ATS strives to initiate patterns in the student’s life and ministry which will help ensure vitality of faith and authenticity of ministry throughout the life of the student.

Who must take Field Study?
All Master of Divinity (M.Div., non-clinical counseling) and Master of Arts in Pastoral Counseling and Care (MAPCC), Master of Arts in Practical Theology (MAPT, non-chaplaincy) and Master of Arts in Spiritual Formation (MASF) students must complete Field Study. Students in the Master of Arts in Black Church Studies (MABCS) may choose to take BCS Internship in place of Field Study. Students who have six or more years of significant professional ministry experience may choose to enroll in the Pastors of Excellence program as an alternative to Field Study. However, Field Study is designed to offer maximum benefit to all students regardless of their level of experience in ministry.

What is Field Study?
Field Study requires students to proactively engage in real-life ministry and integrate it with their classwork. There are three major facets of Field Study: 1) actually doing ministry at a Field Site; 2) theologically reflecting on ministry with a seasoned Field Mentor; and 3) intentionally designing and implementing a strategy to broaden the student’s scope of ministry and/or enhance ministry skills. All this is accomplished through a model which blends personal instruction, online class work, and real-world ministry to transform the student both professionally and personally.

Field Education Courses
All students in the MAPCC, MAPT, MASF and MDIV degree programs are required to take Field Study courses. Students in MAPCC, MAPT and MASF will take 4 semesters (3 credit hours total); and MDIV students will take 6 semesters (4 credit hours total). Students in the MABCS degree program may choose to complete a BCS Internship in place of Field Study. Students in the MA in Chaplaincy program, or the MDIV with Chaplaincy specialization, fulfill their Field Education requirements through Clinical Pastoral Education Units and do not take Field Study. Each semester course of Field Study will require online class work along with a designated number of hours of field work in a ministry setting. Total hours of field ministry required for MAPCC, MAPT, MASF students is 250; total hours required for MDIV students is 400.

The following classes are part of Field Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLD 6601</td>
<td>Field Study Intro</td>
<td>1 hr</td>
<td>50 hrs</td>
</tr>
<tr>
<td>FLD 6602</td>
<td>Field Study 2</td>
<td>1/2 hr</td>
<td>75 hrs</td>
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<tr>
<td>FLD 6603</td>
<td>Field Study 3</td>
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<td>FLD 6604</td>
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<tr>
<td>FLD 6605</td>
<td>Field Study 5</td>
<td>1/2 hr</td>
<td>75 hrs</td>
</tr>
<tr>
<td>FLD 6610</td>
<td>Field Study Capstone</td>
<td>1 hr</td>
<td>50 hrs</td>
</tr>
</tbody>
</table>

MDIV students will take all six courses; MAPCC, MAPT and MASF will take Intro, 2, 3 and Capstone. All Field Study courses are offered Fall and Spring semesters; Field Study 2, 3, 4, and 5 are also offered Summer session.

Questions about Theological Field Education?
Please contact Dr. John Swope, Director of Field Education at (419) 289-5772 or jswope@ashland.edu.

CLINICAL PASTORAL EDUCATION (CPE)
Clinical Pastoral Education (CPE) is an integral part of the chaplaincy curriculum at Ashland Theological Seminary (ATS). Each chaplaincy student is required to take a basic unit of CPE (400 field hours). The basic unit substitutes for the field study requirement found in other professional degrees. Typically, a CPE unit is taken at a hospital. On some occasions, a student may take a CPE unit in another setting.

What is CPE?
According to the Association of Clinical Pastoral Education:

“[CPE] is interfaith professional education for ministry. It brings theological students and ministers of all faiths into a supervised encounter with persons in crisis. Out of an intense involvement with persons in need, and the feedback from peers and teachers, students develop new awareness of themselves as persons and of the needs of those to whom they minister. From theological reflection on specific human situations, they gain a new understanding of ministry. Within the interdisciplinary team process of helping persons, they develop skills in interpersonal and interprofessional relationships.” Association of Clinical Pastoral Education at http://www.acpe.edu/studentsfaq.html (accessed Jan. 27, 2014).

A CPE placement will require the performance of ministry, reflection on ministry performed, peer review via small group interaction with a verbatim, one-on-one time with the CPE supervisor, and 100 hours of didactic training related to a variety of ministry topics (e.g., grief and dying, family system theory, or cultural issues in ministry).

Why does Ashland Theological Seminary include CPE as a requirement for the Chaplaincy degree?
Through a real life learning lab with supervision and feedback, CPE helps students develop a professional identity as a chaplain as well as, interpersonal skills, and ministry competencies. Also, the majority of chaplain jobs require that applying
candidates complete CPE training. In fact, it is an industry standard. Even in settings that do not require CPE training, the completion of CPE training makes the candidate more competitive. In essence, the completion of CPE helps a student get a chaplaincy job upon graduation.

**What is Board Certification?**

The Association of Professional Chaplains (APC) offers nationally recognized board certification through the Board of Chaplaincy Certification, Inc. Board certification is annotated by “BCC,” e.g., the Rev. Jane Doe, BCC. Associate certification is annotated by “ACC.” Associate Certification (ACC) only requires the completion of two units of CPE and 48 hours of seminary education.

“Board certification is the process by which candidates demonstrate their competence, qualifications and ability to function as a professional chaplain. One purpose of board certification is to assure the public and the employing organization that the chaplain has met established national standards for professional competence, and is held to a code of ethics. A second purpose is to promote the continuing education and development of certified spiritual care providers.” Board of Chaplaincy Certification, Inc. at [http://bcci.professionalchaplains.org//Files/benefits_of_bcc.pdf](http://bcci.professionalchaplains.org//Files/benefits_of_bcc.pdf) (accessed Jan. 27, 2014)

Most chaplain employers require either board certification or eligibility for certification. Board certification is the gold standard in chaplaincy. As such, the chaplaincy degree at ATS encourages students to become board certified.

**How can I take CPE at ATS?**

ATS does not offer CPE training. Rather, our students take CPE training through certified CPE sites. Students should speak with the Director of the Chaplaincy Program at ATS for additional site information and guidance.

In order to receive academic credit and a grade for the completed CPE unit, the student must submit a copy of the supervisor’s evaluation, the certificate of completion, and pay tuition. Fees paid to the CPE site will be deducted from the tuition costs. Upon consultation with the student, the ATS professor of record will submit the final grade. A CPE unit may be taken as pass/fail. The Director of the Chaplaincy Program at ATS serves as the professor of record.

Even though ATS requires that a chaplaincy student complete a basic unit of CPE in order to graduate, it does not require that the CPE unit be taken while the student is matriculated at ATS. Additionally, it does not require that it be taken for academic credit. If a student has completed a CPE unit(s) before matriculating into the ATS chaplaincy program, the student may receive degree credit for it. In such cases, academic credit will not be given unless the student asks that it be given. If a CPE unit is completed but not used for academic credit, the student will need to take another chaplaincy elective in order to earn the necessary hours to complete the degree. Under some circumstances, a current student may desire to complete the CPE unit for degree credit but not take it for academic credit. In such cases, the student will not pay tuition for the CPE and the CPE will appear as N/C (Non-credit) on the student’s transcripts.

**What is the difference between an Extended Basic Unit and a Summer Intensive Unit?**

A student may choose to fulfill the CPE requirement via an extended part-time CPE program or a summer intensive program. CPE sites vary on some placement specifics. Typically, an extended unit will require 18 weeks and include four hours of group work one morning per week, one hour of individual supervision weekly, 10-17 hours of clinical experience weekly, and on-call experience at the placement site. An extended unit is the more easily secured since summer intensives fill up quickly. However, it may conflict with other classes. Nonetheless, it is a good option for working students and parents who cannot do a full-time internship.

An intensive summer unit will normally take 10 weeks and require the following weekly tasks: six hours of group work, one hour of individual supervision, 33 hours of clinical experience, and on-call experience at the site assigned. The summer intensive is the preferred method for most students.

If a student wants to apply for a summer internship, he should submit his application in the fall before November. Some chaplaincy students may wish to take the basic unit the summer before they matriculate into the chaplaincy program at ATS. If a chaplaincy student has not completed a basic unit of CPE before graduation, the student will not be allowed to graduate. Under exceptional circumstances, the Director of the Chaplaincy Program, and the Associate Dean for Academic Advising and Scheduling may grant a waiver to this requirement. Denials may be appealed to the Academic Dean.

**What is a CPE Residency?**

A residency is full-time work for 52 weeks. It will pay a stipend and offer benefits. A student may do a residency at any CPE site in American and Canada. For example, a student could do his residency in Hawaii. Hospitals like residency programs because a resident chaplain does the work of a chaplain at a fraction of the cost. Also, residencies often provide personal contacts that lead to full-time jobs. In order to qualify for a residency, a student needs to complete a basic unit. Under rare circumstances, a student will be offered a residency before completing the basic unit. This may happen when a placement site needs to fill a vacancy in their residency program. If the residency program only offers three units of credit for a one year residency, the student will still have to take a fourth unit to qualify for board certification. If the residency gives four units of credit, the student will not have to take an additional unit of CPE. The vast majority of students will have to take a basic unit before applying for a residency.
How does one earn additional units of CPE required for Board Certification?
Board certification requires the completion of four units of CPE. There are three ways to earn the additional three CPE units. Each has advantages and disadvantages.

- First, a student may complete the basic CPE unit, graduate from ATS, and move into a CPE residency program before seeking a full-time job. This is the standard approach.
- Second, a student may complete part of their chaplaincy curriculum at ATS, do a one year residency, and then return to ATS to finish the remaining courses.
- Third, students may complete four CPE units while matriculated at ATS by a combination of summer intensives and extended units.

If a student picks options two or three, the student may substitute the additional three units of CPE for pastoral care electives. ATS will give a maximum of 12 hours of combined credit for CPE. Since the MA in Chaplaincy requires 12 hours of pastoral care electives, the student who completed a residency would only have to take one additional pastoral care elective to graduate.

Options two and three will allow a full-time student to complete the MA in Chaplaincy and the four units of CPE in three years. However, these will require careful academic planning and a summer CPE intensive. Those who pick one of these options should be fully devoted to Seminary education. Those who go the traditional route will take all their pastoral care courses at Ashland Theological Seminary and enter their residency as a Seminary graduate.

Questions about Clinical Pastoral Education?
Please contact Dr. William P. Payne, Director of Chaplaincy Studies at (419) 496-1169 or wpayne@ashland.edu.

MASTER OF ARTS (BIBLICAL STUDIES) (55 Hours)

Purpose
The Master of Arts (Biblical Studies) is designed for students who wish to prepare themselves for further graduate studies in Old or New Testament studies, to teach foundational courses in Bible colleges or other denominational teaching positions, and to engage meaningfully in biblical research and writing.

Degree Learning Outcomes
Having completed the MA (Biblical Studies), students will be able to:
1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
2. Establish familiarity with critical methods of and approaches to interpretation as reflected in a variety of cultures and communities.
3. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.

Requirements for Graduation
Students earning the Master of Arts (Biblical Studies) degree must complete 55 credit hours with a minimum grade point average of 2.5 on a 4.0 grading scale. This degree may be completed entirely online or through a combination of course delivery methods.

Course Requirements
Preliminary and Summative Coursework (3 hours)
Step One Platform (required online, 5-wk non-credit bearing)
OTs/NTs 7791 Senior Seminar or OTs/NTs 7799 Thesis 3 hours

Spiritual Formation Courses (4 hours)
SPF 5541 Spiritual Formation Core (1): Spiritual Disciplines 2 hours
SPF 5542 Spiritual Formation Core (2): Prayer 2 hours

Core Courses (24 hours)
BSG 5501 Engaging Texts and Contexts 3 hours
CHS 5500 Story of the Christian Faith 3 hours
CTH 5520 Christian Theology for the Kingdom of God 3 hours
ETH 5530 Christian Ethics 3 hours
MSS 5501 Kingdom Mission in a Global Community 3 hours
NTS 5511 Introduction to the New Testament 3 hours
OTS 5511 Introduction to the Old Testament (Part 1) 3 hours
OTS 5512 Introduction to the Old Testament (Part 2) 3 hours

Biblical Studies Courses (18 hours)
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<th>Course Title</th>
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<tr>
<td>BSG 5502 Encountering Scripture beyond Translations</td>
<td>3</td>
</tr>
<tr>
<td>OTS/NTS Elective</td>
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<td>Elective Courses (6 hours)</td>
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<tr>
<td>Open Elective</td>
<td>3</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td>55</td>
</tr>
</tbody>
</table>

**MASTER OF ARTS**

**(HISTORICAL AND THEOLOGICAL STUDIES)**

**(55 Hours)**

**Purpose**

The Master of Arts (Historical & Theological Studies) is designed for students who wish to prepare themselves for further graduate studies in historical and theological disciplines, to teach foundational courses in Bible colleges or other denominational teaching positions, and to engage meaningfully in historical and theological research and writing.

**Degree Learning Outcomes**

Having completed the MA (Historical & Theological Studies), students will be able to:

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation.
3. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.
5. Develop ongoing practices of justice that bear witness to the full scope of the kingdom of God.
6. Demonstrate skill in historical and/or theological research.

**Requirements for Graduation**

Students earning the Master of Arts (Historical & Theological Studies) degree must complete 55 credit hours with a minimum grade point average of 2.5 on a 4.0 grading scale. This degree may be completed entirely online or through a combination of course delivery methods.

**Course Requirements**

**Preliminary and Summative Coursework (3 hours)**

- Step One Platform (required online, 5-wk non-credit bearing)
- CHS/CTH 7798 Senior Seminar or CHS/CTH 7799 Thesis

**Spiritual Formation Courses (4 hours)**

- SPF 5541 Spiritual Formation Core (1): Spiritual Disciplines
- SPF 5542 Spiritual Formation Core (2): Prayer

**Core Courses (24 hours)**

- BSG 5501 Engaging Texts and Contexts
MASTER OF ARTS IN BLACK CHURCH STUDIES
(55 Hours)

Purpose
The Master of Arts in Black Church Studies (MABCS) degree is designed to equip men and women to be scholars, church practitioners, and competent leaders in congregations and other settings within African American culture.

Degree Learning Outcomes
Having completed the MA in Black Church Studies, students will be able to:
1. Demonstrate critical and responsible interpretation and use of Scripture in the Black Church context informed by different interpretive strategies in the Black Church tradition.
2. Demonstrate a critical understanding and relevant application of the history of the Black religious experience in various contemporary settings.
3. Demonstrate a critical understanding and relevant use of the theology of the Black religious experience in various contemporary settings.
4. Exhibit the skills necessary to engage in ministries of justice, mercy, compassion and love in Black communities of faith.
5. Form a vision of ministry in the Black Church that seeks to address individual and systemic injustice in local and global contexts.

Requirements for Graduation
Students earning the Master of Arts in Black Church Studies must complete 55 credit hours with a minimum grade point average of 2.0 on a 4.0 grading scale. All Black Church Studies (BCS) courses are offered at the McCreary Center for African American Religious Studies, 1508 East 71st Street, Cleveland, Ohio. More than 50% of the degree must be completed at the Cleveland Center.

Course Requirements
Preliminary and Summative Coursework (3 hours)
Step One Platform (required online, 5-wk non-credit bearing)
BCS 7700 Internship in Black Church 1 1 hour
BCS 7705 Internship in Black Church 2 2 hours

Spiritual Formation Courses (4 hours)
Choose two (2) from the four (4) courses below:
BCS 5520 Spiritual Formation in the Black Tradition: Readings and Reflections (1) 2 hours
BCS 5520 Spiritual Formation in the Black Tradition: Readings and Reflections (1) 2 hours
BCS 5521 Spiritual Formation in the Black Tradition: Readings and Reflections (2) 2 hours

Elective Courses (6 hours)
Open Elective 3 hours
Open Elective 3 hours

TOTAL HOURS 55 hours
MASTER OF ARTS IN CHAPLAINCY
(73 Hours)

Purpose
The Master of Arts in Chaplaincy equips servant leaders with specialized skills to perform the pastoral, caregiver, and spiritual support roles of a chaplain in a military, institutional, or organizational setting. The curriculum provides the requisite credits and areas of study specified by the Association of Professional Chaplains (APC) for recognition as a Board Certified Chaplain (BCC).

Degree Learning Outcomes
Having completed the MA in Chaplaincy, students will be able to:
1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation.
3. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.
5. Develop ongoing practices of justice that bear witness to the full scope of the kingdom of God.
6. Exhibit effective ministry skill sets related to chaplaincy.

Requirements for Graduation
Students earning the Master of Arts in Chaplaincy degree must complete 73 credit hours with a minimum grade point average of 2.0 on a 4.0 grading scale. They must also complete one basic unit of Clinical Pastoral Education (CPE) at a setting of their choice. Two-thirds of this degree may be completed online. One-third of the degree must be completed at the Ashland Campus.

Course Requirements
Preliminary and Summative Coursework (3 hours)
Step One Platform (required online, 5-wk non-credit bearing)
CHP 7790 Capstone Experience for Chaplaincy 3 hours

Spiritual Formation Courses (4 hours)
SPF 5541 Spiritual Formation Core (1): Spiritual Disciplines 2 hours
SPF 5542 Spiritual Formation Core (2): Prayer 2 hours

Core Courses (24 hours)
BSG 5501 Engaging Texts and Contexts 3 hours
CHS 5500 Story of the Christian Faith 3 hours

TOTAL HOURS 55 hours
MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING
(64 Hours)

Purpose
The Master of Arts in Clinical Mental Health Counseling program is offered from within a Christian worldview and strives to develop exceptional professional counselors with the necessary knowledge and skills to provide compassionate care to people from diverse backgrounds. This program provides the academic and experiential background needed to equip students to effectively practice as professional counselors. In addition, the degree satisfies Ohio educational requirements set by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board for licensure as a Professional Counselor (P.C.) and Professional Clinical Counselor (P.C.C.). Graduates from this program typically enter a wide variety of professional vocations and post-graduate programs. These include but are not limited to private practice, community mental health centers, psychiatric hospitals, residential treatment programs, military and institutional chaplaincies, correctional agencies, and church-based counseling centers.

Degree Learning Outcomes
The Clinical Mental Health Counseling Program’s assessment system includes Student Learning Outcomes (SLOs) in areas of Knowledge, Professional Skills, and Personal Attributes. The following are Student Learning Outcomes within these three areas:

Knowledge Objectives
1. Students will demonstrate knowledge about the profession of counseling including history, professional roles, organizational structures, ethics, standards and credentialing.
2. Students will demonstrate knowledge of social and cultural diversity including the cultural context of relationships, issues and trends in a multicultural society.
3. Students will demonstrate knowledge of human growth and development in order to understand the nature and needs of individuals at all developmental levels, and in multicultural contexts.
4. Students will demonstrate knowledge and understanding of career development and related life factors.
5. Students will demonstrate knowledge of the helping relationship to include an understanding of the counseling process in a multicultural society.
6. Students will demonstrate knowledge about group work including group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society.
7. Students will demonstrate knowledge about assessments to include an
understanding of individual and group approaches to assessment and evaluation in a multicultural society.

8. Students will demonstrate knowledge of research methods, statistical analysis, needs assessment, and program evaluation.

9. Students will demonstrate knowledge about the role that personal faith or belief systems play in the counseling process.

**Professional Skills Objectives**

1. Students will demonstrate the ability to apply and adhere to ethical and legal standards of professional counseling.
2. Students will demonstrate the ability to apply effective strategies for treatment, planning and intervention in counseling.
3. Students will demonstrate the ability to recognize one’s own limitations as a professional counselor and to seek supervision or refer clients when appropriate.
4. Students will demonstrate the ability to provide effective services to clients in a multicultural society.
5. Students will demonstrate the ability to apply skills in interviewing, assessment, diagnosis, and case management for working with individuals, couples and families.
6. Students will demonstrate the ability to apply relevant research findings to inform the practice of professional counseling.

**Personal Attributes Objectives**

1. Students will demonstrate an understanding of boundaries and the limitations to competency.
2. Students will demonstrate characteristics of integrity and honesty.
3. Students will demonstrate interpersonal strength and maturity.
4. Students will demonstrate the capacity to act professionally as generally recognized within the counseling profession.

**Description and Required Courses**

The full MA in Clinical Mental Health Counseling degree is offered both at the Ashland Campus and the Columbus Center. A new cohort of counseling students begins in the Fall semester each year, meeting on Thursdays in Ashland for students beginning in odd-numbered years and on Tuesdays in Columbus for students beginning in even-numbered years. For each cohort, the core counseling coursework is covered in the cohort day schedule over a two-year period. Clinical Content, Practicum, Internship, and religious heritage core courses are offered outside the cohort day schedule and may be taken at the Cleveland, Columbus, and Ashland sites (see current “Schedule of Course Offerings” for specific dates and times).

The Clinical Mental Health Counseling (CMHC) program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and is approved by the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board to meet academic requirements for the Professional Counselor (PC) and Professional Clinical Counseling (PCC) licenses. The curriculum is based on a firm commitment to biblical responsibilities and principles as they apply to personal wholeness and the healing of human hurts. Field experience requirements are designed to allow students freedom in selecting sites to match career interests and goals. Students are exposed to a rich blend of expertise through faculty who serve at a variety of institutional, agency, and private practice settings. Students earning the MA in Clinical Mental Health Counseling degree must complete 60 semester hours of counseling coursework with a B– or higher in each course to meet the educational requirements for licensure in Ohio, according to Ohio Counselor, Social Work, and Marriage and Family Therapist Board law. They must also complete the four hour religious heritage core. Students earning the MA in Clinical Mental Health Counseling degree must complete a total of 64 semester hours.

**Religious Heritage Core (4 hours)**

- BSG 5510 Fundamentals of Biblical Interpretation 2 hours
- CTH 5510 Fundamentals of Christian Theology 2 hours

**Counseling Core Courses (31 hours)**

- CLC 5501 Spiritual Themes in Clinical Counseling 2 hours
- CLC 5504 Introduction to Clinical Mental Health Counseling 2 hours
- CLC 5508 Counseling Techniques 3 hours
- CLC 5509 Counseling Theories 3 hours
- CLC 5511 Human Growth and Development 3 hours
- CLC 5520 Social and Cultural Issues in Counseling 3 hours
- CLC 5522 Lifestyle and Career Counseling 3 hours
- CLC 5530 Group Dynamics I 1.5 hours
- CLC 5531 Group Dynamics II 1.5 hours
- CLC 7770 Professional Ethics and Responsibilities 3 hours
- CLC 6691 Introduction to Research Methods and Design 3 hours
- CLC 6692 Assessment 3 hours

**Practicum and Internship (6 hours)**

- CLC 6636 Practicum in Counseling 2 hours
- CLC 7796 Internship in Counseling 4 hours

**Clinical Content Courses (23 hours)**

**Category 1 (Choose one (1) from the two options below):**

- CLC 7751 Special Issues in Abnormal-Personality Disorder 3 hours
- CLC 7756 Introduction to Substance Abuse 3 hours

**Category 2**

- CLC 7761 Personality Assessment 3 hours

**Category 3**

- CLC 7729 Differential Diagnosis 3 hours
MASTER OF ARTS IN COUNSELING
(52 Hours)

Purpose
The Master of Arts in Counseling degree program, offered only at the Detroit Center of the Seminary, seeks to provide the academic and experiential background needed to equip students to effectively minister as professional and pastoral counselors. This degree satisfies the educational requirements for licensure as a counselor in the State of Michigan. It provides training to those interested in clinical expertise who also seek the ability to appropriately integrate spiritual and biblical principles to best assist those they counsel. Unique aspects of the Detroit program include its multicultural environment and cultural and gender sensitivity. Other unique aspects of the program include commitment to the growth of the student emotionally and spiritually through the experience and integration of formational counseling principles and scenario role-playing techniques, and through two years of group counseling experience.

Degree Learning Outcomes
The Clinical Mental Health Counseling Program’s assessment system includes Student Learning Outcomes (SLOs) in areas of Knowledge, Professional Skills, and Personal Attributes. The following are Student Learning Outcomes within these three areas:

Knowledge Objectives
1. Students will demonstrate knowledge about the profession of counseling including history, professional roles, organizational structures, ethics, standards and credentialing.
2. Students will demonstrate knowledge of social and cultural diversity including the cultural context of relationships, issues and trends in a multicultural society.
3. Students will demonstrate knowledge of human growth and development in order to understand the nature and needs of individuals at all developmental levels, and in multicultural contexts.
4. Students will demonstrate knowledge and understanding of career development and related life factors.
5. Students will demonstrate knowledge of the helping relationship to include an understanding of the counseling process in a multicultural society.
6. Students will demonstrate knowledge about group work including group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society.
7. Students will demonstrate knowledge about assessments to include an understanding of individual and group approaches to assessment and evaluation in a multicultural society.
8. Students will demonstrate knowledge of research methods, statistical analysis,
needs assessment, and program evaluation.

9. Students will demonstrate knowledge about the role that personal faith or belief systems play in the counseling process.

**Professional Skills Objectives**

1. Students will demonstrate the ability to apply and adhere to ethical and legal standards of professional counseling.
2. Students will demonstrate the ability to apply effective strategies for treatment, planning and intervention in counseling.
3. Students will demonstrate the ability to recognize one’s own limitations as a professional counselor and to seek supervision or refer clients when appropriate.
4. Students will demonstrate the ability to provide effective services to clients in a multicultural society.
5. Students will demonstrate the ability to apply skills in interviewing, assessment, diagnosis, and case management for working with individuals, couples and families.
6. Students will demonstrate the ability to apply relevant research findings to inform the practice of professional counseling.

**Personal Attributes Objectives**

1. Students will demonstrate an understanding of boundaries and the limitations to competency.
2. Students will demonstrate characteristics of integrity and honesty.
3. Students will demonstrate interpersonal strength and maturity.
4. Students will demonstrate the capacity to act professionally as generally recognized within the counseling profession.

**Description and Required Courses**

Each Fall semester, a new cohort of counseling students begins the MA in Counseling program in Detroit. The curriculum of the program takes two years and two summers to complete. Core counseling classes are held on Monday and Wednesday. Non-counseling courses in this program may be taken at the Detroit Center, as well as the Ohio site evenings (see current “Schedule of Course Offerings” for specific dates).

Students have the opportunity to receive first-hand internship experience on the units of Detroit area hospitals, mental health care facilities and private or parish centered counseling centers. Students may also elect to take a unit of CPE (Clinical Pastoral Education) to fulfill most of their internship experience while completing this program. This wide range of opportunities and the mentoring and expertise of the faculty who serve in the program provide the students with a rich blend of transformational experience and instruction. Students earning the MA in Counseling degree must complete 52 semester hours.

**Religious Heritage Core (4 hours)**
- BSG 5510 Fundamentals of Biblical Interpretation 2 hours
- CTH 5510 Fundamentals of Christian Theology 2 hours

**Counseling Core Courses (34.50 hours)**
- CNS 5501 Spiritual Themes in Counseling 2 hours
- CNS 5511 Human Growth and Development 3 hours
- CNS 5520 Social and Cultural Issues in Counseling 3 hours
- CNS 5521 Crisis Counseling 1.5 hours
- CNS 5527 Dimensions of Healing 1.5 hours
- CNS 5531 Group Dynamics 1 1.5 hours
- CNS 5532 Group Dynamics 2 1.5 hours
- CNS 5548 Counseling Theories and Techniques 3 hours
- CNS 5570 Professional Ethics and Responsibilities 3 hours
- CNS 6622 Lifestyle and Career Counseling 2.5 hours
- CNS 6647 Counseling and Consulting 2 hours
- CNS 6651 Group Counseling 1 1.5 hours
- CNS 6652 Group Counseling 2 1.5 hours
- CNS 6691 Introduction to Research Methods and Design 3 hours
- CNS 6692 Psychological Testing and Evaluation 2.5 hours
- CNS 7744 Marriage and Family Counseling 1.5 hours

**Practicum and Internship (6 hours)**
- CNS 6635 Practicum in Counseling 2 hours
- CNS 7796 Internship in Counseling I 2 hours
- CNS 7797 Internship in Counseling II 2 hours

**Clinical Content Courses (6 hours)**
- CNS 7729 Differential Diagnosis 3 hours
- CNS 7795 Treatment Planning Principles and Practice 3 hours

**Elective Courses (1.50 hours)**
Choose one (1) from the five (5) courses below:
- CNS 7728 Formational Prayer 3 hours
- CNS 7746 Grief Counseling 1.5 hours
- CNS 7753 Scenario Role Playing 1.5 hours
- CNS 7777 Substance Abuse 1.5 hours
- Practical Ministry Elective* 3 hours

**TOTAL HOURS**
52 hours

*Suitable electives include any counseling courses not taken during the cohort, and could also include up to 12 credits from select practical ministry courses. For further information, contact Dr. Jerrolynn Johnson, Director of Detroit Counseling Program, at (248) 559-1400 or jjohns12@ashland.edu.
MASTER OF ARTS IN PASTORAL COUNSELING AND CARE (55 Hours)

Purpose
The Master of Arts in Pastoral Counseling & Care (MAPCC) provides academic and professional training needed in order for persons to provide ministerial support and counseling to individuals, couples, and families within diverse settings. The degree program is designed to equip student with the skills necessary to effectively integrate theology and pastoral education into their ministerial practice.

Degree Learning Outcomes
Having completed the MA in Pastoral Counseling & Care, students will be able to:
1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation.
3. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.
5. Develop ongoing practices of justice that bear witness to the full scope of the kingdom of God.
6. Exhibit effective ministry skill sets related to pastoral counseling and care.

Requirements for Graduation
Students earning the Master of Arts in Pastoral Counseling & Care must complete 55 credit hours with a minimum grade point average of 2.0 on a 4.0 grading scale. More than 50% of this degree must be completed at the Ashland Campus.

Course Requirements
Preliminary and Summative Coursework (3 hours)
Step One Platform (required online, 5-wk non-credit bearing)
- FLD 6601 Field Study Introduction 1 hour
- FLD 6602 Field Study (2) .5 hour
- FLD 6603 Field Study (3) .5 hour
- FLD 6610 Field Study Capstone 1 hour

Spiritual Formation Courses (4 hours)
- SPF 5541 Spiritual Formation Core (1): Spiritual Disciplines 2 hours
- SPF 5542 Spiritual Formation Core (2): Prayer 2 hours

Core Courses (24 hours)
- BSG 5501 Engaging Texts and Contexts 3 hours
- CHS 5500 Story of the Christian Faith 3 hours
- CTH 5520 Christian Theology for the Kingdom of God 3 hours
- ETH 5530 Christian Ethics 3 hours
- MSS 5501 Kingdom Mission in a Global Community 3 hours
- NTS 5511 Introduction to the New Testament 3 hours
- OTS 5511 Introduction to the Old Testament (Part 1) 3 hours
- OTS 5512 Introduction to the Old Testament (Part 2) 3 hours

Ministry Cohort (6 hours)
- PCC 5520 Well Being in Ministry 3 hours
- PCC 5530 Pastoral Counseling and Care 3 hours

Pastoral Counseling and Care Courses (12 hours)
- PCC 6653 Chronic Illness, Dying and Grieving 3 hours
- PCC 6657 Counseling Marriage, Family and Relational Issues 3 hours
- PCC 7761 Small Groups as Context for Pastoral Counseling and Care 3 hours
- PCC 7728 Care of the Soul and Formational Prayer 3 hours

Elective Courses (6 Hours)
- Open Elective 3 hours
- Open Elective 3 hours

TOTAL HOURS 55 hours
MASTER OF ARTS IN PRACTICAL THEOLOGY  
(55 Hours) 

Purpose 
The Master of Arts in Practical Theology (MAPT) is designed to equip graduates for effective ministry and competent leadership primarily in congregational settings. The degree provides a foundation in ministerial theory and practice that will assist students to pursue ministry vocations.

Degree Learning Outcomes 
Having completed the MA in Practical Theology, students will be able to:
1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation.
3. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.
5. Develop ongoing practices of justice that bear witness to the full scope of the kingdom of God.
6. Exhibit effective ministry skill sets related to intended areas of service.

Requirements for Graduation 
Students earning the Master of Arts in Practical Theology must complete 55 credit hours with a minimum grade point average of 2.0 on a 4.0 grading scale. The full MAPT degree is offered at the Ashland Campus, Cleveland Center, Columbus Center, and Detroit Center. Less than 50% of this degree may be completed online.

Course Requirements 
Preliminary and Summative Coursework (3 hours) 
Step One Platform (required online, 5-wk non-credit bearing) 
FLD 6601 Field Study Introduction 1 hour 
FLD 6602 Field Study (2) .5 hour 
FLD 6603 Field Study (3) .5 hour 
FLD 6610 Field Study Capstone 1 hour

Spiritual Formation Courses (4 hours) 
SPF 5541 Spiritual Formation Core (1): Spiritual Disciplines 2 hours 
SPF 5542 Spiritual Formation Core (2): Prayer 2 hours

Core Courses (24 hours) 
BSG 5501 Engaging Texts and Contexts 3 hours 
CHS 5500 Story of the Christian Faith 3 hours 
CTH 5520 Christian Theology for the Kingdom of God 3 hours 
ETH 5530 Christian Ethics 3 hours 
MSS 5501 Kingdom Mission in a Global Community 3 hours 
NTS 5511 Introduction to the New Testament 3 hours 
OTS 5511 Introduction to the Old Testament (Part 1) 3 hours 
OTS 5512 Introduction to the Old Testament (Part 2) 3 hours 

Ministry Cohort (12 hours) 
CLD 6630 Leading the People of God 3 hours 
CWP 5512 Worship and the Community of God 3 hours 
PCC 5520 Well Being in Ministry 3 hours 
PCC 5530 Pastoral Counseling and Care 3 hours

Practical Theology Courses (6 hours) 
Choose two (2) from the three (3) courses below: 
CRE 5501 Forming the People of God 3 hours 
HOM 5511 Proclaiming the Word of God 3 hours 
EVG 5513 Evangelistic Practices 3 hours

Elective Courses (6 Hours) 
Open Elective 3 hours 
Open Elective 3 hours

TOTAL HOURS 55 hours
MASTER OF ARTS IN SPIRITUAL FORMATION
(55 Hours)

Purpose
The Master of Arts in Spiritual Formation (MASF) is designed to equip persons as spiritual directors or as leaders for spiritual formation ministries in the church, community, and world.

Degree Learning Outcomes
Having completed the MA in Spiritual Formation, students will be able to:
1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation.
3. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.
5. Develop ongoing practices of justice that bear witness to the full scope of the kingdom of God.
6. Exhibit effective ministry skill sets related to intended areas of service.

Requirements for Graduation
Students earning the Master of Arts in Spiritual Formation must complete 55 credit hours with a minimum grade point average of 2.0 on a 4.0 grading scale. More than 50% of this degree must be completed at the Ashland Campus.

Course Requirements

<table>
<thead>
<tr>
<th>Preliminary and Summative Coursework (3 hours)</th>
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<tbody>
<tr>
<td>Step One Platform (required online, 5-wk non-credit bearing)</td>
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<tr>
<td>FLD 6601 Field Study Introduction</td>
<td>1 hour</td>
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<tr>
<td>FLD 6602 Field Study (2)</td>
<td>.5 hour</td>
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<tr>
<td>FLD 6603 Field Study (3)</td>
<td>.5 hour</td>
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<tr>
<td>FLD 6610 Field Study Capstone</td>
<td>1 hour</td>
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<thead>
<tr>
<th>Spiritual Formation Courses (4 hours)</th>
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<tbody>
<tr>
<td>SPF 5541 Spiritual Formation Core (1): Spiritual Disciplines</td>
<td>2 hours</td>
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<tr>
<td>SPF 5542 Spiritual Formation Core (2): Prayer</td>
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<tr>
<th>Core Courses (24 hours)</th>
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<tbody>
<tr>
<td>BSG 5501 Engaging Texts and Contexts</td>
<td>3 hours</td>
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<tr>
<td>CHS 5500 Story of the Christian Faith</td>
<td>3 hours</td>
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<tr>
<td>CTH 5520 Christian Theology for the Kingdom of God</td>
<td>3 hours</td>
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<tr>
<td>ETH 5530 Christian Ethics</td>
<td>3 hours</td>
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<tr>
<td>MSS 5501 Kingdom Mission in a Global Community</td>
<td>3 hours</td>
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<td>NTS 5511 Introduction to the New Testament</td>
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<tr>
<td>OTS 5511 Introduction to the Old Testament (Part 1)</td>
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<td>OTS 5512 Introduction to the Old Testament (Part 2)</td>
<td>3 hours</td>
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<tr>
<td>SPF 6615 History and Literature of Christian Spirituality</td>
<td>3 hours</td>
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<tr>
<td>SPF 6660 Human Development and Christian Formation</td>
<td>3 hours</td>
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<tr>
<td>SPF 7770 Practices of Prayer</td>
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<tr>
<td>SPF 7780 Spiritual Guidance</td>
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<td>SPF Elective</td>
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<td>SPF Elective</td>
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<thead>
<tr>
<th>Elective Courses (6 Hours)</th>
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<tbody>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
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<td>Open Elective</td>
<td>3 hours</td>
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TOTAL HOURS 55 hours
# MASTER OF DIVINITY
(80 Hours)

## Purpose
The Master of Divinity degree (MDIV) remains the normative degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings.

## Degree Learning Outcomes
Having completed the Master of Divinity, students will be able to:
1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation.
3. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.
5. Develop ongoing practices of justice that bear witness to the full scope of the kingdom of God.
6. Exhibit effective ministry skill sets related to intended areas of service.

## Requirements for Graduation
Students earning the Master of Divinity degree must complete 80 credit hours with a minimum grade point average of 2.0 on a 4.0 grading scale. The full MDIV degree is offered at the Ashland Campus, Cleveland Center, Columbus Center, and Detroit Center. Two-thirds of this degree may be completed online.

## Course Requirements

### Preliminary and Summative Coursework (4 hours)
- **Step One Platform (required online, 5-wk non-credit bearing)**
  - FLD 6601 Field Study Introduction: 1 hour
  - FLD 6602 Field Study (2): .5 hour
  - FLD 6603 Field Study (3): .5 hour
  - FLD 6604 Field Study (4): .5 hour
  - FLD 6605 Field Study (5): .5 hour
  - FLD 6610 Field Study Capstone: 1 hour

### Spiritual Formation Courses (4 hours)
- SPF 5541 Spiritual Formation Core (1): Spiritual Disciplines: 2 hours
- SPF 5542 Spiritual Formation Core (2): Prayer: 2 hours

### Core Courses (24 hours)
- BSG 5501 Engaging Texts and Contexts: 3 hours
- CHS 5500 Story of the Christian Faith: 3 hours
- CTH 5520 Christian Theology for the Kingdom of God: 3 hours
- ETH 5530 Christian Ethics: 3 hours
- MSS 5501 Kingdom Mission in a Global Community: 3 hours
- NTS 5511 Introduction to the New Testament: 3 hours
- OTS 5511 Introduction to the Old Testament (Part 1): 3 hours
- OTS 5512 Introduction to the Old Testament (Part 2): 3 hours
- Ministry Cohort (12 hours)
  - CLD 6630 Leading the People of God: 3 hours
  - CWP 5512 Worship and the Community of God: 3 hours
  - PCC 5520 Well Being in Ministry: 3 hours
  - PCC 5530 Pastoral Counseling and Care: 3 hours
- Practical Studies Courses (12 hours)
  - BSG 5502 Encountering Scripture beyond Translations: 3 hours
  - CRE 5501 Forming the People of God: 3 hours
  - HOM 5511 Proclaiming the Word of God: 3 hours
  - EVG 5513 Evangelistic Practices: 3 hours
- Elective Courses (24 hours)
  - OTS/NTS Elective: 3 hours
  - CHS/CTH/ETH Elective: 3 hours
  - CHS/CTH/ETH Elective: 3 hours
  - Open Elective: 3 hours
  - Open Elective: 3 hours
  - Open Elective: 3 hours
  - Open Elective: 3 hours
  - Open Elective: 3 hours

**TOTAL HOURS**: 80 hours
MASTER OF DIVINITY IN CHAPLAINCY
(80 Hours)

Purpose
The Master of Divinity (Chaplaincy) equips servant leaders with specialized skills to perform the pastoral, caregiver, and spiritual support roles of a chaplain in a military, institutional, or organizational setting and whose religious affiliation or employing institution require the MDIV degree. The curriculum provides the requisite credits and areas of study specified by the Association of Professional Chaplains (APC) for recognition as a Board Certified Chaplain (BCC).

Degree Learning Outcomes
Having completed the MDIV (Chaplaincy), students will be able to:
1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation.
3. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.
5. Develop ongoing practices of justice that bear witness to the full scope of the kingdom of God.
6. Exhibit effective ministry skill sets related to intended areas of service.

Requirements for Graduation
Students earning the Master of Divinity (Chaplaincy) degree must complete 80 credit hours with a minimum grade point average of 2.0 on a 4.0 grading scale. They must also complete one basic unit of Clinical Pastoral Education (CPE) at a setting of their choice. At least one-third of this degree must be completed at the Ashland Campus. Two-thirds of this degree may be completed online.

Course Requirements
Preliminary and Summative Coursework (1 hour)
Step One Platform (required online, 5-wk non-credit bearing)
CHP 7790 Capstone Experience for Chaplaincy 1 hour

Spiritual Formation Courses (4 hours)
SPF 5541 Spiritual Formation Core (1): Spiritual Disciplines 2 hours
SPF 5542 Spiritual Formation Core (2): Prayer 2 hours

Core Courses (24 hours)
BSG 5501 Engaging Texts and Contexts 3 hours

CHS 5500 Story of the Christian Faith 3 hours
CTH 5520 Christian Theology for the Kingdom of God 3 hours
ETH 5530 Christian Ethics 3 hours
MSS 5501 Kingdom Mission in a Global Community 3 hours
NTS 5511 Introduction to the New Testament 3 hours
OTS 5511 Introduction to the Old Testament (Part 1) 3 hours
OTS 5512 Introduction to the Old Testament (Part 2) 3 hours

Ministry Cohort (12 hours)
CLD 6630 Leading the People of God 3 hours
CWP 5512 Worship and the Community of God 3 hours
PCC 5520 Well Being in Ministry 3 hours
PCC 5530 Pastoral Counseling and Care 3 hours

Chaplaincy Courses (26 hours)
CHP 6645 Introduction to Chaplaincy 3 hours
CHP 6646 Clinical Pastoral Education (CPE) Basic Unit 3 hours
CHP 6650 Advanced Ethics for Ministry Practitioners 2 hours
EVG 7726 Navigating the Multi-Faith Context 3 hours
MSS 6613 Cultural Competencies 3 hours
PTS 7794 Independent Study in Pastoral Ministry 3 hours
PCC Elective 3 hours
PCC Elective 3 hours
PCC Elective 3 hours

Elective Courses (13 Hours)
OTS/NTS Elective 1-3 hours
CHS/CTH/ETH Elective 1-3 hours
PTS Elective 1-3 hours
Open Elective 3 hours
Open Elective 3 hours
Open Elective 3 hours

TOTAL HOURS 80 hours
DOCTOR OF MINISTRY
(32 Hours)

Purpose
The Doctor of Ministry (D.Min) degree is a second professional degree for those who seek to improve practical expertise, explore the concerns of their own ministry setting, and challenge the heart and mind. It is both affordable and workable for persons in full-time ministry. The program seeks to enhance the practice of ministry for persons who hold the MDIV degree, or its equivalent, and have engaged in ministerial leadership.

The Doctor of Ministry Program equips participants for more effective ministry through classes and ministry projects that are connecting, renewing, healing and transforming. That is, our program is rooted in our Seminary’s core values of community, academic excellence, Scripture and spiritual formation. Students have opportunities to develop relationships with faculty and one another in a learning community in which spiritual formation is foundational.

The program is tailored to meet personal needs within the context of ministry. It will not take the student away from ministry responsibility for extended periods of time. The process combines the stimulation of the classroom with a deep understanding of the demands of full-time Christian ministry. Most courses are one-week or two-week intensives.

Degree Learning Outcomes
Having completed the Doctor of Ministry degree, students will be able to:
1. Integrate biblical, theological and historical reflection within the practice of ministry.
2. Apply relevant practices of ministry.
3. Demonstrate social science research, assessment and interpretation within the context of ministry.
4. Engage in expression of fundamental commitments related to self-care and personal growth necessary to ministry.

Areas of Study
The Doctor of Ministry degree is a 32 semester hour program which includes:
- Six courses in the track of the student’s choice (24 hours).
- Two seminars: one for the ministry project proposal and one for completion of the project and dissertation (8 hours).

The Doctor of Ministry program includes the following tracks:

Black Church Studies
Purpose: To develop quality leaders for the Black Church in the 21st century through quality academic reflection in the primary disciplines of Bible, theology/ethics, church history, spiritual formation, and practical ministry, as well as the opportunity to engage the best African American academicians and practitioners of our time.

Canadian Church Studies
Purpose: The Doctor of Ministry in the Canadian context is an advanced degree for professionals who seek to improve their practical expertise, explore the concerns of ministry in the Canadian context, and challenge their heart and mind.
Note: The three foundational core classes are taken at Ashland Theological Seminary, and the three electives are taken in Windsor, Ontario, Canada.

Formational Counseling
Purpose: To equip students in the ministry of Christian caregiving by integrating pastoral care, spiritual direction, and Spirit directed counseling with a view to bringing hope, healing, and spiritual well-being to broken people.

Independent Design
Purpose: The Independent Design Track is designed to give students greater flexibility in the area of elective courses.
- Electives can be chosen from the other Doctor of Ministry tracks.
- Students can transfer approved doctoral courses related to their ministry interests from other accredited seminaries.
- Students can work with a professor to create their own electives. Guidelines have been developed to help students design an elective that meets their specific interest and need. Such coursework can include an experiential component (e.g., travel, retreats, seminars, interviews) and/or a research component (library research, social science research, biblical research). Each elective will have a reading and writing component that serves as a foundation for the course and a record of the learning process.
- Electives can also be designed from Master’s level courses offered in the Ashland Seminary Catalog which include a variety of specific interests such as Homiletics, Biblical Studies, Theology, Christian History and Philosophy, Missions and Evangelism, Worship.
**Spiritual Formation**

**Purpose:** The vision of the spiritual formation track is for the student to establish Christian spiritual formation as the fountainhead for Christian discipleship and ministry. The student will emerge from the program with a commitment to the foundational roles of Scripture and Christian community in healthy spiritual formation, and will engage in spiritual formation as the locus of practical ministry in a post-modern context.

**Transformational Leadership**

**Purpose:** To equip students with the competencies to deal with the realities of leadership as they seek to position the church for renewal that will result in profound change.

**Wesleyan Practices**

**Purpose:** To equip students to understand and utilize the Wesleyan heritage effectively in the ongoing ministry and mission of the church and to integrate Wesleyan practices with the dynamics of personal spiritual formation in community and Christian renewal.

**Admission Requirements for the Doctor of Ministry Program:**

- A Master of Divinity degree from an Association of Theological Schools accredited seminary or university, or its equivalent. Other documents may be requested. (An equivalency evaluation will be processed upon receipt of the student’s transcripts.)
- A grade point average of at least 3.0 (4.0 = A) in all graduate work.
- Current involvement in a ministry context (pastoring, teaching, missions work, administration of a Christian organization, therapeutic ministries, etc.)
- At least three years of ministry experience, usually (but not always) experienced after receiving the M.Div.*

*Students not having the M.Div. but who do hold a master’s degree in another theological degree program, such as Pastoral Counseling, Theology or Christian Ministries, may satisfy equivalency by taking courses outlined by the Dean of the Doctor of Ministry Program.

**Contextual Learning Experience**

Ashland Theological Seminary’s D.Min. program uses a contextual model of learning that is dependent upon the student’s participation in and reflection upon ministry. Several ingredients contribute to the integration of theory and practice in the program:

- Integrative projects, such as case studies, case reports, and notes from ongoing ministry that are used in many of the classes.
- A participant group of students will interact with and challenge one another in the development of the student’s specialized concentration and project.
- A core faculty that will include a project advisor appointed by the Director of the D.Min. program, a field consultant, and a resource person selected by the student.
- A support group from the student’s ministry context that will help relate the project to that context; a minimum of three individuals selected by the student.
- The ministry project which relates theory and practice, theology and ministry.

**Final Project:**

For the final project, students apply what they have learned to a ministry task in their local context (including both the nature and practice of ministry). This is the culmination of the Doctor of Ministry experience in which the ideas and applications of the program are measured and evaluated. The project will reflect careful planning, theological reflection, purposeful implementation, and appropriate assessment. The project is a document of approximately 150-250 pages (minimum 25,000 words).

**Questions about the Doctor of Ministry program?**

Please contact Dr. Matthew Bevere, Associate Dean of the Doctor of Ministry Program at (419) 289-5815 or mbevere@ashland.edu.
SPECIALIZED PROGRAMS
SPECIALIZED PROGRAMS

Asociación para la Educación Teológica Hispana (AETH) Consortium
The Seminary is a member of the AETH Consortium, the purpose of which is the development and education of Spanish-speaking church leaders by providing the necessary resources in Spanish to make graduate degrees and lifelong learning programs available to them. While the admission of students remains the privilege and responsibility of the Seminary in which each student is enrolled, AETH is developing a constellation of online courses and resources for Latino/a church leaders. We will be using these courses in our own degree programs. These courses will be taught using the online platform that AETH has designed and may be transferred into any of our programs as 3 semester hour courses. For more information, contact Dr. Paul Chilcote, Academic Dean, at (419) 289-5771 or pchilcot@ashland.edu; or Dr. Felix Muniz, Director of the Galilean Theological Center, at (216) 651-1954 or gtc8802@att.net.

Brethren Studies Program
All students from the Brethren Church who are seeking ordination should take three Brethren courses as part of their Master of Divinity degree program: Doctrine of the Brethren Church, History of the Brethren Church, and Polity and Ordinances of the Brethren Church. Each of these courses will receive two semester hour credits. They can be used to meet the elective requirements in the Master of Divinity program for courses in Christian History, Theology, and Philosophy.

These courses are offered in the Fall semester on a rotating schedule. They may also be offered, if there is sufficient interest, in a summer intensive format. Following is the Fall semester rotation for the next three years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Rotation</th>
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<tbody>
<tr>
<td>2014</td>
<td>Polity and Ordinances of the Brethren Church</td>
</tr>
<tr>
<td>2015</td>
<td>Doctrine of the Brethren Church</td>
</tr>
<tr>
<td>2016</td>
<td>History of the Brethren Church</td>
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</tbody>
</table>

Brethren students may also register in the Graduate Diploma in Brethren studies. For more information about the Brethren coursework necessary for ordination in the Brethren Church, contact Dr. Dale Stoffer at (419) 289-5985 or dstoffer@ashland.edu.

City Gates Initiative
City Gates Initiative is not an academic degree program, but it is a potent set of community-based learning opportunities and engagement experiences specifically designed for those who spend most of each week working in the trenches. Through conferences, cohorts, collectives, and communities, participants are immersed in a Kingdom perspective and engaged with trained leaders, seasoned sages, encouraging peers and carefully developed resources that work together to ignite, refine, equip and connect you and others for godly impact for the common good. For more information, contact Doug Cooper, City Gates Director, at (419) 289-5752 or dcooper5@ashland.edu.

Galilean Theological Center Partnership
The Seminary has partnered with the Galilean Theological Center in Cleveland, under the direction of Ashland alumnus, Dr. Felix Muniz, in the preparation of Hispanic/Latino/a church leaders. The purpose of the Center is to provide introductory theological education, training, and job-readiness skills for ministry, leadership, and employment in Hispanic/Latino churches. Students at the Center may obtain a Diploma in Theology (Hispanic Church Studies) that is validated by the Seminary, and this credential may be used in support of further theological studies. The Galilean Theological Center is also a crucial link for the Seminary in the unfolding of the AETH program noted above. For more information, contact Dr. Felix Muniz, Director of the Galilean Theological Center, at (216) 651-1954 or gtc8802@att.net.

Institute of Formational Counseling (IFC)
The Institute of Formational Counseling (IFC) seeks to equip Christian Leaders in proven pathways of healing for broken people. Created in 2003, the Institute focuses upon the ministries of Formational Prayer, Spiritual Direction and Pastoral Counseling. We have discovered that equipping leaders in these dynamic ministries has a profound impact upon those being trained as well as the men and women they serve. Through IFC, Ashland offers Spirit-empowered training opportunities to leaders from around the world. The National Conference on Formational Counseling, directed by Dr. Terry Wardle, is part of this ministry. For more information, contact Lynne Lawson, Assistant Director of the Institute of Formational Counseling, at (419) 207-5547 or llawson1@ashland.edu.

Pastors of Excellence (PoE)
Originally funded by a grant from the Lilly Foundation, Pastors of Excellence (PoE) is a 13-month transformational program specifically designed for pastors. For over a decade, PoE has positioned hundreds of pastors for authenticity in Christ and effectiveness in ministry. This program has had an amazing record in the effective revitalization of pastors. Pastors of Excellence

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is offered in two locations, Ashland, Ohio and Detroit, Michigan, where 30 to 50 pastors attend 2-1/2 day retreats (4 times over 13 months). Each pastor is placed in a small group with five other pastors and a trained pastor/mentor. These small groups of peers develop powerful bonds of love over this spiritually enriching journey. Many small groups of pastors choose to stay connected long after their PoE program has ended. For more information, contact Matt Lewis, Director of Excellence in Leadership, at (419) 289-5485 or mlewis@ashland.edu.

Renovaře Institute for Spiritual Formation Partnership
Given our commitment to spiritual formation as a core value, we are pleased to be in partnership with the Renovaře Institute for Christian Spiritual Formation (www.renovare.us). Seminarians can take advantage of this partnership in two ways. Students enrolled in the Master of Arts in Spiritual Formation degree may apply for the Renovaře Institute’s two-year cohort and, upon successful completion, transfer the credits earned to apply to their degree requirements at the Seminary. Students pursuing a Graduate Diploma in Spiritual Formation, who have been accepted into the Renovaře program, may also transfer credits earned to apply to a diploma from the Seminary. The Seminary and the Renovaře Institute have separate fee structures. Should students opt to use the Renovaře Institute for fulfilling degree or diploma requirements, students are responsible to Renovaře for fees, tuition, travel and incidental costs. For the details of partnership related to the Doctor of Ministry program, see that portion of the academic catalog. For more information, contact Dr. Jody Watson at (419) 207-5182 or jwatson@ashland.edu.

Tel Gezer Excavation and Study Program
The Seminary is a consortium member of the Tel-Gezer Excavation and Study Project. As a member institution, students may go to Israel for five weeks and participate in the excavations. This program, while a multi-faceted learning experience, consists primarily of an archaeological field school. The study program is an accredited program offering academic credit (one 3 semester hour course) for students. The course involves the study of the archaeology and history of ancient Israel and includes the excavation of the site, processing of material at the expedition camp, and on site lectures by staff and guest scholars. The students will also participate in regional study tours on the weekends. If you would like to participate in or have any questions about the Tel-Gezer project, contact Dr. John Byron at (419) 289-5722 or jbyron@ashland.edu.

United Methodist Studies Program
The Seminary shares a special relationship with The United Methodist Church. Approved by the church’s University Senate for the preparation of candidates for ordination, it has a particularly strong relationship with the East Ohio Conference. The Seminary hosts a gathering at the Annual Conference session each year to provide an opportunity for students and alumni to connect. Two of the ten United Methodists on the faculty hold clergy membership in this Conference. Graduates are well-respected and many have gone on to serve in prominent positions in area Conferences and throughout the Connection. The Seminary is intentional about fostering an environment in which United Methodists are nurtured in the culture and ethos of their tradition. Opportunities for immersion in United Methodist congregational life abound in the area, and candidates for ordained ministry are placed in United Methodist settings for field education and internship.

The Book of Discipline of The United Methodist Church (2012) stipulates that: Candidates for deacon or elder shall have completed one half of the basic graduate theological studies in the Christian faith. These courses may be included within or in addition to a seminary degree. These basic graduate theological studies must include courses in: Old Testament; New Testament; theology; church history; mission of the church in the world; evangelism; worship/liturgy; and United Methodist doctrine, polity and history (¶324.4a).

All of these requirements can be satisfied through core courses and specific United Methodist denominational studies courses completed at the Ashland campus of the Seminary. Most of these courses (Old Testament, New Testament, Theology, Church History, Worship, Mission, & Evangelism) are required as core components of the MDIV curriculum. United Methodist students who are taking courses at one of the three Centers—Columbus, Cleveland, or Detroit—must take at least half of their coursework on the Ashland campus. Students are only permitted to take online classes from the thirteen United Methodist seminaries or Asbury Theological Seminary.

United Methodist doctrine, history, and polity courses are offered in a regular rotation that enables students to complete these requirements in three years or less. The courses cycle as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>UM Polity</td>
<td>UM Doctrine</td>
</tr>
<tr>
<td>2015-2016</td>
<td>UM History</td>
<td>UM Polity</td>
</tr>
<tr>
<td>2016-2017</td>
<td>UM Doctrine</td>
<td>UM History</td>
</tr>
</tbody>
</table>
The Doctrine course can be used as Theology elective while the History course can be taken as a Church History elective, thereby fulfilling the Church History, Theology, and Philosophy elective requirements of the MDIV program. The Polity course functions as an open elective. It is the responsibility of candidates for ministry to consult the appropriate Conference Board of Ordained Ministry concerning guidelines related to educational and other requirements that pertain to their particular situation. Some Boards have added to the disciplinary requirements for candidacy in their respective Conferences.

In addition to formal denominational studies courses, many opportunities abound to form leaders in the United Methodist tradition. United Methodist worship resources are utilized by United Methodist faculty members and guests in normal chapel services and other informal settings of community worship and devotion. United Methodist students and faculty gather regularly during the Fall Semester for a common meal known as the “Love Feast.” At these gatherings, held each month as part of the denominational studies courses, the Wesleyan tradition is celebrated and embodied. Guest speakers, including local pastors and Conference officials, address topics pertinent to the life of the church today. The community is gathered together at least once a term for the “Love Feast” at other times in the year. To learn more about the United Methodist Studies program, contact Dr. Paul W. Chilcote, Director of United Methodist Studies, at (419) 289-5771 or pchilcot@ashland.edu.
### COURSE NUMBERING SYSTEM

The course descriptions in this section are organized alpha-numerically by discipline. Each course number designation consists of a prefix (such as CHS or HOM) and a four-digit number (such as 5501). The prefix refers to the discipline and the number to the level or nature of the course. Prefixes refer to the following areas:

#### Discipline Key

<table>
<thead>
<tr>
<th>Disciplinary Code</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCS</td>
<td>Black Church Studies</td>
</tr>
<tr>
<td>BSG</td>
<td>General Biblical Studies</td>
</tr>
<tr>
<td>CHP</td>
<td>Chaplaincy</td>
</tr>
<tr>
<td>CHS</td>
<td>Church History</td>
</tr>
<tr>
<td>CLC</td>
<td>Clinical Counseling</td>
</tr>
<tr>
<td>CLD</td>
<td>Christian Leadership</td>
</tr>
<tr>
<td>CNS</td>
<td>Counseling</td>
</tr>
<tr>
<td>CRE</td>
<td>Christian Education</td>
</tr>
<tr>
<td>CTH</td>
<td>Christian Theology</td>
</tr>
<tr>
<td>CWP</td>
<td>Christian Worship</td>
</tr>
<tr>
<td>ETH</td>
<td>Ethics</td>
</tr>
<tr>
<td>EVG</td>
<td>Evangelism</td>
</tr>
<tr>
<td>FLD</td>
<td>Field Study</td>
</tr>
<tr>
<td>HOM</td>
<td>Homiletics</td>
</tr>
<tr>
<td>MSS</td>
<td>Missions</td>
</tr>
<tr>
<td>NTS</td>
<td>New Testament Studies</td>
</tr>
<tr>
<td>OTS</td>
<td>Old Testament Studies</td>
</tr>
<tr>
<td>PCC</td>
<td>Pastoral Counseling and Care</td>
</tr>
<tr>
<td>PTS</td>
<td>Studies in Practical Theology</td>
</tr>
<tr>
<td>RLS</td>
<td>Studies in Research Languages</td>
</tr>
<tr>
<td>SPF</td>
<td>Spiritual Formation</td>
</tr>
</tbody>
</table>

#### Prefixes & Abbreviations for the Doctor of Ministry Program

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMB</td>
<td>Doctor of Ministry in Black Church Studies</td>
</tr>
<tr>
<td>DMN</td>
<td>Doctor of Ministry</td>
</tr>
<tr>
<td>FC</td>
<td>Formational Counseling Track</td>
</tr>
<tr>
<td>GEN</td>
<td>Core Courses</td>
</tr>
<tr>
<td>SF</td>
<td>Spiritual Formation Track</td>
</tr>
<tr>
<td>TL</td>
<td>Transformational Leadership Track</td>
</tr>
<tr>
<td>WP</td>
<td>Wesleyan Practices Track</td>
</tr>
<tr>
<td>ASH</td>
<td>Ashland Campus</td>
</tr>
<tr>
<td>CLE</td>
<td>Cleveland Center</td>
</tr>
<tr>
<td>COL</td>
<td>Columbus Center</td>
</tr>
<tr>
<td>DET</td>
<td>Detroit Center</td>
</tr>
<tr>
<td>MCC</td>
<td>McCreary Center</td>
</tr>
<tr>
<td>ONL</td>
<td>Online</td>
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</tbody>
</table>

#### Numerical Classification System

The four digit number refers to the following classifications:

<table>
<thead>
<tr>
<th>Four-digit Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4495</td>
<td>Transferred Credit</td>
</tr>
<tr>
<td>5000</td>
<td>Foundational and Introductory level courses</td>
</tr>
<tr>
<td>6000</td>
<td>Specialized areas of study and seminars, generally presupposing some preparation</td>
</tr>
<tr>
<td>7000</td>
<td>Upper level seminars, internships, capstones, independent studies, pilot courses, and thesis courses</td>
</tr>
<tr>
<td>9000</td>
<td>Doctor of Ministry courses</td>
</tr>
</tbody>
</table>

Although some courses presuppose a certain level of preparation, students are free to take any courses they wish, provided the appropriate prerequisite requirements are met. Courses designated CLC, however, are restricted to students in the Master of Arts in Clinical Mental Health Counseling degree in Ashland and Columbus; courses designated CNS are restricted to students in the Master of Arts in Counseling degree in Detroit. In the current curricula, an attempt has been made to minimize prerequisites in order to serve a diverse student body more effectively.

The courses listed below include the course number, description, and the times (term and location) when they will be taught. Courses may not be available in every instance precisely as described here due to the ever changing nature of class schedules. Full information on the schedule of courses, including syllabi and requirements, is published online at the outset of the academic year and updated each term prior to registration. The times that courses will be taught are projected for two academic years, so time designations that follow the course descriptions in this catalog cover the period from Fall 2014 to Spring 2016. Sites for delivery of courses are abbreviated as follows:

<table>
<thead>
<tr>
<th>Delivery Site</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASH</td>
<td>Ashland Campus</td>
</tr>
<tr>
<td>CLE</td>
<td>Cleveland Center</td>
</tr>
<tr>
<td>COL</td>
<td>Columbus Center</td>
</tr>
<tr>
<td>DET</td>
<td>Detroit Center</td>
</tr>
<tr>
<td>MCC</td>
<td>McCreary Center</td>
</tr>
<tr>
<td>ONL</td>
<td>Online</td>
</tr>
</tbody>
</table>

#### BLACK CHURCH STUDIES (BCS)

**BCS 5500 Introduction to Black Church Studies**  3 hours

This course will examine the enduring institution and changing dynamics of the Black Church from its inception in America to present. It will explore its changing history, theology, interpretation of the Bible, culture, education, ethics, nurture and ministry. It will examine the importance of the Black Church in the life of the community and its people. *(F 14, MCC)*

**BCS 5505 History of the Black Church**  3 hours

*Cross-listed with CHS 5505*

An examination and interpretation of the history of the Black Church, including the seven historic American Black denominations: the African Methodist Episcopal Church; the African Methodist Episcopal Zion Church; the Christian Methodist Episcopal Church; the National Baptist Convention, U.S.A., Incorporated; the National Baptist Convention; and the Church of God in Christ. The role of the Black Church in the Black community will be emphasized along with the contributions to and distinctions within American Protestantism which the Black Church offers. *(S 16, MCC)*

**BCS 5511 Black Theology**  3 hours

*Cross-listed with CTH 5511*

This course examines the development of the discipline of Black Theology in
America since 1960. Focus will highlight the works of the founder of Black Theology, James Cone, the early voices such as J. Deotis Roberts and Gayraud Wilmore, as well as other evolving contemporary voices, such as Dwight Hopkins, Jacquelyn Grant, Kelly Brown Douglas, and Delores Williams. A historical perspective of the richness of the Black theological tradition will also be offered with references to the works of W.E.B. DuBois, Benjamin E. Mays, Howard Thurman and Martin Luther King, Jr. (F 15, MCC)

BCS 5515 African American Biblical Interpretation 3 hours
Cross-listed with BSG 5515
This course will examine the historical roots of hermeneutical ideologies and methodologies that have ignored and/or denied the influence of people of African descent in the Bible and upon the Bible. More basically, the course will examine the de-Africanization of the Bible, address this phenomenon by re-Africanizing the Bible and illustrate how the peculiar perspective and development of an African American hermeneutic contributes a fresh and needed insight for the Christian church as regards biblical interpretation. (S 15, MCC)

BCS 5520 Spiritual Formation in the Black Tradition: Readings/Reflection 1 2 hours
This course explores primary and secondary sources in the African American religious experience in an effort to uncover indigenous material that reflects a distinctively Black spiritual formation tradition. Students will explore different genres – slave narratives, conversion narratives, call narratives, prayers, sermons, art – as well as the life and works of selected personalities. This course will alternate with BCS 5521, which explores the same concerns using different resources. No prerequisites. (F 14, MCC)

BCS 5521 Spiritual Formation in the Black Tradition: Readings/Reflection 2 2 hours
This course explores primary and secondary sources in the African American religious experience in an effort to uncover indigenous material that reflects a distinctively Black spiritual formation tradition. Students will explore different genres – slave narratives, conversion narratives, call narratives, prayers, sermons, art – as well as the life and works of selected personalities. This course will alternate with BCS 5520, which explores the same concerns using different resources. No prerequisites. (F 15, MCC)

BCS 5522 Spiritual Formation in the Black Tradition: Workshops/Retreat 3 2 hours
This course explores the heritage and modalities of spiritual formation in the Black Tradition and engages students in traditional and contemporary practices and activities by means of workshops, seminars, or retreat formats. Particular attention will be given to how spiritually forming activities interface with issues of justice. This course will alternate with BCS 5523, which explores the same concerns using different resources. No prerequisites. (S 15, MCC)

BCS 5523 Spiritual Formation in the Black Tradition: Workshops/Retreat 4 2 hours
This course explores the heritage and modalities of spiritual formation in the Black Tradition and engages students in traditional and contemporary practices and activities by means of workshops, seminars, or retreat formats. Particular attention will be given to how spiritually forming activities interface with issues of justice. This course will alternate with BCS 5522, which explores the same concerns using different resources. No prerequisites. (S 16, MCC)

BCS 5524 Spirituality in the Black Tradition: Retreat 2 hours
This course is designed to be an exploration into primary and secondary sources in the African American religious experience in an effort to uncover indigenous material that reflects a distinctively African American spiritual formation tradition. In that regard the course will consider specific primary African American spiritual formation genres - slave narratives, conversion narratives, call narratives, prayers, sermons, art - as well as the life and works of selected personalities. This course will alternate with BCS 5525, which explores the same concerns using different resources. No prerequisites.

BCS 5525 Spirituality in the Black Tradition: Retreat 2 hours
This course is designed to be an exploration into primary and secondary sources in the African American religious experience in an effort to uncover indigenous material that reflects a distinctively African American spiritual formation tradition. In that regard the course will consider specific primary African American spiritual formation genres - slave narratives, conversion narratives, call narratives, prayers, sermons, art - as well as the life and works of selected personalities. This course will alternate with BCS 5524, which explores the same concerns using different resources. No prerequisites.

BCS 5527 Dynamics of the Black Church, Black Family and Black Minister Cross-listed with CRE 5525 3 hours
This course will present an overview of issues, concepts, events, heritage, as well as customs that have evolved to comprise a general African American world view. The course will outline and explore the elements of Black culture that are expressed in the social institutions of Church and Family. The unifying cultural themes will be discussed as functional and central to personal identity and emotional equilibrium. Implications for pastoral care and worship will be discussed.

BCS 5530 Womanist Hermeneutics and Literature 3 hours
Cross-listed with BSG 5530
This course is an introduction to the historical, methodological, ideological, interdisciplinary, multidimensional, global scholarship of womanist scholars.
It builds upon the work of first generation scholarship that was primarily a challenge to feminist and African American male theologies, as well as the evolving work of second and subsequent generations. It engages the interlocking, independent and interdependent systemic issues of race, gender, class and sexual orientation as central to liberation for all humanity, as well as the universe. (F 14, MCC)

BCS 6600 Race, Gender, Class, Sexuality and the Bible 3 hours
Cross-listed with BSG 6600 and CTH 7765
A graduate seminar that focuses specifically on the intersection surrounding race, gender, sexuality and the Bible. It is part of a substitution theory of post-colonial biblical interpretation that takes seriously the hermeneutical shift from centering to decentering the politics of interpretation. A great deal of emphasis is placed on reading, reflection and dialogue.

BCS 6605 Ethical Leadership and the Black Church 3 hours
The Black Church has historically been the center of black communal life in America as well as serving as an instrument for positive social change. This class will focus on the religious and ethical teachings of the Black Church. Various ethical stances will be discussed: nonviolent resistance, gradualism, social protest and liberation. Various ethicists will be examined: Martin Luther King, Jr., James Cone, W.E.B. DuBois and Malcolm X.

BCS 6610 Pedagogies of Liberation 3 hours
Cross-listed CRE 6610
This course will explore the role of education ministry within the Black Church context. Emphasis will be placed upon the synthesis of African heritage, biblical faith, and educational approaches that are relevant to the needs and conditions of African American people. This course will examine the tasks and purposes of Christian Education, the unique challenges that confront Christian educators in the Black Church as well as Afro-centric models for Christian Education.

BCS 6615 Preaching in the Black Tradition 3 hours
Cross-listed with HOM 6615
This course is intended to introduce students to the history of the black preaching tradition in the United States, and to the various forms of preaching that are presently employed by black preachers throughout the country. The primary emphasis will be on the rich diversity of form and content that falls under the term “Black Preaching.” This is not a how-to course that promises students that they will be able to preach in a certain way. Preaching is an art form and a system of work and study habits that each person must develop and refine over time. This course is meant to offer wide exposure to the concepts and definitions of black preaching. (S 15, MCC)

BCS 6620 Call to Ministry in the Black Church Tradition 3 hours
This course is a general introduction to call to ministry from an African American perspective. The call phenomenon has been a central tenet in the Black Church experience. The call to ministry has focused the church’s ministry on the existential plight of African Americans. The course will examine the biblical, theological and historical basis of call to ministry from a Black perspective, especially the changing dynamics that the church faces in the post Civil Rights era. (F 15, MCC)

BCS 6625 Pastoral Care in the Black Church 3 hours
The primary objective of this course is to acquaint students with the reality of the uniqueness of pastoral care in the African American Christian church experience. In conveying this perspective we will address the issues of 1) the range or scope of pastoral care; 2) special concerns of pastoral care; and 3) the practice of pastoral care in the African American Christian experience.

BCS 6630 Music in the Black Church 3 hours
This course examines the role of music in the Black Church and the prominent role African Americans have had in the evolution of music as it finds expression in the Christian tradition. This course will assist church leaders in teaching those in their context of ministry the importance of music both from a biblical and socio-cultural perspective as well as the importance of context in song.

BCS 6635 Black Church Administration 3 hours
This course will provide students with an overview of Church Administration with a specific emphasis on the African American cultural context. It will examine the Biblical understanding of leader-administrator as a servant of God and a servant of people. It will examine the mission of the church, recognition of need, planning, organizing, staffing, communicating, budgeting and evaluation.

BCS 6640 Models of Youth Ministry 3 hours
This course is a general introduction to youth ministry from a Black perspective that will acquaint students to the historical landscape of youth ministry in the Black Church, as well as look at various models of youth ministry. This course will also explore challenges that face the various models of youth ministry in the Black Church. A primary goal of the course is to explore the theoretical concept of “hope” that runs through the various models of youth ministry in the Black Church. This course will engage the diverse needs and challenges of youth in the Black Church in the 21st century and engage intentional, practical strategies and models in which the Black Church can inform and equip itself to minister in meaningful and transformative ways.

BCS 6645 Conversations About Youth Ministry 3 hours
This course is a conversation of 21st century dynamics, issues (race, culture
and sexuality), concerns and strategies regarding black youth and youth ministry in inner city America. The complexity of this conversation will necessitate interdisciplinary sources, strategies and models.

**BCS 6650 Life and Works of Martin Luther King, Jr.** 3 hours
*Cross-listed with CHS 6690 and CTH 6690*
This course examines in detail the enormous contribution of one of the greatest religious leaders of the 20th century. King’s life and contribution to the Black church and the Civil Rights Movement will be addressed. His work as a theologian and an ethicist will be studied with reference to his primary works, such as his speeches, sermons, essays and books. The course will discern the major themes of King’s works, such as his doctrine of life and his ethic of non-violent resistance.

**BCS 6655 Life and Works of Howard Thurman** 3 hours
This course is an examination of the life, works, and contributions of Howard Thurman.

**BCS 6660 Martin Luther King, Jr. and Malcolm** 3 hours
*Cross-listed with CHS 6691 and CTH 6691*
This course is a comparison and contrast, as well as an examination of the life, works, and contributions of Martin Luther King, Jr. and Malcolm X in America.

**BCS 6665 Post Colonial Approaches to Biblical Study** 3 hours
*Cross-listed with BSG 6665*
One of the defining characteristics of postcolonial biblical interpretation is distinguishing between the biblical reading strategies of dominant cultures and dominated cultures. Drawing especially upon cultural criticism, cultural studies, social location ideology, and cross disciplinary study, this approach seeks to unmask the power dynamics involved in biblical reading strategies in order to examine, critique, confront and challenge the effects upon both the individual and the culture. Moreover, this approach seeks to broaden the student’s exposure as well as engage the student in a genuine global dialogue with voices from the marginalized, colonized, disenfranchised, and dispossessed with the goal of uncovering and using reading strategies that liberate and empower the powerless. *(S 15, MCC; S 15, DET)*

**BCS 7700 Internship in Black Church Studies 1** 1 hour
This course engages students in an Internship in Black Church Studies under the supervision of a mentor. The primary goal of the Internship is to connect the student holistically and intimately with the life of the institution so that the student is identified as “one of them.” The internship also mentors, guides and assists students in their efforts to secure employment in ministries suited to their calling. *(F 14, MCC; F 15, MCC)*

**BCS 7705 Internship in Black Church Studies 2** 2 hours
This course engages students in an Internship in Black Church Studies under the supervision of a mentor. The primary goal of the Internship is to connect the student holistically and intimately with the life of the institution so that the student is identified as “one of them.” The internship also mentors, guides and assists students in their efforts to secure employment in ministries suited to their calling. *(S 15, MCC; S 16, MCC)*

**BCS 7710 On Campus Seminar/Lecture** 1-3 hours
Credit is available for those who attend approved conferences and seminars. Students should check with the program director for reading and writing requirements associated with attendance at approved conferences and seminars.

**BCS 7715 Independent Study in Black Church Studies** 3 hours
Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.

**GENERAL BIBLICAL STUDIES (BSG)**

**BSG 5501 Engaging Texts and Contexts** 3 hours
This course introduces students to a three-fold framework for biblical interpretation involving the investigation of the "world in front of the text" (between the text's composition and us as readers), the "world within the text" (the close reading of the text itself), and the "world behind the text" (the environment and situation that contributes to the occasion and shaping of the text, and therefore its contextual interpretation). The applicability of this model also to the literature and contexts of other curricular areas will also be demonstrated. *(F 14, DET, ONL; S 15, CLE, ONL; F 15, ASH, COL; S 15, CLE, DET, ONL)*

**BSG 5502 Encountering Scripture beyond Translations** 3 hours
The goal of this course is to enable students to enrich their grasp of a given Scripture passage by researching its meaning in the original-language. Students will learn about the theory and practice of translation, the evaluation of translations, how to recognize when investigation of the original-language text is warranted, and how to pursue such investigation responsibly. *(F 15, CLE, COL; S 16, ASH, DET)*

**BSG 5505 Literature of the Biblical World** 3 hours
An Old Testament background course surveying the literatures of Egypt, Mesopotamia, Anatolia and Canaan in English translation, and their role in illuminating Old Testament literary genres, with special emphasis on the relevance of Canaanite literature for specific biblical passages.
BSG 5510 Fundamentals of Biblical Interpretation 2 hours
Mental health professionals will often encounter clients operating from within a Christian worldview. This course seeks to provide these professionals with a framework for examining how an individual’s interpretations of discrete Scriptures position him or her for greater or diminished mental and relational health. In particular, the course seeks to equip future counselors to help disentangle interpretations of Scripture that perpetuate dysfunction and to help construct interpretations that are both sound and healthful. (F 14, COL; F 15, ASH)

BSG 5515 African American Biblical Interpretation 3 hours
Cross-listed with BCS 5515
This course will examine the historical roots of hermeneutical ideologies and methodologies that have ignored and/or denied the influence of people of African descent in the Bible and upon the Bible. Emphasis will be placed on the African American hermeneutics project that launched the movement, as well as various evolving contemporary voices and expressions such as African presence in the Bible, responses to white supremacist interpretations, cultural and ideological interpretations, particularly those addressing issues of race, gender, class and sexual orientation. (S 16, MCC)

BSG 5530 Womanist Hermeneutics and Literature 3 hours
Cross-listed with BCS 5530
This course is an introduction to the historical, methodological, ideological, interdisciplinary, multidimensional, global scholarship of womanist scholars. It builds upon the work of first generation scholarship that was primarily a challenge to feminist and African American male theologies, as well as the evolving work of second and subsequent generations. It engages the interlocking, independent and interdependent systemic issues of race, gender, class and sexual orientation as central to liberation for all humanity, as well as the universe. (F 14, MCC)

BSG 5600 Race, Gender, Class, Sexuality and the Bible 3 hours
Cross-listed with BCS 5600 and CTH 7765
A graduate seminar that focuses specifically on the intersection surrounding race, gender, sexuality and the Bible. It is part of a substitution theory of post-colonial biblical interpretation that takes seriously the hermeneutical shift from centering to decentering the politics of interpretation. A great deal of emphasis is placed on reading, reflection and dialogue.

BSG 6635 Virgins, Whores, Virtue and Violence: Biblical Constructions of Women 3 hours
This course will explore the literary construction of women in the Old and New Testaments as virgins and whores/prostitutes and how virtue and violence is associated with such images. We will also discuss how such constructions impact or intersect with contemporary understandings and treatment of women in the church and in the world. (F 15, DET)

BSG 6637 Social-Scientific and Rhetorical Approaches to Biblical Study 3 hours
This course continues the introduction to modern techniques of biblical criticism, extending the foundation to include social-scientific, cultural-anthropological, rhetorical, and ideological modes of analysis. Special emphasis will be given to discerning the kinds of questions each mode of analysis brings to a text, what theoretical resources each mode draws upon outside the discipline of biblical studies, and what fruits the student can expect from pursuing these lines of inquiry.

BSG 6638 Critical Approaches to Biblical Interpretation 3 hours
A survey of the methods and approaches that constitute contemporary biblical scholarship, with special attention given to the historical-critical method, social-scientific approaches, and literary and postmodern reading stances. Students are introduced to the assumptions, objectives, and operations of each approach. (S 16, ASH)

BSG 6644 Apocrypha and the Christian Church 3 hours
Cross-listed with CHS 6607 and CTH 6607
This course introduces students to the history, culture, and developments of thought in Judaism during the Hellenistic and Greco-Roman periods, chiefly through the windows provided by the major documents written during this period. Students will read the Apocrypha, selected Dead Sea Scrolls, and other texts which throw important light on the world into which the church and its theology and piety were born.

BSG 6650 Archaeology of the Biblical World 3 hours
Aspects of the history and archaeology of the Oriental, Greek and Roman culture of the ancient world of the Mediterranean will be illustrated using materials from the Seminary’s Pictorial Archives and artifacts from the Smith Collection of Palestinian ceramics. Special attention will be given to the philosophical and religious perspectives of the ancient Gentile and Jewish world which illuminate the history, literature and the theology of early Christianity.

BSG 6651 History and Archaeology of Jerusalem 3 hours
The history and religious importance of Jerusalem will be portrayed for the student. Students will gain a comprehensive knowledge of the geography, history and topography of the immediate locality. Students will investigate accounts of archaeological projects in and around the city and will become aware of certain specific problems of identification of controversial sites.
BSG 6652 Old Testament Archaeology 3 hours
Cross-listed with OTS 6652
A brief introduction to methods of archaeological research and the interpretation of the findings will be considered at the beginning of the course. Then will follow a survey of archaeological work in the Bible lands with particular attention to the cultural and religious life of Israelite and non-Israelite populations of Palestine and adjacent territories for exegetical study of the Old Testament.

BSG 6653 New Testament Archaeology 3 hours
Cross-listed with NTS 6653
This course will deal with the findings of archaeology as they bear upon the interpretation and understanding of the New Testament and its original language. It will include examination of the literary, historical and cultural background of the New Testament.

BSG 6665 Post Colonial Approaches to Biblical Study 3 hours
Cross-listed with BCS 6665
One of the defining characteristics of postcolonial biblical interpretation is distinguishing between the biblical reading strategies of dominant cultures and dominated cultures. Drawing especially upon cultural criticism, cultural studies, social location ideology, and cross disciplinary study, this approach seeks to unmask the power dynamics involved in biblical reading strategies in order to examine, critique, confront and challenge the effects upon both the individual and the culture. Moreover, this approach seeks to broaden the student’s exposure as well as engage the student in a genuine global dialogue with voices from the marginalized, colonized, disenfranchised, and dispossessed with the goal of uncovering and using reading strategies that liberate and empower the powerless. (S 15, MCC; S 15, DET)

BSG 6694 Field Experience in Archaeology 3 hours
Upon request students will be given opportunities to explore a wide range of individual options in pursuing hands-on activities in the field of Biblical Archaeology. Participation on a dig in the Near East, work with the Robert Houston Smith Collection of artifacts and individual projects of research and study are several of the options available.

CHAPLAINCY (CHP)

CHP 6645 Introduction to Chaplaincy 3 hours
This course orients students to chaplaincy and prepares them to do cooperative ministry in an extension setting as an endorsed representative of a faith community. It introduces students to the history, theology, and practice of chaplaincy ministries and exposes them to hospital, prison, hospice, military, police, industry, and sports chaplaincy settings. (F 14, ASH; F 15, ASH)

CHP 6650 Advanced Ethics for Ministry Practitioners 3 hours
This advanced course provides an in-depth and focused study on ethical issues and Christian moral responses pertinent for a variety of ministry contexts. This course may be taught in conjunction with ETH 6650, for this 2 hours course only. (S 15, ONL)

CHP 6646 Clinical Pastoral Education (CPE) Basic Unit 3 hours
Clinical Pastoral Education (CPE) is a professional, process-oriented, action-reflection educational experience that helps students develop a new awareness of themselves as persons and professionals. In the CPE Basic Unit, students work ordinarily in a hospital or other institutional setting, gain 400 hours of intensive experience in chaplaincy, and engage in supervised theological reflection on the practice of ministry. This course may be taken in an intensive (10 week) or extended (20 week) format depending on the CPE site. (Offered every term).

CHP 7726 Navigating the Multi-Faith Context 3 hours
Cross-listed with EVG 7726 and MSS 7726
This course explores religion and how various faith traditions practice it. Students will learn numerous ways to study and define religion. The course will help students effectively engage practitioners of other faiths in terms of a given ministry setting. The course gives attention to major world religions, Atheism, and New Religious Movements like the Latter Day Saints and Jehovah Witnesses. Additionally, the course examines the impact of religion on American life.

CHP 7790 Capstone Experience for Chaplaincy 1 hour
Graduating chaplaincy students will synthesize the subject-matter knowledge they have acquired, integrate cross-disciplinary knowledge, and connect theory with application in preparation for entry into professional ministry by offering a comprehensive report on a chaplaincy setting to which they feel called. The final project will include reflection on artifacts from courses in the chaplaincy core. (Offered regularly as needed).

CHURCH HISTORY (CHS)

CHS 5500 Story of the Christian Faith 3 hours
This course enables students to understand the development of the church in historical context, with special emphasis on the theological, cultural, philosophical, and political factors that shaped the church. (F 14, CLE, DET, ONL; S 15, ASH; F 15, ONL; S 16, ASH, COL)

CHS 5505 History of the Black Church 3 hours
Cross-listed with BCS 5505
An examination and interpretation of the history of the Black Church, includ-
ing the seven historic American Black denominations: the African Methodist Episcopal Church; the African Methodist Episcopal Zion Church; the Christian Methodist Episcopal Church; the National Baptist Convention, U.S.A., Incorporated; the National Baptist Convention; and the Church of God in Christ. The role of the Black Church in the Black community will be emphasized along with the contributions to and distinctives within American Protestantism which the Black Church offers. (S 16, MCC)

CHS 5551 History of Missions 3 hours
Cross-listed with MSS 6611
A survey of the expansion of Christianity from a global perspective. The course emphasizes the Great Commission, the example of the New Testament Church, critical factors and themes in each historical era, the genesis of Protestant missions, influential missionaries, and the modern missionary movement including the major missionary conferences of the 20th century.

CHS 6607 Apocrypha and the Christian Church 3 hours
Cross-listed with BSG 6644 and CTH 6607
This course introduces students to the history, culture, and developments of thought in Judaism during the Hellenistic and Greco-Roman periods, chiefly through the windows provided by the major documents written during this period. Students will read the Apocrypha, selected Dead Sea Scrolls, and other texts which throw important light on the world into which the church and its theology and piety were born.

CHS 6611 Historical Theology 1 3 hours
Cross-listed with CTH 6611
The course examines the thought of the church from the Apostolic Fathers to the Reformation. The emphasis of the study will be upon major figures, literature and controversies as they affected Christian thought.

CHS 6612 Historical Theology 2 3 hours
Cross-listed with CTH 6612
This course is a continuation of Historical Theology 1 and takes up the development of Christian thought with the Reformation and continues to the modern era. Special consideration is given to major figures, literature and controversies that have influenced the church in a significant way.

CHS 6615 History and Literature of Christian Spirituality 3 hours
Cross-listed with SPF 6615
This course is a chronological survey of outstanding devotional writings from the apostolic age to the present. The focus will be on the breadth of this literature as well as acquaintance with major authors and their works. (S 15, ASH)

CHS 6616 History of Women in the Church 3 hours
A study of women's lives, service and contribution to the church beginning with the Bible and early Christian writings. Women's roles and contributions will be surveyed in the apostolic period, the ascetic movement, the medieval period and the Reformation. The post-Reformation period will focus on women in America and the quest for ordination. (F 15, ONL)

CHS 6619 History of Christian Ethical Thought 3 hours
Cross-listed with CTH 6619 and ETH 6619
This course is designed to provide students with an overview of the history and development of Christian ethical thought and practices from the early church to today. (F 14, ONL)

CHS 6620 Varieties of Early Christian Thought 3 hours
Cross-listed with CTH 6620
This course is a survey of extant literature produced by the church in the patristic period (ca. AD 95-750). Its goal is a working knowledge of early Christian thought in its unity and diversity, continuity and development. Students will be encouraged to draw upon the wisdom of patristic writers for their own lives and ministries. (F 15, ONL)

CHS 6621 History and Thought of the Eastern Church 3 hours
Cross-listed with CTH 6621
This course is a study of Orthodox Christianity from the first century to the present, examining both its historical development and its distinctive theological perspectives. Students will consider the actual and potential contributions of this ancient tradition to current theological conversations. (S 16, ASH)

CHS 6622 History and Thought of the Medieval Church 3 hours
Cross-listed with CTH 6622
This course examines historical and theological developments within the church from the end of the patristic period to the eve of the Reformation. It will highlight important individuals, groups, and ideas that have influenced the development of Christian thought. (F 15, COL)

CHS 6630 History and Thought of the Reformation 3 hours
Cross-listed with CTH 6630
This course focuses on the historical and theological developments of the Reformation period. It will explore important people, ideas, and events in the major Protestant streams—Lutheran, Reformed, Anglican, and Anabaptist—as well as in the Catholic Church. Students will read selected primary sources from these traditions to gain insight into the period and to reflect on their significance for Christians today. (F 14, ONL)

CHS 6631 History of the Anabaptist and Mennonite Movements 3 hours
This course traces the history of the Anabaptist movement from its varied beginnings in the 16th century to more recent developments among the major
expressions of the movement: the Swiss Brethren, Mennonites, Hutterites, and Amish.  (Su 15, ASH)

**CHS 6635 History and Thought of Pietism**  
_Cross-listed with CTH 6635_  
This course considers the history and thought of Pietism, identifying its origins and focusing on the major people and institutions that are connected with the varied expressions of Pietism in the latter 17th and early 18th centuries. The course also gives attention to more recent expressions of Pietism and explores how Pietism has contributed to the development of American Christianity.  

**CHS 6637 Christianity in America**  
_3 hours_  
This is a study of Christianity in the American environment from the seventeenth century to the present. The transplanting of the European churches, the development of unique expressions in Christianity in America and the nature of Christianity will be examined.  

(S 15, ASH)

**CHS 6638 American Methodism and Pentecostal Roots**  
_3 hours_  
An examination of the Methodist contribution to American Christianity and the rise of the perfectionistic and Pentecostal groups that resulted from it.  

(F 14, CLE)

**CHS 6640 Contemporary Theological Perspectives**  
_Cross-listed with CTH 6640_  
This course is a chronological survey of major theologians and theological movements of the 20th and 21st centuries. Through engagement with both primary and secondary sources, students will gain an understanding of the diversity of voices within contemporary theology and will be challenged to consider their significance for the church today.  

(S 16, ASH)

**CHS 6668 Biographical Studies in Christian Leadership**  
_3 hours_  
An examination of the lives of representative figures in the history of Christianity, specifically analyzing the essential features of their message and mission as Christian leaders in response to the challenges of their age.  

(Su 15, ASH)

**CHS 6690 Life and Thought of Martin Luther King, Jr.**  
_Cross-listed with BCS 6650 and CTH 6690_  
This course examines in detail the enormous contribution of one of the greatest religious leaders of the 20th century. King’s life and contribution to the Black church and the Civil Rights Movement will be addressed. His work as a theologian and an ethicist will be studied with reference to his primary works, such as his speeches, sermons, essays and books. The course will discern the major themes of King’s works, such as his doctrine of life and his ethic of non-violent resistance.  

**CHS 6691 Martin Luther King Jr. and Malcolm**  
_Cross-listed with BCS 6660 and CTH 6691_  
This course is a comparison and contrast, as well as an examination of the life, works, and contributions of Martin Luther King, Jr. and Malcolm X in America.  

**CHS 7700 History of the Brethren Church**  
_Cross-listed with PTS 7700_  
This course considers the historical development of the Brethren movement from its origins in Anabaptism and Pietism to the present day. Special attention is given to the Brethren Church since the 1880s.  

**CHS 7703 History of the United Methodist Church**  
_Cross-listed with PTS 7703_  
This course surveys the history of United Methodism from its rise in England in the 18th century to the present, with attention to the forces that have shaped the movement and its impact on the various contexts in which it has developed. Approximately half of the course is devoted to Methodist origins in the period of the Wesleys. (Fulfills the United Methodist History requirement stated in the UM Discipline [2012], Par. 324.4).  

(F 15, ASH)

**CHS 7703 History of the ___ Church**  
_Cross-listed with PTS 7706_  
This is a course to satisfy various denominational standards in history, doctrine, and polity and can be arranged through the Academic Dean’s office.  

**CHS 7730 Life and Thought of the Wesleys**  
_Cross-listed with CTH 7730_  
This course focuses upon the distinctive theological contributions of the Wesleys to the larger Christian tradition, exploring the dynamic of living faith that characterized early Methodism and made the movement a potent source for spiritual and social renewal. It will explore vital Wesleyan synthesizes and will intentionally integrate theology and the practice of ministry so as to demonstrate the relevance of a Wesleyan theological method and model for the contemporary church.  

**CHS 7740 Studies in Liberalism and Fundamentalism**  
_Cross-listed with CTH 7740_  
The course provides an overview of the liberal-fundamentalist controversy in America that raged during the first third of the twentieth century. American Christianity during the nineteenth century will be studied as a background for the controversy. Attention will be given to the history of the controversy, the major issues of debate, and the leading figures on both sides of the conflict.  

**CHS 7745 Eschatology in America**  
_Cross-listed with CTH 7745_  
A survey of the significant eschatological views in America from the seven-
This course provides the clinical counselor an overview of components of the CLINICAL COUNSELING (CLC) graduate. Consideration will be given both to the history of and a biblical and theological rationale for the Christian peace witness.

CHS 7750 History and Thought of the Christian Peace Position 3 hours
Cross-listed with CTH 7750
This course focuses on those individuals and groups, especially Anabaptist, who have contributed to the peace position in the Christian church. Consideration will be given to the views, the impulses which fostered their appearance, growth, decline and their impact on the broader life and thought of the Christian church.

CHS 7792 Conference/Seminar in Church History 1-3 hours
Credit is available for those who attend approved conferences and seminars. Students should check with the department chairperson for reading and writing requirements associated with attendance at approved conferences and seminars.

CHS 7794 Independent Study in Church History 3 hours
Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.

CHS 7798 Senior Seminar in Church History 3 hours
Cross-listed with CTH 7798
This course provides the capstone experience for students enrolled in the Master of Arts (Historical and Theological Studies) program. Students will write a seminar paper presenting the results of their investigation of a particular historical or theological problem. If there are not enough students to populate a regular class, students will write their papers in the context of either an advanced-level elective course or an independent study project. In either case, students will also be expected to present and discuss their projects at a gathering of other MA (HTS) students and faculty during the late Spring. (Offered regularly as needed).

CHS 7799 Thesis 3 hours
Cross-listed with CTH 7799
This course represents the credit awarded for the successful completion of a master’s thesis. Students will consult regularly with their thesis advisors through the drafting and revising process until the thesis advisor determines that the thesis is acceptable. Students will then present the results of their research to fellow students and members of the department during May of the year they graduate. (Offered regularly as needed).

CLINICAL COUNSELING (CLC)

CLC 5501 Spiritual Themes in Clinical Counseling 2 hours
This course provides the clinical counselor an overview of components of the client’s identity, focus, and direction from a spiritual perspective. Special attention is given to the self-concept, forgiveness, and suffering in clinical work. Attention will be given to the impact of spirituality on the healing process. (S 15, COL)

CLC 5504 Introduction to Mental Health Counseling 2 hours
This course introduces the student to the history and trends within the counseling profession and information on professional counseling organizations. Students will obtain an understanding of the roles and functions as well as the professional, legal, and ethical responsibilities of licensed counselors. Preparation standards for licensure as Professional Counselors (PC) and Professional Clinical Counselors (PCC) will be discussed. (F 14, COL)

CLC 5508 Counseling Techniques 3 hours
This course is designed to equip the student with a knowledge of the essential counseling skills such as attending, listening, probing, focusing, goal setting and challenging. (S 15, COL)

CLC 5508L Counseling Techniques Lab 3 hours
This course is designed to equip the student with a knowledge of the essential counseling skills such as attending, listening, probing, focusing, goal setting and challenging.

CLC 5509 Counseling Theories 3 hours
Surveys major concepts and practices of contemporary therapeutic systems. Attention is also given to the integration of biblical principles with sound behavioral science. (S 15, COL)

CLC 5510 Abnormal Psychology 3 hours
Provides a descriptive survey of the major categories of maladaptive behavior as specified in the Diagnostic and Statistical Manual of the APA. Major theoretical perspectives on etiology, prevention and remediation are addressed.

CLC 5511 Human Growth and Development 3 hours
This course is an overview of the normal developmental processes and life crises through which a person generally moves from conception to death. Some attention will be given to the technique and teaching tools which a Christian counselor might use to assist the client who is struggling to pass productively through life’s stages. (F 14, COL)

CLC 5520 Social and Cultural Issues in Counseling 3 hours
This course examines cultural and ethnic uniqueness and differences as significant issues for counselors and counselees. Emphasis is given to designing culturally and socially sensitive counseling interventions. (F 14, COL)
CLC 5522 Lifestyle and Career Counseling  3 hours
Designed to equip the counselor with the concepts and skills necessary to do lifestyle and career assessment and to implement career goals in a plan of action from a Christian viewpoint. (S 15, ASH)

CLC 5530 Group Dynamics 1  1.5 hours
Designed to help group members discover their interpersonal styles and improve their interpersonal skills such as self-disclosure, listening and responding. Students learn how to set and move toward individual personal growth goals. Process awareness skills are sharpened. (F 14, COL)

CLC 5531 Group Dynamics 2  1.5 hours
Continues the learning of interpersonal skills with additional attention to advanced empathy, constructive confrontation and immediacy. Personal growth goals are set and pursued and process awareness skills are sharpened. (S 15, COL)

CLC 5532 Group Dynamics 3  1.5 hours
Interpersonal skills are further developed with additional attention given to leadership styles and individual and group defensiveness. Personal growth goals and process awareness skills continue to be developed.

CLC 5534 Preparation for Practicum  3 hours
Students will gain the requisite skills for successful participation in their practicum. Students will also be presented with basic information on ethics and professional practice in preparation for their practicum.

CLC 5533 Advanced Group Dynamics  3 hours
Exploring and grasping the role and purpose of community through groups and how the dynamics of a group impacts the effectiveness of small groups will be an essential aspect of this course. The course will also explore basic principles in group counseling, including the purpose of groups, types of groups, pre-group assessment and screening of group members, various stages of groups, group dynamics and group leadership. Ethical, multicultural and profession issues will be examined.

CLC 5535 Practicum in Counseling 1  2 hours
This practicum focuses on the basic counseling skills, providing opportunities for observation and active practice of these behaviors. Constructive feedback is provided by the practicum supervisor through the use of role-playing and structured exercises. (F 14, ASH)

CLC 5536 Practicum in Counseling 2  2 hours
This course continues to build on the basic listening and speaking skills required for effective counseling. Sessions focus on practical role-plays. Feedback from practicum supervisor and peers is used to help in skill development. (S 15, ASH)

CLC 6638 Practicum in Counseling 3  2 hours
Continues the development of basic counseling skills. Students receive feedback on audio and videotaped material of their own counseling activities in field settings.

CLC 6647 Counseling and Consulting Services  3 hours
This course deals with consultation theory and process as related to agencies and post-secondary educational institutions. Explores roles and functions of counselors and student personnel specialists in program and proposal development, conflict management, organization, administration, evaluation of services, public relations, and knowledge of community resources and referral process. Students will be helped to respond to the cultural context of each group, agency, or organization.

CLC 6691 Introduction to Research Methods and Design  3 hours
Provides the student with a review of the basic concepts and methods of social/behavioral research. Material to be covered includes: questionnaire construction, interview techniques, observational methods and statistical analysis. (S 15, ASH)

CLC 6692 Assessment  3 hours
Acquaints the student with the history and theory of psychological testing. Covers the most popular psychological tests, helpful interpretive concepts and application of psychological tests most available to pastoral counselors. (F 14, ASH)

CLC 7721 Crisis Counseling  3 hours
This course is designed to acquaint the student with the special models, theories, and techniques of crisis intervention. Crisis management resources are identified and special crisis situations are explored. (F 14, ASH; S 15, ASH)

CLC 7729 Differential Diagnosis (III)  3 hours
Advanced concepts are presented for the proper assessment of different categories of abnormal behavior. Special attention is given to the principles underlying the multiaxial approach of the DSM system. Includes material on conducting the diagnostic interview and the mental status exam.

CLC 7744 Introduction to Marital Counseling (IV)  2 hours
An introduction to marriage counseling and special issues in family counseling. Attention will be given to history-taking, problem assessment, and therapeutic interventions. (S 15, ASH)

CLC 7751 Special Issues in Abnormal-Personality Disorders (I)  3 hours
This course is designed to give the student a deeper understanding of personality disorders. Attention is given to recognizing and addressing the dynamics the various personality disorders create in the therapeutic process and to adapting
treatment plans to address Axis II diagnosis. (F 14, ASH; S 15, COL)

CLC 7753 Special Issues in Counseling Adolescents (I)  3 hours
This course will present the dynamics of adolescent conflicts within the family system. Attention will be given to etiology, assessment, and treatment. The course will consist of both didactic and experiential learning. (F 14, ASH; S 15, COL)

CLC 7754 Dynamics of Eating Disorders (IV)  3 hours
This course is designed to give the student an understanding of the dynamics and treatment of eating disorders. Attention is given to understanding the etiology, differential diagnosis, and special treatment factors. (F 14, COL)

CLC 7755 Special Issues Counseling Older Adults (I)  3 hours
Prerequisites: CLC 5511 and CLC 7729
Older adults comprise one of the fastest growing segments of the American population. This course examines normal and abnormal aging with special emphases upon assessment, differential diagnosis, treatment planning, and treatment implementation. Ethical issues in working with older adults will also be explored. (S 15, COL)

CLC 7756 Introduction to Substance Abuse (III)  3 hours
This course will provide students with an introductory overview of Substance Abuse and Dependence. Emphasis will be given to the origin, diagnosis and treatment (including self-help programs) of substance related disorders, as well as their impact on the family of the addicted individual. This course will serve as a prerequisite for the other advanced courses for those students having no prior coursework in Substance Abuse and Dependence. (F 14, ASH; Su 15, ASH)

CLC 7761 Personality Assessment (II)  3 hours
Advanced concepts are presented for the assessment of personality using objective (i.e. non-projective) assessment instruments. Special attention will be given to the development, nature (structure), administration, and interpretation of objective personality instruments. Both scientific and practical aspects of these inventories will be addressed. (F 14, COL; S 15, ASH)

CLC 7770 Professional Ethics and Responsibilities  3 hours
Students will receive an overview of significant professional, legal and ethical considerations applicable to the counseling process. Attention is also given to issues of licensure. (F 14, ASH)

CLC 7771 Advanced Issues in Diagnosis (III)  3 hours
Advanced concepts are presented for the proper assessment of different categories of abnormal behavior. Special attention is given to the principles underlying the multiaxial approach of the DSM-IV. This includes material on conducting the diagnostic interview and the mental status examination.

CLC 7772 Diagnosis in Substance Abuse (III)  3 hours
This course is designed to assist the student in the development of assessment skills in working with substance-abusing clients. Focus will be on the DSM-IV criteria for intoxication, abuse and dependence. Standardized assessment instruments and interviewing techniques will also be covered.

CLC 7773 Diagnosis of Children (III)  3 hours
This course is for anyone who may encounter children in their clinical practice. It offers clinical descriptions of childhood disorders commonly seen by mental health professionals including complete discussion of assessment, diagnoses, and treatment options from a Christian worldview. This course will cover the diagnostic consideration issues related to making a diagnosis. These issues include a broad description of childhood disorders, difficult differential diagnoses, prevalence of the disorder, course, and subtypes of the diagnosis. Broad assessment strategies will be covered that are useful in the assessment of more than one disorder. These tests tap broad psychological, behavioral, and social characteristics of the child, which may pertain to multiple disorders.

CLC 7774 Diagnosis at Intake (III)  3 hours
This course focuses upon the need for clinical counselors to arrive at the correct diagnosis by the end of the intake process and explores the method and means for doing so. Special emphasis is given to the appropriate use of the DSM-IV-TR (and the current version of the ICD) in terms of the symptoms, etiology and psychodynamics of the various mental and emotional disorders. The mental status examination will be highlighted during the course, as will the ethical, legal, and professional standards of care which apply to diagnosis. (F 14, ASH)

CLC 7780 Counseling the Dying and Grieving (IV)  3 hours
Issues of death, dying, loss, and grief impact lives on a regular basis. This course will provide counseling students with foundational biblical, historical, and theological “end of life” principles. The course will provide an overview of current conceptualizations of grief and mourning. Interventions will be presented for supporting the dying, as well as individuals going through bereavement. Additional strategies will be presented for identifying and intervening with those who have clinically significant complicated grief. Throughout the course, the students will be encouraged to explore their own grief reactions, as well as to consider the meaning of life and death from a Christian worldview.

CLC 7781 Advanced Marriage Counseling (IV)  3 hours
This class is to help the students gain a deeper understanding of theory, as it applies to clinical application. Specific techniques will be learned to help the student intervene in difficult patterns and situations. (S 15, ASH)

CLC 7782 Advanced Family Therapy (IV)  3 hours
This course is designed to broaden the student’s theoretical understanding of

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family therapy. The course will also help the student assess dysfunctional family behavioral patterns and strategize intervention techniques that will disrupt rigid behavioral patterns among family members. (S 15, COL)

CLC 7784 Counseling Survivors of Sexual Abuse (IV) 3 hours
This course investigates major issues pertinent to counseling adult survivors of childhood sexual abuse. Major theoretical approaches, stages of treatment, therapeutic interventions, and professional issues are explored. (F 14, COL)

CLC 7786 Human Sexuality (IV) 3 hours
This course focuses on issues of sexuality in counseling. Students explore sexual development, sexual orientation and the fundamentals of sexual biology. Strategies will be presented for intervening and monitoring client change in commonly occurring sexual disorders, clinically significant sexual problems and paraphilic conditions. Throughout the course, students will be challenged to develop and refine a Biblically-based theology of sex and theology of healthy sexuality. (Su 15, ASH)

CLC 7787 Treatment of Mood and Anxiety Disorders 3 hours
This course focuses on issues of sexual development, sexual orientation and the fundamentals of sexual biology. Special attention is given to the DSM-IV classifications and cognitive-behavioral interventions. (F 14, ASH, COL; Su 15, ASH)

CLC 7789 Child and Play Therapy (IV) 3 hours
The treatment of children from several different theoretical orientations will be presented in this course. Because play is the language of children, much of the class time will be spent teaching play therapy techniques. Resources and equipment needed for treating children will be discussed. The course will include "hands on" experience of psychological methods used with children. (Su 15, ASH)

CLC 7790 Brief Therapy in an Era of Managed Care (IV) 2 hours
This course will focus on the current managed care climate, strategies for navigating this environment successfully, possible future trends, and brief therapy as the preferred treatment modality within managed care. (S 15, ASH)

CLC 7793 Supervision in Counseling (IV) 2 hours
The purpose of this course is to provide an overview of the supervisory processes and procedures in the field of clinical counseling. Students will gain an understanding of various models of supervision, the supervisor-supervisee relationship, supervisory contracts, evaluation procedures, legal and ethical issues in supervision, documentation, and individual and cultural differences in supervision. (F 14, ASH)

CLC 7794 Narrative Approaches in Counseling (IV) 3 hours
This course provides an understanding of the ideas, assumptions, goals, and methods of narrative therapy as they apply to the practice of clinical counseling. Conceptualization of client concerns from a narrative worldview, treatment planning, and the strategies and techniques for attaining treatment goals will be explored. Emphasis will be given to the varied needs of individuals, couples, and families seeking help.

CLC 7795 Treatment Planning Practices and Principles (V) 3 hours
This course will examine the value of treatment planning within the therapeutic endeavor, general guiding principles for treatment planning, and well-researched, effective treatment protocols for dealing with specific DSM-IV diagnoses. (A basic understanding of DSM-IV diagnostics, counseling theory, and mental health treatment is required for this course.) (F 14, ASH; S 15, COL)

CLC 7796 Internship in Counseling I 2 hours
An internship is a post-practicum, on-the-job experience in professional counseling which enables the student to refine and enhance basic counseling skills and to integrate professional knowledge and skills. The internship involves work with bona fide clients and is under the tutelage of an on-site supervisor who is an independently licensed mental health professional, acceptable to the Ohio Counselor and Social Worker Board. (F 14, ASH, COL; S 15, ASH, COL; Su 15, ASH, COL)

CLC 7797 Internship in Counseling II 2 hours
This course continues the experience of CLC 7796 in an on-the-job experience in professional counseling under the tutelage of an on-site supervisor. (F 14, ASH, COL; S 15, ASH, COL; Su 15, ASH, COL)

CLC 7798 Internship in Counseling III 2 hours
This course continues the experience of CLC 7797 in an on-the-job experience in professional counseling under the tutelage of an on-site supervisor. (F 14, ASH, COL; S 15, ASH, COL; Su 15, ASH, COL)

CHRISTIAN LEADERSHIP (CLD)

CLD 5512 Issues in Biblical Leadership 3 hours
Through a case study approach, this course will examine the biblical view on how leaders accomplish the five categories of management: planning (determining vision and direction), organizing (organizational behavior), staffing (selection and training), directing (leadership in supervision) and controlling (evaluation and re-direction).
CLD 6630 Leading the People of God  
Ministry Cohort Course  
This course equips students to develop a philosophy of leadership, based upon a biblical, theological, and Christian tradition. This will include both character and competency issues that leaders must know, develop and apply within their context of ministry. This course will also orient the students to healthy congregational structures, administration, and stewardship with a particular emphasis on essential financial processes. (F 14, ASH; S 15, CLE; F 15, DET; S 16, ASH, COL)  

CLD 6660 Pastors of Excellence I  
This course will equip students to integrate the discovery and community components of the Pastors of Excellence program into their lives and ministries. Students will experience a process of self-discovery using several assessment tools, lecture, individual reflection times, and small group processing. Students will also experience covenant group formation and understand the critical place non-dualistic peer community must have in sustaining long-term pastoral excellence. This course is available only for those currently in the Pastors of Excellence program. (Offered regularly as needed.)  

CLD 6661 Pastors of Excellence II  
This course will equip students to integrate the personal well-being and spiritual vitality components of the Pastors of Excellence program into their life and ministry. Students will experience a process of formational prayer through lecture, spiritual exercises, individual reflection time, and small group processing. Students will also experience a process for spiritual vitality utilizing a spiritual formation paradigm and understand the critical place spiritual exercises hold in sustaining long term pastoral excellence. (Offered regularly as needed.)  

CLD 6670 Coaching Fundamentals  
This initial course focuses on the core skills needed to coach effectively. Classroom instruction would focus on a repeatable process for coaching and the skills required to deliver a high quality coaching experience. The field work connected to this course would build a baseline of coaching competence. (F 14, DET)  

CLD 6671 Coaching for Multiplication  
This course will focus on coaching’s place in a larger toolkit, one that is aimed to equip a leader with insight from multiple disciplines with an eye toward organizational growth, ideally by multiplication. The relationship between various kinds of intentional relationships (coaching, counseling, consulting, spiritual direction, and mentoring, etc.) is explored. In-the-moment decision making maps are developed to ensure that coaches are approaching their coaching relationships situationally, but with solid coaching fundamentals at the core. A leadership multiplication pathway is explored.  

CLD 6672 Coaching Lab with Mentor Coach  
Prerequisite: CLD 6670  
This course is designed around higher level coaching skills. Once a coach has acquired baseline coaching skills and an appropriate level of experience, these higher level skills—based on the core coaching competencies—hone your coaching abilities. A personal and custom development plan is designed under the guidance of the instructor to match coaching strength to natural giftedness and passions.  

CLD 6675 Team Coaching  
While the other courses in this track are specifically built on individual coaching relationships (one on one), this course explores the distinctive in coaching a team or group, how that differs from one on one coaching, and best practices for maximum effectiveness. (S 15, DET)  

CLD 7774 Communication and Conflict in the Church  
This course will provide an overall view of communication and the process of conflict resolution in the administration of the local congregation including committees, boards and staff.  

CLD 7795 Independent Study in Christian Leadership  
Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.  

COUNSELING (CNS)  

CNS 5501 Spiritual Themes in Counseling  
This course provides the counselor with an overview of components of the client’s identity, focus, and direction from a spiritual perspective. Special attention is given to the self-concept, forgiveness, and suffering in clinical work. Attention will also be given to the impact of spirituality on the healing process.  

CNS 5510 Abnormal Psychology  
This course provides a descriptive survey of the major categories of maladaptive behavior as specified in the Diagnostic and Statistical Manual of the APA. Major theoretical perspectives on etiology, prevention and remediation are addressed.  

CNS 5511 Human Growth and Development  
This course is an overview of the normal developmental processes and life crises through which a person generally moves from conception to death. Some attention will be given to the technique and teaching tools which a Christian counselor might use to assist the client who is struggling to pass productively through life’s stages.
CNS 5520 Social and Cultural Issues in Counseling  
3 hours  
This course examines cultural and ethnic uniqueness and differences as significant issues for counselors and counselees. Emphasis is given to designing culturally and socially sensitive counseling interventions. (F 14, COL)

CNS 5521 Crisis Counseling  
1.5 hours  
Designed to familiarize the counselor with the special models, theories and techniques of crisis intervention. Crisis management resources are identified and special crisis situations are explored. (S 15, DET)

CNS 5527 Dimensions of Healing  
1.5 hours  
This course is designed to provide an understanding of some of the holistic approaches to healing, with a major focus on the role of the Spirit in healing. As such, it complements both Spiritual Themes in Counseling (CNS 5501) and Counseling Theories and Techniques (CNS 5548) by providing the student with an overview of the pastoral counseling process. Within this course, the theoretical and didactic will be wedded to the practical and experiential through the use of both large group presentations and small group interactions. Emphasis will be placed upon the student's personal and spiritual growth. (F 14, DET)

CNS 5531 Group Dynamics 1  
1.5 hours  
Designed to help group members discover their interpersonal styles and improve their interpersonal skills such as self-disclosure, listening and responding. Students learn how to set and move toward individual personal growth goals. Process awareness skills are sharpened. (F 14, DET)

CNS 5532 Group Dynamics 2  
1.5 hours  
Continues the learning of interpersonal skills with additional attention to advanced empathy, constructive confrontation and immediacy. Personal growth goals are set and pursued and process awareness skills are sharpened. (S 15, DET)

CNS 5533 Group Dynamics 3  
1.5 hours  
Interpersonal skills are further developed with additional attention given to leadership styles and individual and group defensiveness. Personal growth goals and process awareness skills continue to be developed.

CNS 5548 Counseling Techniques  
3 hours  
This course is designed to equip the student with a knowledge of essential counseling skills such as attending, listening, probing, focusing, goal setting and challenging. (F 14, DET)

CNS 5570 Professional Ethics and Responsibilities  
3 hours  
Students will receive an overview of significant professional, legal and ethical considerations applicable to the counseling process. Attention is also give to issues of licensure. (S 15, DET)

CNS 6622 Lifestyle and Career Counseling  
2.5 hours  
Designed to equip the counselor with the concepts and skills necessary to do lifestyle and career assessment and to implement career goals in a plan of action from a Christian viewpoint. (F 14, DET)

CNS 6636 Practicum in Counseling 1  
2 hours  
This practicum focuses on the basic counseling skills, providing opportunities for observation and active practice of these behaviors. Constructive feedback is provided by the practicum supervisor through the use of role-playing and structured exercises.

CNS 6637 Practicum in Counseling 2  
1 hour  
This course continues to build on the basic listening and speaking skills required for effective counseling. Sessions focus on practical role-plays. Feedback from practicum supervisor and peers is used to help in skill development.

CNS 6647 Counseling and Consulting Services  
2 hours  
This course deals with consultation theory and process as related to agencies and post-secondary educational institutions. Explores roles and functions of counselors and student personnel specialists in program and proposal development, conflict management, organization, administration, evaluation of services, public relations, and knowledge of community resources and referral process. Students will be helped to respond to the cultural context of each group, agency, or organization. (F 14, DET)

CNS 6651 Group Counseling 1  
1.5 hours  
Promotes interpersonal skill development and personal growth through the group counseling experience. Covers basic skills in facilitating group development and promoting individual wholeness through group modalities. (F 14, DET)

CNS 6652 Group Counseling 2  
1.5 hours  
Continues to provide opportunity for personal growth through group counseling. It also acquaints the student with a variety of group therapy models and techniques. Students explore their own leadership interventions. (S 15, DET)

CNS 6653 Group Counseling 3  
1.5 hours  
Continues to provide opportunity for personal growth through group counseling. It also acquaints the student with a variety of group therapy models and techniques. Students explore their own leadership interventions.

CNS 6656 Advanced Counseling Practicum 1  
1 hour  
This course provides students with practice in advanced helping skills via activities such as written exercises, structured exercises, role-playing, verbatim and field experience. Constructive feedback on students' practice of helping skills is provided. (S 15, DET)
CNS 6657 Advanced Counseling Practicum 2 1 hour
This course serves as a continuation of CNS 6656 and focuses on the honing of advanced counseling skills, providing opportunities for observation and practice of these behaviors. Constructive feedback is provided by the practicum supervisor through the use of role-playing, verbatim, structured and written exercises.

CNS 6658 Advanced Counseling Practicum 3 1 hour
This course continues to build on the advanced counseling skills practiced in CNS 6657, which are required for effective counseling.

CNS 6691 Introduction to Research Methods and Design 3 hours
Provides the student with a review of the basic concepts and methods of social/behavioral research. Material to be covered includes: questionnaire construction, interview techniques, observational methods and statistical analysis. (S 15, DET)

CNS 6692 Assessment 3 hours
Acquaints the student with the history and theory of psychological testing. Covers the most popular psychological tests, helpful interpretive concepts and application of psychological tests most available to pastoral counselors. (S 15, DET)

CNS 7704 Pastoral Counseling 1 2 hours
This course explores the basic concepts and skills used in pastoral counseling. Students are helped to develop skills in attending, listening, empathy, probes, leads and the management of feelings, blocks, reluctance and resistance. Assessment of needs, problems, and assets is also covered, along with coverage of the initial interview and referral.

CNS 7729 Differential Diagnosis 3 hours
Advanced concepts are presented for the proper assessment of different categories of abnormal behavior. Special attention is given to the principles underlying the multiaxial approach of the DSM system. Includes material on conducting the diagnostic interview and the mental status exam. (S 15, DET)

CNS 7744 Marriage and Family Counseling 1.5 hours
An introduction to marriage counseling and special issues in family counseling. Attention will be given to history-taking, problem assessment, and therapeutic interventions.

CNS 7745 Resolving Conflict in the Church 2 hours
Focuses on understanding and managing conflict in the church. Biblical principles and contemporary models permit the student to make adaptations to personal ministry objectives. Individual application will be addressed through self-assessment, case study and structured exercises.

CNS 7746 Counseling the Dying and Grieving 1.5 hours
This course will assist students in developing an understanding of death and grief based on biblical and historical perspectives which will help facilitate students' endeavors to embrace their own mortality, examine its implications for the way they live their lives, as well as provide practical skills for counseling the terminally ill and those who suffer from grief and loss.

CNS 7753 Scenario Role Playing 1.5 hours
This course provides theory, experience and training in the Blees Scenario (Group) Role Playing methodology. Using this method, the student will experience simulated life situations providing practice in interpersonal behavioral techniques compatible with Christian principles which focus on replacing dysfunctional behaviors.

CNS 7782 Seminar in Gerontology 1.5 hours
An introduction to gerontology with a focus on the present gerontology situation, the nature and theories of aging, the needs of the aged, health care of the aged, retirement, aging parents and the role of the clergy and the aged.

CNS 7795 Treatment Planning Practices and Principles 2.5 hours
This course will examine the value of treatment planning within the therapeutic endeavor, general guiding principles for treatment planning, and well-researched, effective treatment protocols for dealing with specific DSM-IV diagnoses. (A basic understanding of DSM-IV diagnostics, counseling theory, and mental health treatment is required for this course.)

CNS 7796 Internship in Counseling 1 2 hours
An internship is a post-practicum, on-the-job experience in professional counseling which enables the student to refine and enhance basic counseling skills and to integrate professional knowledge and skills. The internship involves work with bona fide clients and is under the tutelage of an on-site supervisor who is an independently licensed mental health professional. (F 14, DET)

CNS 7797 Internship in Counseling 2 2 hours
This course continues the experience of CNS 7796 in an on-the-job experience in professional counseling under the tutelage of an on-site supervisor. (S 15, DET)

CNS 7798 Internship in Counseling 3 2 hours
This course continues the experience of CNS 7797 in an on-the-job experience in professional counseling under the tutelage of an on-site supervisor.

CHRISTIAN EDUCATION (CRE)

CRE 5501 Forming the People of God 3 hours
This course explores the biblical and theological principles and processes for
making disciples in the local church. Attention will be given to how the Christian leader can be a forming and transforming agent for discipleship in the community of faith. Skills related to teaching and leading a small group Bible study will be addressed. Educational and developmental theory will be consulted in pursuit of course aims. (S 15, ASH, DET; F 15, COL; S 16, ASH, CLE)

**CRE 5502 Developmental Dimensions 3 hours**
Cross-listed with SPF 6660
Faith Formation is considered by consulting human developmental theorists and their frameworks (e.g. Erikson, Fowler, Kohlberg, Westerhoff). This review is undertaken so that the Christian leader may consider the implications for discipleship ministry and develop imaginative strategies for Christian formation. (F 14, ASH)

**CRE 5503 Disciple-Making and the Community of Faith 3 hours**
This course seeks to give grounding to the work of disciple-making by understanding the redemptive purpose and communal nature of the church. Relational practices for making disciples and building community will be emphasized. Additionally, biblical strategies for disciple-making will receive attention. (S 15, ASH)

**CRE 5509 Ministry of Teaching 3 hours**
This course seeks to assist the student in becoming an effective teaching force in the learning space by exploring and utilizing principles, methods, and resources for impactful communication and instruction in the ministry context. Special attention will be given to teaching the Bible in the Church. (F 14, CLE)

**CRE 5510 Christian Formation of Children 3 hours**
This is a study of the major approaches currently in use to aid pre-schoolers through sixth-graders as they grow in the practice and understanding of the faith. Emphasis is placed on curriculum development and organization for the most effective formation program. (S 15, COL)

**CRE 5511 Youth, Culture and Identity 3 hours**
This course examines the challenge of ministering to and raising Christian children in a secular society. There will be emphasis on providing ways for the church to empower parents to assist their children to live godly lives in the current cultural milieu. Special attention will be given to issues related to sex, substance abuse, and the mass media. (F 14, ONL)

**CRE 5512 Adult Discipleship and Small Group Ministry 3 hours**
Adult Ministry is complex due in part to the evolving, changing nature of the lifespan and its inherent challenges. This course will introduce the foundational concerns of adulthood, and then consider ministry approaches to meet the needs of adults. Special attention will be given to the use of small groups. (F 14, ASH)

**CRE 5525 Dynamics of the Black Church, Black Family and Black Minister Cross-listed with BCS 5527 3 hours**
This course will present an overview of issues, concepts, events, heritage, as well as customs that have evolved to comprise a general African American world view. The course will outline and explore the elements of Black culture that are expressed in the social institutions of Church and Family. The unifying cultural themes will be discussed as functional and central to personal identity and emotional equilibrium. Implications for pastoral care and worship will be discussed.

**CRE 6610 Pedagogies of Liberation 3 hours**
Cross-listed with BCS 6610
This course will explore the role of education ministry within the Black Church context. Emphasis will be placed upon the synthesis of African heritage, biblical faith, and educational approaches that are relevant to the needs and conditions of African American people. This course will examine the tasks and purposes of Christian Education, the unique challenges that confront Christian educators in the Black Church as well as Afro-centric models for Christian Education.

**CRE 7700 Conference/Seminar in Christian Education 1-3 hours**
Credit is available for those who attend approved conferences and seminars. Students should check with the chairperson of the respective department (Biblical Studies; Christian History, Theology and Philosophy; or Practical Theology) for reading and writing requirements associated with attendance at approved conferences and seminars.

**CRE 7795 Independent Study in Christian Education 3 hours**
Independent studies are designed to cover specialized material not usually included in a course offering listed in the catalog.

**CHRISTIAN THEOLOGY (CTH)**

**CTH 5510 Fundamentals of Christian Theology 2 hours**
This course is a survey of Christian theology for students in professional counseling. Building upon key themes in biblical theology, the course gives students an overview of Christian doctrines, with special attention to issues important in counseling. The course is designed to expose students to a variety of theological perspectives so that they can develop a coherent theological framework for themselves as Christian professionals and so that they can engage the religious views of Christian clients with integrity and respect. (S 15, COL; S 16, ASH)
CTH 5511 Black Theology  3 hours
Cross-listed with BCS 5511
This course examines the development of the discipline of Black Theology in America since 1960. Focus will highlight the works of the founder of Black Theology, James Cone, the early voices such as J. Deotis Roberts and Gayraud Wilmore, as well as other evolving contemporary voices, such as Dwight Hopkins, Jacquelyn Grant, Kelly Brown Douglas, and Delores Williams. A historical perspective of the richness of the black theological tradition will also be offered with references to the works of W.E.B. DuBois, Benjamin E. Mays, Howard Thurman and Martin Luther King, Jr. (F 15, MCC)

CTH 5520 Christian Theology for the Kingdom of God  3 hours
This course addresses the traditional topics of systematic theology as a narrative of salvation history. It is designed to equip students with a comprehensive and coherent theological framework for engaging in life and ministry in light of the present and future reign of God. (F 14, ASH, COL; S 15, CLE, DET, ONL; Su 15, ONL; F 15, ASH, CLE; S 16, ONL)

CTH 6600 Old Testament Theology  3 hours
Cross-listed with OTS 6651
A chronological analysis of the theological content of progressive revelation in the Old Testament. After a synchronic description of the theological content of each biblical covenant and epoch, the diachronic progression and unity will be noted in preparation for a future study of the loci of Systematic Theology.

CTH 6601 New Testament Theology  3 hours
Cross-listed with NTS 6652
This course is a survey of the content of the New Testament revelation historically understood together with an orientation to the major schools of New Testament theology in current scholarship. (S 15, ONL)

CTH 6605 Pauline Theology  3 hours
Cross-listed with NTS 6633
This course is a detailed exegetical survey of the major topics of Pauline theology set in the context of his eschatological world view. The implications of his theological thought for ethics will also be addressed without focusing primarily on the ethical material in the Pauline corpus. (S 15, ONL)

CTH 6607 Apocrypha and the Christian Church  3 hours
Cross-listed with CHS 6607 and BSG 6644
This course introduces students to the history, culture, and developments of thought in Judaism during the Hellenistic and Greco-Roman periods, chiefly through the windows provided by the major documents written during this period. Students will read the Apocrypha, selected Dead Sea Scrolls, and other texts which throw important light on the world into which the church and its theology and piety were born.

CTH 6611 Historical Theology 1  3 hours
Cross-listed with CHS 6611
The course examines the thought of the church from the Apostolic Fathers to the Reformation. The emphasis of the study will be upon major figures, literature and controversies as they affected Christian thought.

CTH 6612 Historical Theology 2  3 hours
Cross-listed with CHS 6612
This course is a continuation of Historical Theology 1 and takes up the development of Christian thought with the Reformation and continues to the modern era. Special consideration is given to major figures, literature and controversies that have influenced the church in a significant way.

CTH 6619 History of Christian Ethical Thought  3 hours
Cross-listed with CHS 6619 and ETH 6619
This course is designed to provide students with an overview of the history and development of Christian ethical thought and practices from the early church to today. (F 14, ONL)

CTH 6620 Varieties of Early Christian Thought  3 hours
Cross-listed with CHS 6620
This course is a survey of extant literature produced by the church in the patristic period (ca. AD 95-750). Its goal is a working knowledge of early Christian thought in its unity and diversity, continuity and development. Students will be encouraged to draw upon the wisdom of patristic writers for their own lives and ministries. (F 15, ONL)

CTH 6621 History and Thought of the Eastern Church  3 hours
Cross-listed with CHS 6621
This course is a study of Orthodox Christianity from the first century to the present, examining both its historical development and its distinctive theological perspectives. Students will consider the actual and potential contributions of this ancient tradition to current theological conversations. (S 16, ASH)

CTH 6622 History and Thought of the Medieval Church  3 hours
Cross-listed with CHS 6622
This course examines historical and theological developments within the church from the end of the patristic period to the eve of the Reformation. It will highlight important individuals, groups, and ideas that have influenced the development of Christian thought. (F 15, COL)
CTH 6630 History and Thought of the Reformation 3 hours
Cross-listed with CHS 6630
This course focuses on the historical and theological developments of the Reformation period. It will explore important people, ideas, and events in the major Protestant streams—Lutheran, Reformed, Anglican, and Anabaptist—as well as in the Catholic Church. Students will read selected primary sources from these traditions to gain insight into the period and to reflect on their significance for Christians today. (F 14, ONL)

CTH 6633 Anabaptist Theology 3 hours
This course explores the theology of the Anabaptist tradition from its beginnings in the 16th century until today. It will examine the distinctive beliefs of Anabaptism as well as the relationship between Anabaptism and other Christian traditions. Students will be encouraged to consider how Anabaptist views and practices might shape their own lives.

CTH 6635 History and Thought of Pietism 3 hours
Cross-listed with CHS 6635
This course considers the history and thought of Pietism, identifying its origins and focusing on the major people and institutions that are connected with the varied expressions of Pietism in the latter 17th and early 18th centuries. The course also gives attention to more recent expressions of Pietism and explores how Pietism has contributed to the development of American Christianity.

CTH 6640 Contemporary Theological Perspectives 3 hours
Cross-listed with CHS 6640
This course is a chronological survey of major theologians and theological movements of the 20th and 21st centuries. Through engagement with both primary and secondary sources, students will gain an understanding of the diversity of voices within contemporary theology and will be challenged to consider their significance for the church today. (S 16, ONL)

CTH 6642 The Holy Spirit 3 hours
This course deals with the person and work of the Holy Spirit biblically, historically, and experientially. Students will have opportunity to reflect on the role of the Spirit in their own lives as well as in the church and world today. (S 16, COL)

CTH 6645 Person and Message of Jesus 3 hours
This course focuses on the identity, life, and teachings of Jesus as understood in biblical, historical, and contemporary contexts. Students will be challenged to engage with Christ as the center of Christian faith and practice. (F 14, ASH)

CTH 6646 Christ and Salvation 3 hours
This course focuses on the cross and salvation in Scripture, Christian history, and the church today. It examines both the provision of salvation (atonement) and the reception of salvation (conversion, justification, sanctification, etc.). Students will be encouraged to consider the implications of soteriology for Christian life and ministry.

CTH 6650 Kingdom, Church and World 3 hours
This course examines the church in Scripture, Christian history, and contemporary contexts. It explores the identity, mission, and practices of the church within the narrative of God’s coming kingdom and in the context of the world God loves.

CTH 6655 Church, Ministry and Sacraments 3 hours
Cross-listed with CWP 6655
A study of the doctrine of the church, its ministry and its sacraments in light of Scripture, history and the contemporary milieu. Discussion of the church in ecumenical perspective will lead to consideration of baptism, the Lord’s Supper and ministry in recent dialogue.

CTH 6665 Women Theologians of the Church 3 hours
This seminar is a collaborative examination of selected women in the history of Christianity who have contributed to the life of the church as theologians. This exploration of women theologians includes a study of women’s faith development, the unique features of the women’s theological vision, and a consideration of their continuing legacy in the life of the church. Beginning with the witness of Hildegard and concluding with contemporary global theological perspectives of women, particular attention is given to the holistic understanding of theology manifest in their lives and writings.

CTH 6670 Christian Apologetics 3 hours
Cross-listed with ETH 6670
An introduction to issues surrounding the defense of the faith, with an emphasis up on practical methodology.

CTH 6690 Life and Works of Martin Luther King, Jr. 3 hours
Cross-listed with BCS 6650 and CHS 6690
This course examines in detail the enormous contribution of one of the greatest religious leaders of the 20th century. King’s life and contribution to the Black church and the Civil Rights Movement will be addressed. His work as a theologian and an ethicist will be studied with reference to his primary works, such as his speeches, sermons, essays and books. The course will discern the major themes of King’s works, such as his doctrine of life and his ethic of non-violent resistance.

CTH 6691 Martin Luther King, Jr. and Malcolm X 3 hours
Cross-listed with BCS 6660 and CHS 6691
This course is a comparison and contrast, as well as an examination of the life, works, and contributions of Martin Luther King, Jr. and Malcolm X in America.
strate the relevance of a Wesleyan theological method and model for the contemporary church.

CTH 7740 Studies in Liberalism and Fundamentalism 3 hours
*Cross-listed with CHS 7740*

The course provides an overview of the liberal-fundamentalist controversy in America that raged during the first third of the twentieth century. American Christianity during the nineteenth century will be studied as a background for the controversy. Attention will be given to the history of the controversy, the major issues of debate, and the leading figures on both sides of the conflict.

CTH 7745 Eschatology in America 3 hours
*Cross-listed with CHS 7745*

A survey of the significant eschatological views in America from the seventeenth century to the present. Consideration will be given to the historical roots of the views, the impulses which fostered their appearance, growth, decline and their impact on the broader life and thought of the Christian church.

CTH 7750 History and Thought of the Christian Peace Position 3 hours
*Cross-listed with CHS 7750*

This course focuses on those individuals and groups, especially Anabaptist, who have contributed to the peace position in the Christian church. Consideration will be given both to the history of and a biblical and theological rationale for the Christian peace witness.

CTH 7753 Beauty in Theology and Worship 3 hours
*Cross-listed with CWP 7753*

This class explores the various dimensions of what has been called theological aesthetics or the "glory of God." It will include the examination of historical and contemporary expressions of this theme and will assess its appropriateness for a theological foundation of worship. In addition, the formative role of aesthetics in the life of the Christian will be explored. In addition to addressing the theological/philosophical aspects of aesthetics, various forms of expressing beauty through art will be examined.

CTH 7757 Contemporary Readings in Theology and Ethics 3 hours
*Cross-listed with ETH 7757*

This course will explore contemporary issues in theology and ethics through critical and intensive readings of select authors. The goal is to attain greater awareness of the way in which contemporary realities present ethical questions to theological categories and ideologies. The course will rely on students' abilities to read texts critically, to engage in theological reflection and formation, to participate in informed interaction based on the readings, and to integrate course readings with other academic disciplines. It is highly recommended that students have at least one course in theology.
CTH 7765 Race, Gender, Class, Sexuality and the Bible  3 hours
*Cross-listed with BCS 6600 and BSG 6600*
A graduate seminar that focuses specifically on the intersection surrounding race, gender, sexuality and the Bible. It is part of a substitution theory of post-colonial biblical interpretation that takes seriously the hermeneutical shift from centering to decentering the politics of interpretation. A great deal of emphasis is placed on reading, reflection and dialogue.

CTH 7775 Theology of Suffering, Reconciliation and Forgiveness  3 hours
*Cross-listed with SPF 7775*
A study of the theology of suffering and pain together with the Christian response of grace and hope. Examination of biblical and theological sources such as the book of Job, Karl Barth, C.S. Lewis and Jurgen Moltmann.

CTH 7792 Conference/Seminar in Christian Theology  1-3 hours
Credit is available for those who attend approved conferences and seminars. Students should check with the department chairperson for reading and writing requirements associated with attendance at approved conferences and seminars.

CTH 7794 Independent Study in Christian Theology  3 hours
Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.

CTH 7798 Senior Seminar in Christian Theology  3 hours
*Cross-listed with CHS 7798*
This course provides the capstone experience for students enrolled in the Master of Arts (Historical and Theological Studies) program. Students will write a seminar paper presenting the results of their investigation of a particular historical or theological problem. If there are not enough students to populate a regular class, students will write their papers in the context of either an advanced-level elective course or an independent study project. In either case, students will also be expected to present and discuss their projects at a gathering of other MA (HTS) students and faculty during the late Spring. *(S 16, ASH)*

CTH 7799 Thesis  3 hours
*Cross-listed with CHS 7799*
This course represents the credit awarded for the successful completion of a master's thesis. Students will consult regularly with their thesis advisors through the drafting and revising process until the thesis advisor determines that the thesis is acceptable. Students will then present the results of their research to fellow students and members of the department during May of the year they graduate. *(S 16, ASH)*

**CHRISTIAN WORSHIP (CWP)**

CWP 5512 Worship and the Community of God  3 hours
*Ministry Cohort Course*
This course is an introduction to the liturgical life of the Christian faith. Building upon the foundations of the Bible, Christian tradition, and theology, the course provides the necessary information for a robust understanding of corporate worship. In addition, this course examines the ways in which worship plays a fundamental role in forming and sustaining the community of faith. It also presents students the opportunity to acquire and practice the skills that are necessary to plan and lead meaningful corporate worship. *(F 14, COL, DET; S 15, ASH; S 16, ASH, CLE)*

CWP 5515 Chapel Choir Participation  1 hour
This ensemble experience is offered as an opportunity for personal growth and ministry. Requirements include a weekly rehearsal and ministry at Monday chapel services. A total of 4 hours of credit may be applied toward graduation. There is no charge for this credit, even if the total hours of credit in a given semester exceed 12 hours. *(F 14, ASH; S 15, ASH; F 15, ASH; S 16, ASH)*

CWP 6655 Church, Ministry and Sacraments  3 hours
*Cross-listed with CTH 6655*
A study of the doctrine of the church, its ministry and its sacraments in light of Scripture, history and the contemporary milieu. Discussion of the church in ecumenical perspective will lead to consideration of baptism, the Lord's Supper and ministry in recent dialogue.

CWP 7753 Beauty in Theology and Worship  3 hours
*Cross-listed with CTH 7753*
This class explores the various dimensions of what has been called theological aesthetics or the "glory of God." It will include the examination of historical and contemporary expressions of this theme and will assess its appropriateness for a theological foundation of worship. In addition, the formative role of aesthetics in the life of the Christian will be explored. In addition to addressing the theological/philosophical aspects of aesthetics, various forms of expressing beauty through art will be examined.

**ETHICS (ETH)**

ETH 5530 Christian Ethics  3 hours
This course assists students to reflect on moral issues through the perspective of Christian faith and discipleship, by developing responses and practices of justice that bear witness to the full scope of the kingdom of God when applied to a variety of ethical concerns. *(F 14, ONL; S 15, ASH, COL; Su 15, ONL; F 15, ASH; S 16, DET, ONL)*
ETH 6619 History of Christian Ethical Thought 3 hours
*Cross-listed with CHS 6619 and CTH 6619*
This course is designed to provide students with an overview of the history and development of Christian ethical thought and practices from the early church to today. *(F 14, ONL)*

ETH 6650 Advanced Ethics 3 hours
This course provides an in depth and focused study of contemporary ethical issues and Christian moral responses. This course may be taught in conjunction with CHP 6650, in which case chaplaincy students complete the normal requirements for that 2 hour course. *(S 15, ONL)*

ETH 6670 Christian Apologetics 3 hours
*Cross-listed with CTH 6670*
An introduction to issues surrounding the defense of the faith, with an emphasis on practical methodology.

ETH 6672 Christian Social Ethics 3 hours
This course provides an overview of historical and contemporary models for understanding the relationship of the Church to society along with presenting theological foundations for social engagement. Particular attention will be given to theological and missional understandings of the Church’s commitments to social justice, the challenges of political involvement, prophetic critiques of “the powers and principalities,” and various ways of responding to social ethical issues from the perspective of Christian faith. Practical application will be made to current issues.

ETH 6673 Global Ethics 3 hours
*Cross-listed with MSS 6621*
We live in a world of compressed interdependence and interaction between local and global contexts so that ethical issues impact all who share this planet. This course provides biblical, theological and missional frameworks for fostering global moral concern by the Church for the world. We will analyze macro-ethical issues, such as care for creation, economics, poverty, disease, religious violence and terrorism, and develop practical strategies of response for local congregations.

ETH 7757 Contemporary Readings in Theology and Ethics 3 hours
*Cross-listed with CTH 7757*
This course will explore contemporary issues in theology and ethics through critical and intensive readings of select authors. The goal is to attain greater awareness of the way in which contemporary realities present ethical questions to theological categories and ideologies. The course will rely on students’ abilities to read texts critically, to engage in theological reflection and formation, to participate in informed interaction based on the readings, and to integrate course readings with other academic disciplines. It is highly recommended that students have at least one course in theology.

ETH 7772 Spiritual Formation and Social Activism 3 hours
*Cross-listed with SPF 7772*
This course is designed to integrate theology and ethics with spiritual and moral formation. By looking at select writers, concepts, processes and aims of spiritual formation, and by exploring and participating in social activism as both a means and expression of spiritual formation, we will attempt to move toward a more holistic spirituality and morality that takes seriously the call to “do justice, love mercy and walk humbly with God” *(Micah 6:8)*. *(F 14, CLE; S 16, ONL)*

ETH 7792 Conference/Seminar in Ethics 1-3 hours
Credit is available for those who attend approved conferences and seminars. Students should check with the department chairperson of the respective department for reading and writing requirements associated with attendance at approved conferences and seminars.

ETH 7794 Independent Study in Ethics 3 hours
Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.

**EVANGELISM (EVG)**

EVG 5513 Evangelistic Practices 3 hours
This course explores the praxis of evangelism from the context of the individual faith-sharer and the local church. The course examines the biblical, theological, and historical foundations for evangelism, church growth, and church planting to include various concepts, models, techniques, and methods used by disciple-making congregations. Students will also explore how the local church partners in world evangelization. *(F 14, ASH; F 15, ASH, COL; S 16, CLE)*

EVG 7710 Power Encounter in Ministry and Missions 3 hours
Explores the biblical concepts of spiritual power as they relate to God, Christ, the Holy Spirit, angels, Satan and demons, clarifying the influence of world views which accept or reject the concepts of the presence of spiritual power. It deals with spiritual warfare as it affects the personal lives of Christians and as it is encountered cross-culturally in bringing people from the control of Satan to commitment to God.

EVG 7726 Navigating the Multi-Faith Context 3 hours
*Cross-listed with CHP 7726 AND MSS 7726*
This course explores religion and how various faith traditions practice it. Students will learn numerous ways to study and define religion. The course will help students effectively engage practitioners of other faiths in terms of a given ministry setting. The course gives attention to major world religions, Atheism,
and New Religious Movements like the Latter Day Saints and Jehovah Witnesses. Additionally, the course examines the impact of religion on American life.

FIELD STUDY (FLD)

FLD 6601 Field Study Introduction 1 hour
This course introduces students to the Field Study program and helps them launch into their Field Study at a Field Site with a Field Mentor. Class includes one face-to-face Orientation Seminar to prepare students for online learning and the rigors of self-directed field education. Required for MDIV, MAPCC, MAPT, and MASF students. 50 hours of field ministry required. No prerequisite. (F 14, ONL; S 15, ONL; F 15, ONL; S 16, ONL)

FLD 6602 Field Study 2 0.50 hour
Prerequisite: FLD 6601
This course continues the work begun in FLD 6601 Field Study Introduction. Students will continue to broaden and deepen their experience in ministry as they work at their Field Site and meet with their Field Mentor. Required for MDIV MAPCC, MAPT, and MASF students. 75 hours of field ministry required. (S 15, ONL; Su 15, ONL; F 15, ONL; S 16, ONL)

FLD 6603 Field Study 3 0.50 hour
Prerequisite: FLD 6602
Students will continue to develop in their chosen ministry as they work at their Field Site with their Field Mentor. After completing FLD 6603 Field Study 3, MAPT and MASF students may register for FLD 6610 Field Study Capstone. Required for MDIV MAPCC, MAPT, and MASF students. 75 hours of field ministry required. (S 15, ONL; Su 15, ONL; F 15, ONL; S 16, ONL)

FLD 6604 Field Study 4 0.50 hour
Prerequisite: FLD 6603
This course allows MDIV students to delve deeper into ministry practice. Students will continue in their Field Study with their Field Mentor as they maximize their strengths and develop their growth areas. A portion of the field hours in this class will be used to target a critical growth area and complete a Critical Growth Plan in the context of the student’s daily life and work. Required for MDIV students. 75 hours of field ministry required. (F 15, ONL; S 16, ONL)

FLD 6605 Field Study 5 0.50 hour
Prerequisite: FLD 6604
This course allows MDIV students to delve deeper into ministry practice. Students will continue in their Field Study with their Field Mentor as they maximize their strengths and develop their growth areas. A portion of the field hours in this class will be used to complete an advanced ministry project in the context of their Field Study. Required for MDIV students. 75 hours of field ministry required. (F 14, ONL; S 15, ONL; Su 15, ONL; F 15, ONL; S 16, ONL)

FLD 6610 Field Study Capstone 1 hour
Prerequisite: FLD 6603 (MAPCC, MAPT, MASF); FLD 6605 (MDIV)
Students conclude their Field Study through final evaluation and reflection upon their entire seminary experience. The Capstone experience for Field Study includes writing a Case Study, compiling a Capstone Portfolio, and arranging a Graduation Interview with a team of ministerial, personal, and academic mentors. Graduation interviews must be completed by November 15th for December graduation and by April 15th for May graduation. Required for MDIV, MAPCC, MAPT, and MASF students. 50 hours of field ministry required. (S 15, ONL; F 15, ONL; S 16, ONL)

FLD 6697 Student Pastorate Credit 1-3 hours
The student assumes chief responsibility for the needs of a local congregation. Supervision procedures are under the direction of the Director of Field Education.

FLD 6698 Internship Credit 1-3 hours
Extended learning experiences are offered in churches and other institutions. Supervision should be arranged by the Director of Field Education.

HOMILETICS (HOM)

HOM 5511 Proclaiming the Word of God 3 hours
This is the foundational course on preaching. It is concerned with both the construction and delivery of sermons. It involves the important relationship that preaching has with exegesis, theology, and hermeneutics. Special attention is given to the practice of expository preaching as well as the formation of a spiritual life necessary to vitalize and sustain preaching throughout one’s ministry. The creative dimensions of sermon-making such as rhetorical device and illustration will receive attention. Each student will preach in this course. (F 14, ASH; S 15, COL; F 15, ASH, CLE; S 16, COL)

HOM 6613 Preaching in Contemporary Context 3 hours
This course is concerned with the task in assisting students in understanding contemporary North American cultural milieu and then to assist students to preach skillfully under the anointing of the Holy Spirit in that milieu. The course will give attention to understanding the contours of postmodern thought, implications of technological revolution, alternative expressions of preaching such as found in the Emerging Church movement, and preaching in a free society with its political dimensions. Each student will preach in this course. (F 14, COL; S 16, ASH)
HOM 6615 Preaching in the Black Tradition  
3 hours  
Cross-listed with BCS 6615  
This course is intended to introduce students to the history of the black preaching tradition in the United States, and to the various forms of preaching that are presently employed by black preachers throughout the country. The primary emphasis will be on the rich diversity of form and content that falls under the term “Black Preaching.” This is not a how-to course that promises students that they will be able to preach in a certain way. Preaching is an art form and a system of work and study habits that each person must develop and refine over time. This course is meant to offer wide exposure to the concepts and definitions of black preaching.  
(S 15, MCC)  

HOM 6617 Oral Communication  
3 hours  
This course is designed to provide students with multiple opportunities for oral communication in the context of Christian worship. Each student will preach twice in the class setting. Students will also be called upon to publicly read from selected portions of Scripture, pronounce calls to worship, lead in the reading of an appropriate church confession or statement of faith, and lead the class in spoken prayer.  

HOM 6618 Preaching from the Old Testament  
3 hours  
This course is designed to introduce students to the challenges and opportunities of preaching from the various literary genres of the Old Testament. The course will focus on the major personalities, theological themes, and defining historical events of the Old Testament. Time will also be spent focusing on the points of continuity and discontinuity between the Old and New Testament.  

HOM 6695 Preaching Practicum  
3 hours  
This follow-up course to HOM 5511 assumes all of the skills and readings that were presented there. The focus in the practicum is to build upon the exegetical, sermon delivery and other skills that students encountered in HOM 5511.  

HOM 7700 Conference/Seminar in Preaching  
1-3 hours  
Credit is available for those who attend approved conferences and seminars. Students should check with the department chairperson for reading and writing requirements associated with attendance at approved conferences and seminars.  

HOM 7795 Independent Study in Homiletics  
3 hours  
Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.  

MISSIONS (MSS)  
MSS 5501 Kingdom Mission in a Global Community  
3 hours  
This course presents the mission of God (missio Dei) and lays biblical, theologi-
and New Religious Movements like the Latter Day Saints and Jehovah Witness-
es. Additionally, the course examines the impact of religion on American life.

**MSS 7730 Introduction to Islam** 3 hours
The course provides an overview of the development and content of major as-
pects of Islam to include: Qur’an, the life of Muhammad, Hadîth, Sunni, Shiîte,
geography, early history, rituals, pillars, and its relation with Christians and
Jews. The course helps students to understand the Islamic mind and way of
thinking so that students can develop interpersonal skills and a knowledge base
that will allow them to minister effectively with people of the Muslim faith.

**MSS 7770 Conference/Seminar in Missions** 1-3 hours
Credit is available for those who attend approved conferences and seminars.
Students should check with the department chairperson for reading and writing
requirements associated with attendance at approved conferences and semi-
nars.

**MSS 7789 Mission Field Internship** 3 hours
Allows the placement of students in U.S. or overseas settings such as Bible
school teaching, evangelism and church planting. Participating missionaries pro-
vide on site supervision and evaluation after an initial preparation seminar. Re-
quires a full semester or summer. An interactive diary is submitted at the end of
the field experience.

**NEW TESTAMENT (NTS)**

**NTS 5501 Biblical Greek 1** 3 hours
This is the first of a two-course sequence that trains students to use the original
language of the New Testament competently for preaching, teaching, and
study. Emphasis is placed on how the language works. Students are taught the
principles of Greek grammar, a basic vocabulary, how to read the Greek New
Testament, translation strategies, and the basic exegetical skills appropriate to
the stages of their facility in the language. (F 14, ASH, ONL; F 15, ASH, ONL)

**NTS 5502 Biblical Greek 2** 3 hours
This is the second of a two-course sequence that trains students to use the original
language of the New Testament competently for preaching, teaching, and
study. Emphasis is placed on how the language works. Students are taught the
principles of Greek grammar, a basic vocabulary, how to read the Greek New
Testament, translation strategies, and the basic exegetical skills appropriate to
the stages of their facility in the language. (S 15, ASH, ONL; S 16, ASH, ONL)

**NTS 5511 Introduction to the New Testament** 3 hours
This course introduces students to the critical study and interpretation of the
New Testament. The course focuses student on hearing the New Testament
writings as pastoral responses shaped by and addressing first-century socio-
historical settings. It includes exploration of their theological and narrative con-
tent, exposure to diverse interpretive approaches, and examination of literary,
historical and cultural issues relevant to their interpretation. (F 14, CLE, ONL; S
15, ASH, COL, DET; F 15, CLE, DET, ONL; S 16, ASH)

**NTS 6605 Acts of the Apostles** 3 hours
As an introduction to the study of this New Testament book, attention will be
given to literary and historical problems associated with it. The content will be
studied as an integrated whole and an authentic report of the early history of
the church.

**NTS 6606 Romans** 3 hours
A careful and detailed study of the organization of the epistle, with attention to
the development of Paul’s thought. The relation of the book to the whole of
Pauline theology will be noted. The importance of the book in the life of the
church will be pointed out.

**NTS 6607 Corinthian Correspondence** 3 hours
**Cross-listed with NTS 7707**
This course is a careful and detailed study of Paul’s letters to the Corinthians
with attention to the development of Paul’s thought. The relation of the books+
to the whole of Pauline theology will be noted along with an emphasis on the
formational importance of the letters for modern Christian discipleship and
community. (F 14, ASH)

**NTS 6617 Hebrews** 3 hours
Hebrews stands as a monument to early Christian relection on the significance
of the work of Jesus, his benefits, and the response to faith. Students will learn
rhetorical analysis and cultural-anthropological analysis and apply these to a
close reading of the Epistle to the Hebrews. (F 15, ONL)

**NTS 6622 Johannine Literature** 3 hours
The authorship, background, purpose, intended readers, methodology and the-
ology will be studied for the Gospel and the Epistles of John. Special attention
will be given to style and such key words as Messiah, Son of Man, Son of God,
Logos, Paraclete, life, truth, faith, love, etc.

**NTS 6623 Book of Revelation** 3 hours
**Cross-listed with NTS 7723**
This course explores the Book of Revelation as an attempt by the Jewish Chris-
tian prophet John to open his congregations’ eyes to what Roman imperial poli-
tics, economy, and ideology look like in the light of God’s claim upon all human
beings and God’s vision for human community, and thus to guide these congre-
gations into a more faithful response to God and a clearer witness to the world.
This reading becomes the basis for our application of John’s model and chal-
lenge to twenty-first century Christians and congregations. (S 16, ASH)
NTS 6624 Sermon on the Mount 3 hours
Cross-listed with NTS 7724
Special attention will be devoted to this portion of Matthew’s Gospel and the Lukan parallels. The form, context, and history of interpretation and application will be surveyed.

NTS 6625 Luke-Acts 3 hours
Cross-listed with NTS 7725
This course will focus on Luke’s two volume work, the Gospel of Luke and its sequel, The Acts of the Apostles. Attention will be given to literary and historical background of the two works as well as external, historical and internal literary evidence that supports the linking of the two books. This course will also engage the narrative, thematic, and theological content of each book.

NTS 6633 Pauline Theology 3 hours
Cross-listed with CTH 6605
This course is a detailed exegetical survey of the major topics of Pauline theology set in the context of his eschatological world view. The implications of his theological thought for ethics will also be addressed without focusing primarily on the ethical material in the Pauline corpus.

NTS 6636 New Testament Christology 3 hours
A detailed study of the doctrines of the person and work of Christ with special reference to the atonement. Special emphasis is given to its relation to the Trinitarian and theological motifs.

NTS 6637 New Testament Eschatology 3 hours
Examination of selected and important passages will deal with the place of eschatology in the New Testament, the relation of the work of Christ to eschatology and the New Testament understanding of history.

NTS 6640 New Testament Backgrounds 3 hours
This course provides an overview of the social, economic, political, and religious arenas of the Greco-Roman world through a variety of primary and secondary resources coupled with evidence from archaeology. Selected passages from the New Testament whose perspective and content reflect or are illuminated by the thought world of the first century will also be examined. (F 15, CLE)

NTS 6645 Life and Times of Paul 3 hours
This course will cover the life of Paul with attention devoted to the Greco-Roman world of his day. Special concentration will be given to the chronology of the missionary journeys and to a survey of the geographical and archaeological evidence for these journeys.

NTS 6652 New Testament Theology 3 hours
Cross-listed with CTH 6601
This course is a survey of the content of the New Testament revelation historically understood together with an orientation to the major schools of New Testament theology in current scholarship. (S 15, ONL)

NTS 7707 Exegesis of 1 and 2 Corinthians 3 hours
Cross-listed with NTS 6607
This course is a careful and detailed study of Paul’s letters to the Corinthians with attention to the development of Paul’s thought. The relation of the books to the whole of Pauline theology will be noted along with an emphasis on the formational importance of the letters for modern Christian discipleship and community. (F 14, ASH)

NTS 7723 Exegesis of Revelation 3 hours
Cross-listed with NTS 6623
This course explores the Book of Revelation as an attempt by the Jewish Christian prophet John to open his congregations’ eyes to what Roman imperial politics, economy, and ideology look like in the light of God’s claim upon all human beings and God’s vision for human community, and thus to guide these congregations into a more faithful response to God and a clearer witness to the world. This reading becomes the basis for our application of John’s model and challenge to twenty-first century Christians and congregations. (S 16, ASH)

NTS 7770 Conference/Seminar in New Testament 1-3 hours
Credit is available for those who attend approved conferences and seminars. Students should check with the department chairperson for reading and writing requirements associated with attendance at approved conferences and seminars.

NTS 7771 Israel Study Tour 3 hours
This reading becomes the basis for our application of John’s model and challenge to twenty-first century Christians and congregations. (S 16, ASH)

NTS 7791 Senior Seminar in Biblical Studies 3 hours
Cross-listed with OTS 7791
This course provides the capstone experience for students enrolled in the Master of Arts (Biblical Studies) program. Students will write a seminar paper presenting the results of their investigation of a particular exegetical or hermeneutical problem in the interpretation of a text, or another appropriate research topic, in the context either of an advanced-level exegetical course or other biblical studies elective or an independent study project. Students will also be expected to present and discuss their projects at a gathering of other MA (BS) students and faculty during the late Spring.

NTS 7794 Independent Study in New Testament 3 hours
Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.
OLD TESTAMENT (OTS)

OTS 5501 Biblical Hebrew 1 3 hours
Here the learner will begin to experience first-hand the message of scripture, as expressed in the language and culture of ancient Israel. This course will lay a foundation of linguistic and exegetical skills. (F 14, ONL; F 15, ASH, ONL)

OTS 5502 Biblical Hebrew 2 3 hours
This course builds on the linguistic and exegetical skills learned in the first semester of Biblical Hebrew as we read more extended segments of scripture and explore pivotal nuances of expression often bypassed in translations. (S 15, ONL; S 16, ASH, ONL)

OTS 5511 Introduction to the Old Testament (Part 1) 3 hours
This study focuses on the content, interpretation, and theology of the books of the Old Testament canon from Genesis through 2 Kings. Besides concerted study in the biblical text, the course explores aspects of the history, societies, and literature of the ancient Near East relevant to the interpretation of these books and their reception in the New Testament. (F 14, ASH, CLE, COL, DET; S 15, ONL; Su 15, ONL; F 15, ASH; S 16, ONL)

OTS 5512 Introduction to the Old Testament (Part 2) 3 hours
This study focuses on the content, interpretation, and theology of the books of the Old Testament canon from Chronicles through Malachi. It will also explore the ancient Near Eastern context for these books and their relevance for the New Testament. (F 14, ASH, CLE, COL; F 15, ONL; S 16, ASH, COL)

OTS 6600 Genesis 3 hours
Cross-listed with OTS 7700
A comprehensive consideration of the literary structure, content, and theological perspective of the book of Genesis. Special attention will be given to the many issues of Genesis 1-11. (S 16, ONL)

OTS 6605 Joshua 3 hours
Cross-listed with OTS 7705
A comprehensive study of the book that explores issues of composition, the intersection of biblical text and archaeological analysis, the literary character of the canonical book, its theological themes, and the challenges and promise of the book in speaking to contemporary issues of genocide, militarism, and the residue of colonialism.

OTS 6614 Psalms 3 hours
Cross-listed with OTS 7714
Celebration and consternation, anger and adoration—these and more unfold among the poetic expressions of prayer and reflection collected in the Book of Psalms. In this course we will critically explore both the variety of psalms as well as the cogent and powerful messages they preserve for the Church today. (F 15, ASH, COL)

OTS 6618 Isaiah 3 hours
Cross-listed with OTS 7718
A canonical approach to the book that explores the circumstances of its composition and the development of the major theological themes expressed within it, with particular attention to affirmations about Zion and Jerusalem’s interaction with the nations.

OTS 6621 Daniel and Apocalyptic Literature 3 hours
Cross-listed with OTS 7721
Though often couched as “prophecy” and employing forms resembling prediction, apocalypses function in quite a different way to bring God’s perspective and challenge to bear on the communities of faith that they address. The book of Daniel is examined alongside other apocalypses like 1 Enoch, 4 Ezra, and 2 Baruch as an incentive to covenant faithfulness based on a clear communication of God’s larger purposes at work behind the scenes. Attention will also be given to the reception of Daniel and its message in Jesus’ sayings and the Book of Revelation. (F 14, ONL)

OTS 6651 Old Testament Theology 3 hours
Cross-listed with CTH 6600
A chronological analysis of the theological content of progressive revelation in the Old Testament. After a synchronic description of the theological content of each biblical covenant and epoch, the diachronic progression and unity will be noted in preparation for a future study of the loci of Systematic Theology.

OTS 6652 Old Testament Archaeology 3 hours
Cross-listed with BSG 6652
A brief introduction to methods of archaeological research and the interpretation of the findings will be considered at the beginning of the course. Then will follow a survey of archaeological work in the Bible lands with particular attention to the cultural and religious life of Israelite and non-Israelite populations of Palestine and adjacent territories for exegetical study of the Old Testament.

OTS 6653 God, Scripture and Violence 3 hours
How are followers of the Prince of Peace to make sense of the violent God of the Bible? How does the Bible speak to a world saturated with violence, and faithful readers who are entangled in it? How are Christians to address the use and legitimization of violence by Christian communities today and throughout the past? Does the exertion of violence play any part in God’s redemptive work? If you feel the urgency and challenge of these questions, join us for hard-hitting
conversations provoked by biblical texts and an array of biblical interpreters and theologians.

OTS 6654 Joshua and Judges  
3 hours
A comprehensive study of Joshua and Judges that focuses on the exegesis of the books (via narrative criticism), as well as questions of history (the emergence of Israel in Canaan) and theology (e.g. the violence of God, the promise of the land).

OTS 6660 Wisdom Literature  
3 hours
Cross-listed with OTS 7760
A literary and theological study of the wisdom books of Job, Proverbs and Ecclesiastes as well as selected Psalms and the Song of Songs. Wisdom in the ancient Near East will also be explored. (F 14, ONL)

OTS 7700 Exegesis of Genesis  
3 hours
Cross-listed with OTS 6600
A comprehensive consideration of the literary structure, content, and theological perspective of the book of Genesis. Special attention will be given to the many issues of Genesis 1-11. (S 16, ONL)

OTS 7705 Exegesis of Joshua  
3 hours
Cross-listed with OTS 6605
A comprehensive study of the book that explores issues of composition, the intersection of biblical text and archaeological analysis, the literary character of the canonical book, its theological themes, and the challenges and promise of the book in speaking to contemporary issues of genocide, militarism, and the residue of colonialism.

OTS 7714 Exegesis of Psalms  
3 hours
Cross-listed with OTS 6614
Celebration and constellation, anger and adoration—these and more unfold among the poetic expressions of prayer and reflection collected in the Book of Psalms. In this course we will critically explore both the variety of psalms as well as the cogent and powerful messages they preserve for the Church today. (F 15, ASH, COL)

OTS 7718 Exegesis of Isaiah  
3 hours
Cross-listed with OTS 6618
A canonical approach to the book that explores the circumstances of its composition and the development of the major theological themes expressed within it, with particular attention to affirmations about Zion and Jerusalem’s interaction with the nations.

OTS 7721 Exegesis of Daniel  
3 hours
Cross-listed with OTS 6621

Though often couched as “prophecy” and employing forms resembling prediction, apocalypses function in quite a different way to bring God’s perspective and challenge to bear on the communities of faith that they address. The book of Daniel is examined alongside other apocalypses like 1 Enoch, 4 Ezra, and 2 Baruch as an incentive to covenant faithfulness based on a clear communication of God’s larger purposes at work behind the scenes. Attention will also be given to the reception of Daniel and its message in Jesus’ sayings and the Book of Revelation. (F 14, ONL)

OTS 7754 Exegesis of Joshua and Judges  
3 hours
Cross-listed with OTS 6654
A comprehensive study of Joshua and Judges that focuses on the exegesis of the books (via narrative criticism), as well as questions of history (the emergence of Israel in Canaan) and theology (e.g. the violence of God, the promise of the land).

OTS 7760 Exegesis of OT Wisdom Literature  
3 hours
Cross-listed with OTS 6660
A literary and theological study of the wisdom books of Job, Proverbs and Ecclesiastes as well as selected Psalms and the Song of Songs. Wisdom in the ancient Near East will also be explored. (F 14, ONL)

OTS 7770 Conference/Seminar in Old Testament  
1-3 hours
Credit is available for those who attend approved conferences and seminars. Students should check with the department chairperson for reading and writing requirements associated with attendance at approved conferences and seminars.

OTS 7771 Israel Study Tour  
3 hours

OTS 7791 Senior Seminar in Biblical Studies  
3 hours
Cross-listed with NTS 7791
This course provides the capstone experience for students enrolled in the Master of Arts (Biblical Studies) program. Students will write a seminar paper presenting the results of their investigation of a particular exegetical or hermeneutical problem in the interpretation of a text, or another appropriate research topic, in the context either of an advanced-level exegetical course or other biblical studies elective or an independent study project. Students will also be expected to present and discuss their projects at a gathering of other MA (BS) students and faculty during the late Spring.

OTS 7794 Independent Study in Old Testament  
3 hours
Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.
PASTORAL COUNSELING AND CARE (PCC)

PCC 5516 Couples in Ministry  3 hours
This course is designed for the student and spouse to participate in together as a couple. The purpose of the course is to help prepare both the student and his or her spouse for successful ministry together. Focus will be on exploration of pastor/spouse roles and expectations, and steps toward maintaining a vital relationship within the challenges of ministry. Guest clergy couples will share from varying ministry experiences.

PCC 5520 Well Being in Ministry  3 hours
Ministry Cohort Course
This course equips students to experience ongoing personal development and growth necessary for well-being in ministry. Attention will be given to core identity, character, calling, and competency, identified within the course as the upward, inward, outward, and forward journeys. The course will detail the challenges of Christian ministry and their impact on personal and professional well-being, highlighting essential commitments clergy must make in prayer, spiritual formation, inner transformation, and supportive community within the context of ministry. (S 15, ASH, COL; F 15, ASH, CLE)

PCC 5530 Pastoral Counseling and Care  3 hours
Ministry Cohort Course
This course is designed to introduce students to the historic practices of pastoral care and counseling as set forth both in scripture and in church history. Pastoral care will be viewed as involving interactions with individuals and groups of people needing pastoral care; equipping the people of Christ to care for one another; and helping the local church embrace its responsibility to the surrounding community and the wider world. This course will also explore preliminary intervention in pastoral counseling, helping students to practice basic counseling skills and mobilize lay people in the local church to engage in a broad range of care giving ministries. (F 14, ASH, CLE; F 15, ASH, COL; S 16, DET)

PCC 6653 Chronic Illness, Dying and Grieving  3 hours
This course will provide students with the understanding and competency necessary to effectively minister to individuals experiencing health related crises. Students will be assisted in developing an understanding of death and grief based on biblical and historical perspectives which will help facilitate endeavors to embrace their own mortality and examine its implications for the way they live their lives, as well as provide practical skills for Counseling the terminally ill and those who suffer from grief and loss. (S 15, ASH)

PCC 6657 Counseling Marriage, Family and Relational Issues  3 hours
This course will assist caregivers in addressing the issues that arise within the church relative to marriage, family, and relational dynamics. Included will be understanding and skill development in pre-marital counseling, basic marriage counseling from a pastoral perspective, and counseling family dynamics. This course will also provide essential understanding and competency that equips the pastoral counselor to be an effective servant of reconciliation and relational well-being. (F 14, ASH)

PCC 7727 Dimensions of Healing  3 hours
This course is designed to provide an understanding of some of the holistic approaches to healing, with a major focus on the role of the Spirit in healing. Within this course, the theoretical and didactic will be wedded to the practical and experiential through the use of both large group presentations and small group interactions. Emphasis will be placed upon the student's personal and spiritual growth.

PCC 7728 Care of the Soul and Formational Prayer  3 hours
This course is designed to equip students with the understanding and competency necessary to provide Christian nurture and counsel that leads to healthy Christian formation. Attention will be given to the place of spiritual direction, pastoral care, and basic counseling skills as each relates to soul care. Special attention will be given to the ministry of formational prayer, and as such students will explore the qualifications and preparation necessary to embrace a ministry of inner healing prayer. (S 16, ASH)

PCC 7730 Group Dynamics  3 hours
Designed to help group members discover their interpersonal styles and improve their interpersonal skills such as self-disclosure, listening and responding. Students learn how to set and move toward individual personal growth goals. Process awareness skills are sharpened.

PCC 7761 Small Groups as a Context for Pastoral Counseling and Care  3 hours
This course seeks to equip students in the competencies necessary to developing and leading effective small groups that are specifically designed for care and counsel. Attention will be given to the unique challenges and opportunities present in developing and leading such groups, as well as providing guidance in group dynamics and group development. An additional component of the class will be equipping students to mobilize, train, and supervise lay leaders for this specific form of ministry within the local church. (F 15, ASH)

PCC 7770 Conference/Seminar in Pastoral Counseling and Care  1-3 hours
Credit is available for those who attend approved conferences and seminars.
Students should check with the department chairperson for reading and writing requirements associated with attendance at approved conferences and seminars.

**PCC 7795 Independent Study in Pastoral Counseling and Care  3 hours**  
Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.

**STUDIES IN PRACTICAL THEOLOGY (PTS)**

**PTS 5591 Models for Women’s Ministry**  
This course provides opportunity for students to relate with persons from a variety of settings in ministry.  
3 hours

**PTS 6619 Urban Strategies**  
This course introduces the dynamics of the city with awareness of problems in both social and religious areas. The unique methods of evangelism and church planting needed are explored and researched within the concept of the world city.  
3 hours

**PTS 6623 Principles of Church Planting**  
This course examines the biblical, historical, sociological and theological principles particular to church planting. Emphasis will be given to methods and strategies faithful to God’s Word and effective in producing new, healthy churches.  
3 hours

**PTS 6625 Church Growth, Theory and Practice**  
A study of crucial factors in same cultural and cross-cultural evangelism and church planting leading to growing churches. Explores such expansion dynamics as people movements, webs, redemptive analogies and procedures that stop growth or promote growth. Also applies church growth principles to the local setting with concern for visitation, discipleship, incorporation, and the use of gifts and ministry in the body.  
3 hours

**PTS 7700 History of the Brethren Church**  
*Cross-listed CHS 7700*  
This course considers the historical development of the Brethren movement from its origins in Anabaptism and Pietism to the present day. Special attention is given to the Brethren Church since the 1880s.  
2 hours

**PTS 7701 Doctrine of Brethren Church**  
*Cross listed with CTH 7701*  
This course considers the background and development of Brethren doctrine in the Brethren movement generally and The Brethren Church specifically. Attention is given to the beginnings in Anabaptism and Pietism and to how Brethren doctrine has developed from the eighteenth century to the present. *(F 15, ASH)*

**PTS 7702 Polity and Ordinances of the Brethren Church**  
*Cross-listed with CTH 7702*  
This course examines the doctrine of the church from a Brethren and a Believers’ Church perspective. It provides an overview of the organizational structure of the Brethren Church at the local, district and national levels. Consideration is given to both the doctrine and practice of the ordinances. *(F 14, ASH)*

**PTS 7703 History of the United Methodist Church**  
*Cross-listed with CHS 7703*  
This course surveys the history of United Methodism from its rise in England in the 18th century to the present, with attention to the forces that have shaped the movement and its impact on the various contexts in which it has developed. Approximately half of the course is devoted to Methodist origins in the period of the Wesleys. *(Fulfills the United Methodist History requirement stated in the UM Discipline [2012], Par. 324.4). (F 15, ASH)*

**PTS 7704 Doctrine of the United Methodist Church**  
*Cross-listed with CTH 7704*  
This course surveys doctrine within the United Methodist heritage, beginning with the Wesleys to the present, with attention to the major doctrinal concerns that have characterized Methodism historically. Approximately half of the course is devoted to foundational aspects of Wesleyan theology. *(Fulfills the United Methodist Doctrine requirement stated in the UM Discipline [2012], Par. 324.4). (Su 15, ASH)*

**PTS 7705 Polity of the United Methodist Church**  
This course explores United Methodist polity as a connectional system which frames the mission, ministry and structure of the denomination. *(Fulfills the United Methodist Doctrine requirement stated in the UM Discipline [2012], Par. 324.4). (F 14, ASH)*

**PTS 7706 History of the ___ Church**  
*Cross-listed with CHS 7703*  
This is a course to satisfy various denominational standards in history, doctrine, and polity and can be arranged through the Academic Dean’s office.  
2 hours

**PTS 7707 Doctrine of the ___ Church**  
*Cross-listed with CTH 7707*  
This is a course to satisfy various denominational standards in history, doctrine, and polity and can be arranged through the Academic Dean’s office.  
2 hours

**PTS 7708 Polity of the ___ Church**  
This is a course to satisfy various denominational standards in history, doctrine, and polity and can be arranged through the Academic Dean’s office.  
2 hours
PTS 7794 Independent Study in Pastoral Ministry 3 hours
Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.

STUDIES IN RESEARCH LANGUAGES (RLS)

RLS 5509 Introduction to Ecclesiastical Latin 3 hours
This course is designed for students desiring a knowledge of basic Latin for biblical research. Through an inductive approach using portions of the Vulgate, students will be introduced to the Latin texts of the early church.

RLS 5510 Readings in Ecclesiastical Latin 3 hours
Students will be introduced to the grammatical and stylistic characteristics of Ecclesiastical Latin. Selected readings will include Church Fathers, the Vulgate and Latin manuscripts of the New Testament.

RLS 5515 Theological German 1 3 hours
This course is designed for students desiring knowledge of German for theological research. Essential grammar will be reviewed and selected readings from German theological writings will be featured.

RLS 5516 Theological German 2 3 hours
This course is a continuation of course RLS 5515 Theological German 1 and is designed to expose students to religious works penned in the German language from various time periods and authors throughout church history. An emphasis will be on the translation of materials in order to prepare the student for working with German language materials.

RLS 7794 Independent Study in Research Languages 3 hours
Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.

SPIRITUAL FORMATION (SPF)

SPF 5541 Spiritual Formation Core (1): Spiritual Disciplines 2 hours
This course introduces students to the nature and processes of spiritual formation, drawing upon the models of Dallas Willard and Robert Mulholland. It explores spiritual growth as directed by the Holy Spirit through classical disciplines, both personal and communal, of the Christian tradition. Students will have the opportunity to practice particular spiritual disciplines for growth in personal and social holiness. The course is graded pass/fail. (F 14, ASH, CLE, COL, DET; F 15, ASH, CLE, COL, DET)

SPF 5542 Spiritual Formation Core (2): Prayer 2 hours
This course introduces students to the varieties of prayer in the Christian tradition. It focuses on the role of prayer in the formation of believers in the image of Christ for the sake of the church and the world. Students will practice a variety of individual and corporate prayer forms for personal and ministry formation. This course is graded pass/fail. (S 15, ASH, CLE, COL, DET; S 16, ASH, CLE, COL, DET)

SPF 6615 History and Literature of Christian Spirituality 3 hours
Cross-listed with CHS 6615
This course is a chronological survey of outstanding devotional writings from the apostolic age to the present. The focus will be on the breadth of this literature as well as acquaintance with major authors and their works. (S 15, ASH)

SPF 6625 Christian Monasticism 3 hours
An introduction to the history, practices, and ideals of Christian monasticism from its origins to the "new monasticism" of contemporary North America, with special attention to the Benedictine tradition. The seminar includes immersion in a monastic community. (F 15, CLE)

SPF 6660 Human Development and Christian Formation 3 hours
This course is a comparative, integrative study of developmental psychology, faith development, and spiritual formation. (F 14, ASH)

SPF 6667 Women Spiritual Writers 3 hours
This course offers an in-depth study of the primary writings of prominent women in the field of spirituality throughout Christian history. Particular writers to be studied are Perpetua, Hildegard of Bingen, Julian of Norwich, Teresa of Avila, Susanna Wesley, Phoebe Palmer, Amanda Berry Smith, and Evelyn Underhill. (F 14, DET; S 15, COL; S 16, COL, DET)

SPF 6675 Social Dynamics of Spirituality 3 hours
An exploration of the corporate dimension of spirituality as it pertains to both worship and service. The course will include participation in Christian community and ministry to the needy. (S 15, ONL; F 15, ONL)

SPF 7770 Practices of Prayer 3 hours
This course is an in-depth examination of the practices of prayer throughout the great masters of prayer in the story and tradition of the church. Biblical examples and models of prayer as well as the variety of the different Christian traditions of prayer throughout church history will be addressed. Students are encouraged to apply the practice of prayer to a particular ministry context for their ministry formation and training. Growth in individual practices and corporate ministry leadership for the local and global church are emphasized. (F 15, ASH)

SPF 7772 Spiritual Formation and Social Activism 3 hours
Cross-listed with ETH 7772
This course is designed to integrate theology and ethics with spiritual and moral...
formation. By looking at select writers, concepts, processes and aims of spiritual formation, and by exploring and participating in social activism as both a means and expression of spiritual formation, we will attempt to move toward a more holistic spirituality and morality that takes seriously the call to “do justice, love mercy and walk humbly with God” (Micah 6:8). *(F 14, CLE; S 16, ONL)*

**SPF 7775 Theology of Suffering, Reconciliation and Forgiveness**
*Cross-listed with CTH 7775*
A study of the theology of suffering and pain together with the Christian response of grace and hope. Examination of biblical and theological sources such as the book of Job, Karl Barth, C.S. Lewis and Jurgen Moltmann.

**SPF 7780 Spiritual Guidance**
3 hours
This course will expose students to the history and practice of spiritual direction in the Christian tradition. It will address biblical, classical and contemporary models of spiritual direction. Students will develop skills as spiritual guides to mentor and lead others by the power of the Holy Spirit. These skills will enhance students' own development and growth as leaders in spiritual direction for the formation of others in the church and world. *(S 16, ASH)*

**SPF 7792 Conference/Seminar in Spiritual Formation**
1-3 hours
Credit is available for those who attend approved conferences and seminars. Students should check with the department chairperson for reading and writing requirements associated with attendance at approved conferences and seminars.

**SPF 7794 Independent Study in Spiritual Formation**
3 hours
Independent studies are designed to cover specialized material not usually included in a course offering listed in the catalog.

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**DOCTOR OF MINISTRY COURSE DESCRIPTIONS (DMB, DMN)**

**BLACK CHURCH STUDIES TRACK**

**DMB 9900 What is Black Church Studies?**
4 hours
This course will examine the enduring institution and changing dynamics of the Black Church from its inception in America to present. Particular focus is given to its changing history, theology and interpretation of the Bible. It further examines the importance of the Black Church in the life of the community and its people. *(S 16, MCC)*

**DMB 9906 Womanist Hermeneutics**
4 hours
This course is a general introduction to womanist hermeneutics and thought. Womanist scholars distinguish themselves from white feminist scholars and black male theologians by interpreting texts and contexts through the lens of black female experiences and sources. Major attention will be given to the hermeneutical methodology and interdisciplinary sources womanist use to interrogate Bible and context in addressing contemporary issues like racism, sexism, classism, and sexuality. *(F 14, MCC)*

**DMB 9907 The Politics of Jesus and the Black Church**
4 hours
This course will interrogate the words and works of Jesus, the socio-political and socio-economic dynamics of his challenge to disciples and religious structures in an effort to challenge the Black Church to engage same to alter the contemporary discourse and existential plight of the marginalized. *(S 15, MCC)*

**DMB 9933 Wealth, Poverty and Black Church Alignments**
4 hours
This course is designed to expose participants to social distortions and inequalities stemming from America’s economic structures and systems, and to interrogate African American church responses to the American socio-economic context. In exploring this, the course will assess Black Church relational and programmatic alignments with the poor at neighborhood levels; Black Church socio-cultural perspectives pertaining to normative social lifestyles, attitudes toward work, and family structures; and Black Church political and public policy alignments bearing on their relationship with the poor. *(S 15, MCC)*

**DMB 9934 Prophetic Proclamation**
4 hours
This course is designed to provide a survey and analysis of the development of Prophetic Proclamation from biblical days up until the present day. Special emphasis will be given to Prophetic Proclamation as found in the black religious experience and the preaching of African and African-descended preachers within the Christian faith, both on the continent of Africa and in the African Diaspora. *(F 15, MCC)*
DMB 9951 Forged in the Fiery Furnace: African American Spirituality  
**4 hours**
This course provides an introduction to and overview of the more than 400 year spiritual journey of African Americans in the United States. Beginning with the spirituality of their ancestors in Africa itself, we explore how that spirituality was brought to the United States and, forged in the furnace of the Middle Passage, slavery, Reconstruction, Jim Crow and the Civil Rights and other liberation movements, developed into a spiritual foundation that enabled African Americans to embrace Christianity and persevere in their struggle towards freedom and full citizenship in the United States. *(Su 15, MCC)*

DMB 9952 Ethical Leadership and Black Church Traditions  
**4 hours**
This course is designed to acquaint students with major figures, movements, and issues in African American theological and ethical traditions with particular emphasis on leadership. The course explores theoretical concerns within respective traditions and offers a forum for practical engagement with contemporary problems associated with African American church life and culture. *(S 16, MCC)*

DMB 9997 Black Church Research/Design Seminar  
**4 hours**
This seminar will help the student prepare the proposal for their final project document. It will address research approaches, project design, and document structure.

DMB 9999 Black Church Studies Project  
**4 hours**
You will carry out the strategic plan outlined in your proposal, implementing your project and assessing the results. Your project may apply the principles you've learned through teaching, process, or model. Or, your project may seek to explore the principles you have learned in their actual use in ministry. You will report your project in a final document. A "Final Document Symposium" will provide specific instruction and support for reporting your findings. The document will be reviewed at your final exam.

CANADIAN CHURCH STUDIES TRACK (DMN)

Courses offered in Windsor, Ontario, Canada: Currently under review.

FORMATIONAL COUNSELING TRACK (DMN)

DMN 9921 Biblical Foundations of Formational Counseling  
**4 hours**
The student who successfully completes this course will be able to develop a biblical and theological foundation for the work of formational counseling. They will be equipped to integrate the principles and practices of formational counseling with the relevant theological and biblical themes, most notably the concepts of brokenness, healing, grace, authority, and community. The student will be able to practice formational counseling from a strong biblical and theological base. *(F 14, ASH)*

DMN 9922 Healing Prayer and the Formational Counselor  
**4 hours**
Students will explore the biblical, historical, and practical aspects of healing and well being, as well as learn to integrate the Spirit-directed ministry of formational prayer into the formational counselor's commitment to helping the broken person. Students will explore the process of formational prayer and the relationship that past woundings and traumatic events have upon dysfunctional behavior and emotional upheaval. *(S 15, ASH)*

DMN 9923 Self-Care and the Formational Counselor  
**4 hours**
The demands of formational counseling strain the body and soul. This course addresses the issues connected with maintaining the caregiver's total well-being. Serving as a foundation for future courses, Self Care and the Formational Counselor will examine a variety of requirements for acquiring and maintaining physical, emotional and spiritual vitality. Particular attention will be given to the pilgrimage toward wholeness God has for us in Christ. This course will include a psychological assessment and personal interview for each student. *(F 14, ASH)*

DMN 9924 The Formational Counselor as Prophet, Priest and Storyteller  
**4 hours**
This course will expose students to the ministry of spiritual direction as it relates to formational counseling. Particular attention will be given to the biblical roles of prophet, priest, and storyteller, as each relates to helping broken people find hope and healing in Jesus Christ. Historical considerations relative to spiritual direction will be discussed as well as the practical application of spiritual direction in the ministry of formational counseling. *(S 15, ASH)*

DMN 9925 Special Issues in Formational Counseling  
**4 hours**
Formational counseling seeks to integrate pastoral care, spiritual direction, Spirit-directed counseling primarily focused on the use of formational prayers. Providing care to broken people in this way will bring the caregiver into contact with persons of deep woundedness. It is therefore crucial that the Formational counselor have at least a rudimentary understanding of the empirical clinical literature regarding the common syndromes which they will most often encounter. In this course students will learn from the integration of clinical information about Personality Disorders and Mood and Anxiety Disorders with the practice of Formational Counseling. An intentional focus will be maintenance of a scope of practice within the ethical and legal standards of state and local statues. In addition general diagnostic categories, and functional use of Spiritual Disciplines in the application of Formational Counseling will be topics of discussion. *(F 14, ASH)*
DMN 9926 Formational Counseling in Small Groups 4 hours
Students will explore the transformational elements of Christian community as expressed in small groups that gather for healing care and formational prayer. Built upon biblical, psychological, and historical principles, students will learn to facilitate small groups in a practicum structure during the two week class intensive. A specific curriculum will be used as the vehicle for learning during this experience.

GENERAL TRACK & CORE SEMINARS (DMN)

DMN 9911 Formational Hermeneutics 4 hours
This course explores the interpretation of Scripture for the purpose of personal and ministry formation. Students will be challenged to develop a self-aware, consistent hermeneutic that integrates responsible interpretation with personal transformation. They will apply this hermeneutic to their own ministry contexts to enrich their use of Scripture in preaching, teaching, and spiritual formation. (F 14, ASH; S 15, ASH)

DMN 9912 People in Relationship to God 4 hours
This course will acquaint the student with the biblical, theological, historical, and contemporary dimensions of the church. The focus is on the leadership and spiritual formation aspects of the church’s life. The student will come to a deeper understanding of the nature and mission of the church and experience unique elements that make the church community of Christ. (F 14, ASH)

DMN 9913 Leading the Church in the 21st Century 4 hours
This course will focus on selected issues facing Christian leaders in an ever-changing world. Particular attention will be given to understanding the context in which the student lives and serves and how to develop effective forms of ministry that remain faithful to biblical principles, while being relevant, incarnational in approach, and culturally sensitive in presentation. The relationship between spiritual formation and leadership development will be included. (S 15, ASH)

DMN 9996 Research Proposal Seminar 1.5 hours
The purpose of this class is to prepare the student to write an acceptable proposal for a Doctor of Ministry project. The student will conceive and design a ministry project. The proposal is a document with a precise form that outlines the strategic planning and rationale of the ministry project. The class will include instruction in project design, assessment, and academic research. (F 14, ASH; S 15, ASH)

DMN 9997 Dissertation Writing Seminar 1.5 hours
The purpose of this class is to prepare the student to write an acceptable final paper for the Doctor of Ministry degree. The student will learn the expectations and design of each chapter in the final doctoral paper. The final paper is an academic report of the student’s ministry project. The class will include instruction in academic writing and research. (F 14, ASH; S 15, ASH)

SPIRITUAL FORMATION TRACK (DMN)

DMN 9941 Formational Guidance 4 hours
This course will expose the student to the disciplines that enhance an intimate pursuit of God’s embrace, including the history and practice of spiritual direction, formative prayer, and formational reading of God’s Word. The practice of direction will be included as part of the class experience.

DMN 9943 Special Topics/Spiritual Formation 4 hours
This seminar examines special topics of interest in the area of spiritual formation.

DMN 9945 Spirituality of Henri Nouwen 4 hours
This course will expose the student to the writings of the great contemporary spiritual writer and master, Henri Nouwen. The class will foster a depth of understanding of themes of the spiritual life from Nouwen’s works. Topics such as God, Christ, prayer, silence, community, ministry, church, and world will be addressed. Students will integrate Nouwen’s spiritual themes into some aspect of their ministry context. (S 15, ASH)

DMN 9946 Biblical/Historical/Theological Foundations of Spiritual Formation 4 hours
This course explores the biblical, historical, and theological foundations of spiritual formation in the Christian heritage.

DMN 9947 Discipleship as Life in the Kingdom of God: Spirituality of Dallas Willard 4 hours
This course examines the contribution of Dallas Willard to the spiritual formation literature of the 20th century with particular attention to his concept of discipleship as life in the kingdom of God. (F 14, ASH)

TRANSFORMATIONAL LEADERSHIP TRACK (DMN)

DMN 9960 Political Reality and Spiritual Leadership 4 hours
To deepen and cultivate participant’s knowledge of spiritual renewal theologically, historically and to practically equip them to experience, lead, prepare and organize the local church for renewal. (S 15, ASH)
DMN 9961 Organizing for Spiritual Renewal 4 hours
To deepen and cultivate participant's knowledge of spiritual renewal theologically, historically and to practically equip them to experience, lead, prepare and organize the local church for renewal. (F 14, ASH)

DMN 9962 Leading Profound Change 4 hours
In a broken turbulent world change is an inevitable reality of leadership - both the leader and those led by a leader are all subject to the winds of change. Change can be both positive and negative, affecting all involved in the process internally and externally. Leading change requires the articulation of an authentic vision that motivates and casts direction. A vision must be cast in truthfulness and not deny the present realities of one's ministry setting. Rather than seeking to develop the "Hero-Pastor," this class will teach the Pastor-leader to mobilize a community of leaders, who will together become deeply involved in the formation of shared vision resulting in profound change or transformation of the church community.

DMN 9963 Special Topics/Transformational Leadership 4 hours
This seminar examines special topics of interest in the area transformational leadership.

WESLEYAN PRACTICES TRACK (DMN)

DMN 9930 Wesleyan Spirituality 4 hours
This foundational course will explore selected features of Wesleyan spirituality, interpreting them as the basis for Wesleyan practices. The course will focus upon the principles and practices of John Wesley and the early Methodists, with an eye toward an application of insights to the renewal and enrichment of the church today, particularly in relation to prayer. (F 15, ASH)

DMN 9931 Biblical Engagement 4 hours
This course explores the interpretation of Scripture from a Wesleyan perspective for the purpose of personal and ministry formation to shape the students’ use of Scripture in preaching, teaching, and spiritual formation. (F 14, ASH)

DMN 9932 Incarnational Leadership 4 hours
This course will focus on selected issues facing Christian leaders in an ever-changing world from a Wesleyan perspective, with particular attention given to the Wesleyan emphasis on incarnational practices and the importance of contextuality in relation to leadership. (Su 16, ASH)

DMN 9933 Accountable Discipleship 4 hours
In this course students will explore a Wesleyan model of spiritual formation based upon accountable discipleship in small groups and will be able to implement and facilitate Covenant Discipleship Groups or other accountability structures in their own contexts of ministry. (S 16, ASH)

DMN 9934 Passionate Worship 4 hours
This course focuses on the centrality of worship in the Wesleyan paradigm of renewal, examining in particular the Spirit’s use of lyrical (hymns and songs) and sacramental elements to breathe new life into the community of faith and will equip students to transition passive congregations into passionate communities nourished at the family Table. (S 15, ASH)

DMN 9935 Missional Community 4 hours
This course explores the Wesleyan rediscovery of a missional ecclesiology and the practices related to leadership, evangelism, and renewal that characterized early Methodism and will enable students to develop and implement strategies of mission and evangelism that are grounded biblically and reflect the missional character of early Methodism. (Su 15, ASH)
SEMINARY PERSONNEL
<table>
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<th>BOARD OF TRUSTEES</th>
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  Keith Tyson |
| Joyce Lamb  
  Member at Large (Church)  
  West Salem, Ohio | |
FACULTY

David W. Baker
Professor of Old Testament and Semitic Languages
Education: A.B., Temple University; M.C.S., Regent College; M.Phil., Ph.D., University of London.
Denomination: Interdenominational.
Service: Associate Professor, University of Durban-Westville, South Africa; Senior Lecturer, University of the Witwatersrand, Johannesburg; Assistant Professor, Bethel College; Lecturer, Regent College; Pastor in British Columbia, South Africa, and Ohio; Founding Partner, Educational Resources International and Theological Studies Institute.
Research Interests: Semitic languages and linguistics; Exegesis of the Pentateuch and the Minor Prophets; Ancient Near Eastern backgrounds of the Old Testament; Pedagogical methodology; Leadership.

John Byron
Professor of New Testament
Education: Diploma, Elim Bible Institute; M.A., Regent University; Postgraduate studies, Jerusalem University College; Ph.D., University of Durham.
Denomination: Independent.
Service: President of Ashland Symphony Orchestra Board of Directors; Youth Pastor; Instructor of New Testament and Greek, University of Durham; Historical and Geographical Settings Guide, Jerusalem University College.
Research Interests: New Testament and Christian origins; Pauline epistles; History and literature of Early Judaism; Slavery in Late Antiquity; Archaeology; Rewritten Bible.

Paul W. Chilcote
Academic Dean
Professor of Historical Theology & Wesleyan Studies
Director of United Methodist Studies
Education: B.A., Valparaiso University; M.Div., Duke University; Ph.D., Duke University; Postgraduate studies, University of Bristol, England.
Denomination: United Methodist Church.
Service: Pastor in Indiana and North Carolina; United Methodist missionary in Kenya and Zimbabwe; Professor, Methodist Theological School in Ohio and Duke Divinity School; Senior Lecturer, St. Paul’s United Theological College in Limuru, Kenya; President, Charles Wesley Society; Co-Chair, World Methodist Council/Salvation Army Bilateral Dialogue.
Research Interests: Charles and John Wesley; Wesleyan/Methodist spirituality and theology; Women’s studies; Applied Wesleyan studies, particularly the interface with mission/evangelism, worship, and discipleship; Christian renewal; African Christianity.

Brenda B. Colijn
Professor of Biblical Interpretation and Theology
Education: B.A., Pennsylvania State University; M.A., Ashland Theological Seminary; M.A., Cornell University; Ph.D., Cornell University.
Denomination: The Brethren Church.
Service: Instructor, Ohio Wesleyan University and Cedarville College; Executive Board of the Brethren Church; Committee on Doctrine, Research, and Publication; Pastoral Team at Smoky Row Brethren Church.
Research Interests: Hermeneutics; New Testament Theology; Atonement; Salvation; Anabaptist and Brethren Theology.

David A. deSilva
Trustees’ Distinguished Professor of New Testament and Greek
Education: A.B., Princeton University; M.Div., Princeton University; Ph.D., Emory University.
Denomination: United Methodist Church.
Service: Instructor, Candler; Campus Pastor in New Jersey; Organist/Choirmaster in New Jersey, Georgia and Ohio.
Research Interests: Second Temple Jewish literature, Epistle to the Hebrews, the Revelation of John, rhetorical and social-scientific interpretation.

Tony Donofrio
Associate Professor of Counseling
Education: B.S., University of Akron; M.A.C.P.C., Ashland Theological Seminary; Ph.D., University of Akron.
Denomination: Independent.
Service: Psychology Intern, EMERGE Ministries, Inc.; Teaching and research assistant, The University of Akron; Assistant Pastor and Youth Minister in Ohio; Mental health services, Ohio.
Research Interests: Integration of psychology and theology - clinical and theoretical; God-image research; The intersection of personality and spirituality/religious expression; Psychological assessment, particularly in the realm of personality and spirituality.
L. Daniel Hawk  
Professor of Old Testament and Hebrew  
**Education:** B.A., Otterbein College; M.Div., Asbury Theological Seminary; Ph.D., Emory University.  
**Denomination:** United Methodist Church.  
**Service:** Associate Professor, Centenary College of Louisiana; Visiting Professor, Russian United Methodist Theological Seminary; Instructor, Asbury College, Millsaps College and Emory University; Pastor in Ohio.  
**Research Interests:** Biblical Narrative; Hermeneutics; Biblical Theology; Violence in the OT; Nationalism, Colonialism, and the Bible.

Darrell Johnson  
Assistant Professor of Counseling  
**Education:** B.S., Psychology; M.Ed., Educational Leadership; M.A., Counseling in Higher Education; Ph.D., Counselor Education/Higher Education Administration.  
**Denomination:** Pentecostal.  
**Service:** Associate Minister, Columbus, OH and Kalamazoo, MI; Campus Ministry Adviser, The Ohio State University & Western Michigan University; Chair, Leadership and Management Commission; Multicultural Student Development Task Force, Western Michigan University.  
**Research Interests:** Intersection of faith, culture, and race in strategies for professional counselors; constructive alliances between the pastorate and professional counselors; African American students enrolled in postsecondary institutions; effective tools for measuring multicultural competence growth in counselor education trainees.

Sylvia Locher  
Library Director, Ashland Theological Seminary  
**Education:** B.A., European Nazarene Bible College; M.L.S., Kent State University; M.A., Ashland Theological Seminary.  
**Denomination:** Church of the Nazarene.  
**Service:** Participant in ministries for children and youth; Librarian, Mount Vernon Nazarene University.  
**Research Interests:** German Lutheran Pietism; Theological German; Anabaptism; Dietrich Bonhoeffer.

David P. Mann  
Associate Dean for Counseling Programs  
Professor of Counseling  
**Education:** B.S., North Central University; M.A., Ashland Theological Seminary; Ph.D., Kent State University.  
**Denomination:** Interdenominational.  
**Service:** Pastor in North Dakota and New York; Hospice Chaplain; Professional Clinical Counselor, clinical supervisor, and Director of Education at EMERGE Ministries, Inc.  
**Research Interests:** Narrative approaches to counseling; God concepts and applications to counseling practice; Integration of counseling, theology, and spirituality.

Terence Mournet  
Associate Professor of New Testament and Greek  
**Education:** B.S., University of Sioux Falls; M.T.S., Palmer Theological Seminary; Ph.D., Durham University.  
**Denomination:** United Methodist.  
**Service:** Worship Team Leader, Ashland First United Methodist Church; Pastor, Youth Pastor, Worship leader in various churches across the US, traveling music ministry, musician, vocalist.  
**Research Interests:** Early Christianity and the New Testament, with special interest in the following areas: formation of the synoptic tradition, the Synoptic Gospels, Jesus research, Luke-Acts, orality and literacy in antiquity, methodological questions relating to the study of Early Christianity.

William H. Myers  
Professor of New Testament and Black Church Studies  
Founder and Director of Black Church Studies Program  
**Education:** B.B.A., M.B.A., Cleveland State University; M.A., M.Div., D.Min., Ashland Theological Seminary; Ph.D., University of Pittsburgh.  
**Denomination:** Baptist.  
**Service:** Vice President and various managerial positions in the banking industry; Instructor, Cuyahoga Community College; Pastor in Ohio.  
Paul Overland
*Professor of Old Testament and Semitic Languages*

**Education:** B.A., Seattle Pacific University; M.Div., Western Evangelical Seminary; M.A., Ph.D., Brandeis University.

**Denomination:** Free Methodist Church of North America.

**Service:** Adjunct Professor, Fuller Theological Seminary and Seattle Pacific University; Instructor, Tokyo Biblical Seminary; Lecturer, Asia Graduate School of Theology; Pastor in Washington State.

**Research Interests:** Biblical Hebrew and Second Language Acquisition, Wisdom Literature, Hebrew Poetry.

William P. Payne
*Director of Chaplaincy Studies*

**The Harlan & Wilma Hollewell Professor of Evangelism and World Missions**

**Education:** B.A., Florida Southern College; M.Div., Candler School of Theology, Emory University; Ph.D., Asbury Theological Seminary.

**Denomination:** United Methodist Church.

**Service:** Pastoral Ministry; Planted a Hispanic ministry; Navy/Marine Corps Chaplain (24 yrs.); Coordinator of Humanitarian Relief; Pastor in a Cuban Refugee camp.

**Research Interests:** Expansion of early American Methodism; Ministry with migrant populations and other displaced people groups around the world; American evangelism.

Michael Reuschling
*Professor of Counseling*

**Education:** B.A., Bowling Green State University; M.A., Ashland Theological Seminary; M.A., Ph.D., University of Akron.

**Denomination:** United Methodist.

**Service:** Licensed professional clinical counselor; Licensed psychologist.

Wyndy Corbin Reuschling
*Professor of Ethics and Theology*

**Education:** B.A., University of Colorado; M.A., Denver Seminary; M.Phil., Drew University; Ph.D., Drew University.

**Denomination:** United Methodist.

**Service:** Associate Dean, Bethel Seminary of the East; Director of Academic Programs, Bethel Seminary of the East; Missionary to Japan; Director of Outreach, Living Oaks Community Church.

**Research Interests:** Theological ethics; Church’s role in society and moral formation; Justice; Relationships between ethics and religious language; Iconography.

Claudia J. Sadler-Gerhardt
*Associate Professor of Counseling*  
*Practicum Coordinator*

**Education:** B.S.N., University of Cincinnati; M.A.C.P.C., Ashland Theological Seminary; Ph.D., University of Akron.

**Licenses:** State of Ohio: Licensed Professional Clinical Counselor; Registered Nurse.

**Denomination:** Congregational.

**Service:** Adjunct Lecturer, John Carroll University; Doctoral Intern in Counseling, John Carroll University; Research and Teaching Assistant, The University of Akron; Bereavement facilitator; Clinical Advisory Board of Griefcare Place.

**Research Interests:** Breast cancer; Eating disorders; Women’s issues.

John C. Shultz
*President of the Seminary*  
*Professor of Counseling*

**Education:** B.A., Ashland University; M.Div., Ashland Theological Seminary; Ph.D., Purdue University; Counseling Internship, Ohio State University.

**Denomination:** The Brethren Church.

**Service:** Licensed psychologist; Founder of Cornerstone Psychological Affiliates; Pastor in Ohio and Indiana.

**Research Interests:** Inner healing; Marital/pre-marital counseling; Mood disorders.
Mitzi J. Smith
Associate Professor of New Testament and Early Christian Origins, Detroit Center

Education: B.A., Columbia Union College; M.A. The Ohio State University; M.Div., Howard University School of Divinity; Ph.D., Harvard University.
Denomination: A.M.E.
Service: Associate Minister (A.M.E.); Executive Minister (A.M.E.); Director/Founder of Living in Full Empowerment, Inc.; Youth Pastor (Presbyterian); Elder (S.D.A.).

Dale R. Stoffer
Director of Brethren Studies
Professor of Historical Theology

Education: B.A., Ashland University; M.Div., Ashland Theological Seminary; Ph.D., Fuller Theological Seminary.
Denomination: The Brethren Church.
Service: Pastor in Ohio; Adjunct Professor, Fuller Theological Seminary; Moderator of Ohio District and General Conference of the Brethren Church; Task Force for Theological Statement of the Brethren Church; Executive Board of the Brethren Church.
Research Interests: Anabaptist, Pietist, and Brethren Studies; Liberalism and fundamentalism in America; Eschatology in America; The people of God as a biblical and theological motif.

Michael B. Thompson
Professor of Practical Theology

Education: B.A., Circleville Bible College; M.A.R., Wesley Biblical Seminary; M.A., Ashland Theological Seminary; D.Min., Drew University Theological School; Additional Studies, St. Bonaventure University.
Denomination: The Wesleyan Church.
Service: Pastor in Ohio, New York and Mississippi; Chair of the Division of Religion and Philosophy of Christian Ministry, Oklahoma Wesleyan University; Lecturer, Indiana Wesleyan University and Bethany Bible College; Adjunct Professor, Houghton College; Instructor, Wesleyan Ministerial Study Course Program.
Research Interests: Wesleyan Spirituality; The influence of pragmatism and existentialism on the practice of ministry in the American Evangelical Church; Exegesis of popular art and its importance for ministry in the Church; Ecclesiology and homiletics.

Terry Wardle
Director of the Institute of Formational Counseling
Professor of Practical Theology

Denomination: The Brethren Church.
Service: Founding Director, Spring Meadow Retreat Center; Pastor in California; Chair, World Ministries Division, Simpson Graduate School; Executive Director, Alliance Theological Seminary; Director, Center for Evangelism and Associate Pastor, Evangelism and Practical Theology, Alliance Theological Seminary.
Research Interests: Spiritual formation for Christian leaders; Relationship between spiritual formation and church planting/renewal; Developing workable strategies for church renewal; Inner healing prayer; Formational counseling.

JoAnn Ford Watson
Professor of Christian Theology and Spiritual Formation
Gill Family Chair in Theology

Education: B.A., DePauw University; M.Div., Princeton Theological Seminary; Ph.D., Northwestern University.
Denomination: Presbyterian Church.
Service: Pastor in New Jersey and Ohio; Graduate Teaching Assistant, Garrett Evangelical Theological Seminary; Research Fellow, DePauw University Library.
Research Interests: Contemporary theology; Women’s studies; Spiritual formation.

Lee Wetherbee
Chair of Counseling Department
Professor of Counseling
Internship Coordinator

Education: B.A., Malone College; M.Ed., Kent State; Ph.D., University of Akron.
Denomination: United Methodist Church.
Service: Children’s Protective Services; Crisis Intervention counselor; Employee Assistance counselor; Psychologist; L.P.C.C.; Supervisor; Director of Education, EMERGE Ministries, Inc.
Research Interests: Psychological and educational assessment; Chemical and process addictions; Counseling ethics; Integration of formational and clinical counseling.
Matthew Bevere
Associate Dean, Doctor of Ministry Program
Assistant Professor of Christian Ministry


Denomination: United Methodist.

Service: Adjunct Faculty, Pastoring Ohio and North Carolina, Director of Admissions in Proprietary Education.

Kevin Dudley
Associate Vice President for Strategic Partnerships
Associate Professor of Practical Theology

Education: B.S., Franklin University; M.Div., Trinity Lutheran Seminary; S.T.M., Trinity Lutheran Seminary; D.Min., Ashland Theological Seminary.

Denomination: Lutheran.

Service: Pastor in Ohio

Research Interests: Homiletics, Constructive and Contextual Theology; Christian Vocation and Call.

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Director of Excellence in Leadership
Director of Ministry Cohort Program
Assistant Professor of Practical Theology

Education: B.A., Messiah College; M.Div., North Park Theological Seminary; D.Min., Ashland Theological Seminary.

Denomination: Brethren in Christ.

Service: Founding Pastor, New Vision BIC Church; European/Mediterranean Administrator, BIC World Missions; Curriculum Specialist; Adjunct Lecturer, Trinity International University (Dearfield, Ill.); International Church Planting Coach; National Park Chaplin, Yellowstone/Grand Teton/US Virgin Islands.

Dawn Morton
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Assistant Professor of Christian Formation and Leadership

Education: B.A., Mt. Vernon Bible College; M.A.C.E., Ashland Theological Seminary; Ed.D., The Southern Baptist Theological Seminary.

Denomination: Free Methodist Church of North America.

Service: Youth Pastor/Assisting Minister in Ohio, Illinois and Minnesota with Foursquare Churches; CE Director in Ohio with Free Methodist Church; Operation Christmas Child Central Ohio Network/Collection Center Coordinator; Substitute Teach for Kidz Studio 252 at Ontario Free Methodist Church.

Research Interests: Historical, Theological, Philosophical, Developmental, Sociological, and Cultural Foundations of CE; African American CE; Teaching Ministry of the Church; Leadership; Adjunct Faculty Development; Social Science Research, and Online Education.

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Assistant Professor of Practical Theology

Education: B.S., Bowling Green State University; M.S., Florida International University; M.Div., Ashland Theological Seminary; Ph.D., Trinity Evangelical Divinity School.

Denomination: The Brethren Church.

Service: Public Education; Youth and Pastoral Ministry in Virginia and Ohio; Adjunct Professor, Ashland Theological Seminary; Director of Pre-seminary Program and Campus Ministries, Ashland University.

Research Interests: Union with God and its theological and practical impact on the Christian life; Evangelical spirituality in dialogue with the Eastern Christian tradition; Theological frameworks of ministry practice.
EMERITI FACULTY AND ADMINISTRATORS

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**Education:** A.B. Ashland University; M.Div. Ashland Theological Seminary; M.R.E. Associate Mennonite Biblical Seminary; D.Min. Consortium for Higher Education Religion Studies.  
**Denomination:** Brethren Church.  
**Service:** Pastor in Ohio, Pennsylvania, Indiana; Chaired the Denominational Board of Christian Education; General Conference Moderator.  
**Research Interests:** Discipleship, Adult Education, Brethren History, Spiritual Formation, Architecture.

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*Professor Emeritus of Theology and Spiritual Formation*  
**Education:** B.A., Ashland University; B.D., Ashland Theological Seminary; Th.M., Fuller Theological Seminary; Th.D., Southern Baptist Theological Seminary.  
**Denomination:** The Brethren Church.  
**Service:** Pastor in Ohio, Indiana, and Washington, D.C.; Secretary of General Conference of the Brethren Church; Task Force for Theological Statement of the Brethren Church.

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*Associate Professor Emeritus of Field Education*  
**Education:** B.A., Michigan State University; M.Div., Ashland Theological Seminary; D.Min., Ashland Theological Seminary.  
**Denomination:** Independent.  
**Service:** Adjunct, Ashland Theological Seminary; Founding Pastor of an Independent congregation; Vice Moderator of Presbytery; Pastor in Ohio; Public school teacher.  
**Research Interests:** Pastoral Ministries.

Douglas M. Little  
*Professor Emeritus of Counseling*  
**Education:** B.A., Miami University; M.A., Ph.D., Michigan State University; M.Div., Ashland Theological Seminary; Post-Doctoral Studies, Western Michigan.  
**Denomination:** The Brethren Church.  
**Service:** Instructor, Michigan State; Assistant Professor, State University of New York; Visiting professor, Towson State University; Family Consultant and Therapist; Associate Pastor in Ohio.  
**Research Interests:** Health and nutrition issues; Conflict management; Cross-cultural dynamics.

Marvin A. McMickle  
*Professor Emeritus of Homiletics*  
**Education:** B.A., Aurora College; M.Div., Union Theological Seminary; D.Min., Princeton Theological Seminary; D.D., Aurora College; Ph.D., Case Western Reserve University.  
**Denomination:** American Baptist and Progressive National Baptist.  
**Service:** Pastor in Ohio, New York, and New Jersey; Lecturer, New Brunswick Theological Seminary, Princeton Theological Seminary, and Ashland Theological Seminary; Instructor, Cleveland State University and Case Western Reserve University.  
**Research Interests:** Historic roles of African American clergy in film, literature, and oral history; Collector of figurines depicting African American religious life; The study of exegesis as the foundation for preaching.

Ronald L. Sprunger  
*Professor Emeritus of Music*  
**Education:** B.S., Bluffton College; M.A., Kent State University; D.M.M., Southern Baptist Theological Seminary.  
**Denomination:** Brethren in Christ.  
**Service:** Assistant Professor, Kent State University, Mansfield State College, and North Central Bible College; Associate Professor, Nyack College.  
**Research Interests:** Composing and arranging music for piano, organ, and choir; Exploring the use of MIDI to facilitate the development of the keyboard musician’s skills in transposition, modulation, and improvisation.

O. Kenneth Walther  
*Professor Emeritus of New Testament and Greek*  
**Education:** A.B., Wheaton College; M.A.T., Northwestern University; B.D., Northern Baptist Theological Seminary; Ph.D., University of St. Andrews, St. Andrews, Scotland.  
**Denomination:** American Baptist.  
**Service:** Instructor in Greek and Latin; Pastor in Illinois, New York, and Ohio; Lecturer in New Testament Studies at St. Mary’s College, University of St. Andrews; Officer of local chapter of Archaeological Institute of America.  
**Research Interests:** Greek and Latin texts and manuscripts; Curator of the artifacts and epigraphic materials at ATS.
ADMINISTRATION AND STAFF

Office of the President

John C. Shultz
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Education: B.A., Ashland University; M.Div., Ashland Theological Seminary; Ph.D., Purdue University; Counseling Internship, Ohio State University.
Denomination: The Brethren Church.

Charlotte Cole
Executive Assistant to the ATS President
Education: Attended North Central Technical College.
Denomination: United Methodist.
Service: March of Dimes, Relay for Life, United Methodist Church Youth Ministries.

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Associate Professor of Practical Theology
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Denomination: Lutheran.

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Denomination: Brethren.

Office of the Dean

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Academic Dean
Professor of Historical Theology & Wesleyan Studies
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Education: B.A., Valparaiso University; M.Div., Duke University; Ph.D., Duke University; Post-graduate studies, University of Bristol, England.
Denomination: United Methodist Church.

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Administrative Assistant to the Academic Dean and Faculty
Denomination: Association of Evangelical Churches.

Matthew Bevere
Associate Dean, Doctor of Ministry Program
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Denomination: United Methodist.

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Associate Dean for Academic Advising and Scheduling
Education: B.S., David N. Myers College; M.Div., Pastoral Counseling, Ashland Theological Seminary; D.Min., Black Church Studies, Ashland Theological Seminary; In Pursuit: Ph.D., Educational Psychology, University of Toledo.
Denomination: Baptist.
Service: Ordained Minister; MBTI Practitioner; D.Min. Advisor; Co-Founder, New Life Restoration Ministries; Marriage Ministry; Discipleship Ministry; Curriculum/Bible Study for Women and Small Groups; Pastoral Counseling and Mentoring for Women.
Research Interests: Women in Leadership; Womanist Studies; Mentoring and Counseling for African-American Families; Christian Education and Discipleship; Curriculum Design and Development; Myers Briggs Type Indicator; Social Justice; Educational Psychology.
David P. Mann  
**Associate Dean for Counseling Programs**  
**Professor of Counseling**  
**Education:** B.S., North Central University; M.A., Ashland Theological Seminary; Ph.D., Kent State University.  
**Denomination:** Interdenominational.

Dawn Morton  
**Associate Dean for Institutional Assessment**  
**Assistant Professor of Christian Formation and Leadership**  
**Education:** B.A., Mt. Vernon Bible College; M.A.C.E., Ashland Theological Seminary; Ed.D., The Southern Baptist Theological Seminary.  
**Denomination:** Free Methodist Church of North America.

Office of the Registrar

Lori K. Lower  
**Registrar of Ashland Theological Seminary**  
**Education:** B.S., Grace College; Graduate Studies, Ashland Theological Seminary.  
**Denomination:** Brethren in Christ.  
**Research Interests:** Church Music/Worship; Spiritual Formation.

Laura Bedocs  
**Assistant Registrar/D.Min.**  
**Denomination:** Brethren.
Office of Institutional Advancement

William P. Gravitt, III  
**Vice President of Institutional Advancement**  
**Education:** B.S., Pastoral Ministries, Toccoa Falls College; M.A.C.P.C., Ashland Theological Seminary.  
**Denomination:** The Brethren Church.  
**Service:** Board Member, Associated Charities/Food Bank, Ashland, OH; Board Member, Ashland City School Board.  
**Research Interests:** Anxiety and depression trends and treatment; Politics; Personal and family leadership.

Jill Slater  
**Director, ATS Annual Fund and Grant Proposals**  
**Education:** BSW, Harding University.  
**Denomination:** Independent  
**Service:** Grants, NWOCYC, ACCP Organization, Reading Literacy Training.

Angela Weimer  
**Director of Alumni and Community Development**  
**Education:** B.A., Muskingum University; M.A, John Carroll University.  
**Denomination:** Vineyard International.  
**Service:** Vineyard Christian Fellowship Leadership  
**Research Interests:** Kingdom Studies, Practical Theology.

Amy Burns  
**Administrative Assistant to Advancement and Alumni Relations**  
**Denomination:** Evangelical Free.

Office of Recruitment and Enrollment

Roberto Christian Ponce  
**Associate Vice President of Marketing and Recruitment**  
**Education:** B.A., M.A., Drury University.  
**Denomination:** Non-Denominational  
**Service:** Grace Pointe Church Board in Indianapolis; Hispanic Ministries, Simultaneous Interpreting; Keep Indianapolis Beautiful Board; Indy Reads Board.  
**Research Interests:** Cross-cultural ministries; marketing and public relations; Hispanic leadership initiatives.

Glenn Black  
**Associate Vice President for Enrollment and Student Services**  
**Education:** B.A., Ashland University; M.A.P.C., Ashland Theological Seminary.  
**Denomination:** The Brethren Church.  
**Service:** Youth Pastor in Indiana and Arizona; Congregational Ministries Council of the Brethren Church; National Youth Advisor for the Brethren Youth in Christ; Advisor to The Well at Ashland University.  
**Research Interests:** Spiritual formation; College student ministry; Christianity and culture.

Wanda M. Coleman  
**Director of Recruitment, Doctor of Ministry Program**  
**Education:** B.A., The Ohio State University; M.Div., Ashland Theological Seminary; *In Pursuit*: D.Min., Black Church Studies, Ashland Theological Seminary.  
**Denomination:** United Church of Christ.  
**Service:** Associate Minister in Ohio; Christian Education Instructor; Worship Leader; Choir Directress; Conference/Retreat Speaker.  
**Interests:** Women in Ministry/Women’s Studies; Healing and Deliverance; Spiritual Warfare, Intercessory Prayer, Race and Gender; Leadership Training and Development.
Miles Larson
Enrollment Counselor, ATS
Coordinator of Student Life

Denomination: Brethren.
Service: Associate Pastor, Community Pastor 5stones Community Church.

Renee Johnson
Coordinator of Admissions

Education: B.A., Wittenberg University; M.A., Ashland Theological Seminary (Clinical Pastoral Counseling).
Denomination: Church of the Brethren.
Service: Licensed Clinical Counselor in Ohio; Grief Support Group Leader; Singer—church praise team.

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Digital Services Librarian

Education: B.A., Ohio Valley University; M.L.I.S Kent State University.
Denomination: Church of Christ.
Research Interests: Digital Divide, Online Education.

Library

Sylvia Locher
Library Director, Ashland Theological Seminary

Education: B.A., European Nazarene Bible College; M.L.S., Kent State University; M.A., Ashland Theological Seminary.
Denomination: Church of the Nazarene.
Service: Participant in ministries for children and youth; Librarian, Mount Vernon Nazarene University.
Research Interests: German Lutheran Pietism; Theological German; Anabaptism; Dietrich Bonhoeffer.

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Education: B.A., Wittenberg University; M.A., Ashland Theological Seminary (Clinical Pastoral Counseling).
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Service: Licensed Clinical Counselor in Ohio; Grief Support Group Leader; Singer—church praise team.
Program Directors and Coordinators

Doug Cooper
Director of City Gates Initiative
Denomination: Brethren.
Service: Red Red Design, Development Director; Park Street Brethren Church, Director of Worship and Young Adults; Whitcomb and Hess Director of Business Development.

Michael Cook
Program Administrator, City Gates Initiative
Education: B.M., Ashland University.
Denomination: Brethren.
Research Interests: Theology of Work, Marketplace Leadership, Cultural Restoration.

Thomas W. Gilmore
Coordinator of Education, Cleveland Center
Education: B.S., Case Western Reserve University; M. Div., Ashland Theological Seminary; D. Min., Ashland Theological Seminary.
Denomination: American Baptist Churches, USA.
Service: Adjunct and D.Min. Advisor, Ashland Theological Seminary; Pastor in Ohio; Cleveland Baptist Association; Ministers Council of ABCUSA; Wade Park Cluster of Churches; United Pastors in Missions.
Research Interests: Pastoral and Clergy Care; Formational Prayer and Spiritual Leadership; Prayer, a motif for change.

Aaron Huestis
Director of Instructional Technology and eLearning
Education: B.A., Secondary and Elementary Education, Anderson University; M.A., Instructional Technology & eLearning, University of Central Florida. Additional education in project management, computer and network maintenance, motorcycle maintenance and bicycle maintenance.
Denomination: Non-Denominational.
Research Interests: Preserving human connection in distance learning.

Brad Imhoff
Director of Smetzer Counseling Center
Education: B.A., Muskingum College; M.A., Ashland Theological Seminary; Ph.D. (in progress), Ohio University.
Denomination: Non-Denominational.
Service: Licensed Professional Counselor, Ohio; Awards Chair, Ohio Counseling Association; Conference Program Reviewer, Association for Counselor Education & Supervision and Ohio Counseling Association.
Research Interests: Grief and loss; grief counseling training; group counseling; substance abuse & process addictions.

Jerrolynn Johnson
Assistant Professor of Counseling
Assistant Director, Detroit Center
Director of Detroit Counseling Program
Education: B.S., Alma College; M.A., D.Min., Ashland Theological Seminary; Ph.D., Wayne State University School of Medicine.
Denomination: Disciples of Christ.
Service: Adjunct Instructor—Wayne County Community College, Great Lakes Christian College, Ashland Theological Seminary, Ecumenical Theological Seminary; Ordained Minister and Elder in Michigan; Vice Moderator of Michigan Regional Board of Christian Church (Disciples of Christ); Formational Counseling certification; Formational prayer/discipleship groups for female intercessors, Seminarians and clergy/leadership teams; Assistant during Formational Prayer seminars.
Research Interests: Developmental Psychology, especially issues of attachment; formational counseling as a vehicle of spiritual direction for church members, children, and seminary students; importance of small group ministry within the church and seminary; African American women within the Body of Christ.
William H. Myers  
Founder and Director of Black Church Studies Program  
**Education:** B.B.A., M.B.A., Cleveland State University; M.A., M.Div., D.Min., Ashland Theological Seminary; Ph.D., University of Pittsburgh.  
**Denomination:** Baptist.

Crystal Walker  
Vice President of Academic Affairs and COO, McCreary Center for African American Religious Studies  
Assistant Director of Black Church Studies Program  
**Education:** M.A., D.Min., Ashland Theological Seminary  
**Denomination:** Baptist.  
**Service:** Assistant Pastor, New Mt. Zion Baptist Church; Professional Fellow, Practical Theology; Founder, Sister’s United in Christ, USA.  
**Research Interests:** Womanist Theology, Youth Ministry, Church Building, Church Planting, Leadership Development, and the Black Church and Family.

Terry Wardle  
Director of the Institute of Formational Counseling  
**Education:** B.A., Geneva College; M.Div., Pittsburgh Theological Seminary; D.Min., Fuller Theological Seminary.  
**Denomination:** The Brethren Church.

Lynne Lawson  
Assistant Director of The Institute of Formational Counseling  
**Education:** B.S., Ashland University; Graduate Studies, Bowling Green State University and Kent State University.  
**Denomination:** The Brethren Church.  
**Service:** Office Manager, Program Specialist, Coordinator and Administrator for seminars and other initiatives; budget management, advisory board for Certificate in Formational Prayer; advisory board for HCM International; Treasurer for HCM International.

Matthew A. Lewis  
Director of Excellence in Leadership  
Director of Ministry Cohort Program  
Assistant Professor of Practical Theology  
**Education:** B.A., Messiah College; M.Div., North Park Theological Seminary; D.Min., Ashland Theological Seminary.  
**Denomination:** Brethren in Christ.

Mary L. Lutz  
Coordinator of Education, Columbus Center  
**Education:** B.A., Chapman University; M.S., Indiana University; Ph.D., The Ohio State University.  
**Denomination:** Vineyard.  
**Service:** Retreats, seminars, workshops and experiential education.  
**Research Interests:** Large United Methodist Church appointment failures, Women in ministry, moral and ethical development, leadership, human and organizational development, seminary education and the professional identity development of pastors.

Pamela Pangborn  
Coordinator of Education, Detroit Center  
**Education:** B.F.A., Syracuse University; M.Div., P.C., Ashland Theological Seminary.  
**Denomination:** Evangelical Covenant Church.  
**Service:** Pastor in Michigan; Adjunct, Ashland Theological Seminary; L.L.P.C. in Michigan; Spiritual Director.
John Swope
Director of Field Education
Education: B.S., Bowling Green State University; M.S., Florida International University; M. Div., Ashland Theological Seminary; Ph. D., Trinity Evangelical Divinity School.
Denomination: The Brethren Church.

Jim Thomas
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Education: B.A., Bowling Green State University.
Denomination: Brethren.
Service: Pension Administrator for the Churches of God, General Conference.

Support Staff

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Denomination: Evangelical Free.

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Administrative Assistant, Clinical Mental Health Counseling

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Education: B.A., Sociology, University of Michigan; M.A., Practical Theology, Ashland Theological Seminary.
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*Building Services*  
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*Building Services*  
Denomination: Independent.

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**PROFESSIONAL FELLOWS**

- Allan R. Bevere (Church History, Theology, and Philosophy Department)
- Ronald Emptage (Church History, Theology, and Philosophy Department)
- Paul Kaufman (Church History, Theology, and Philosophy Department)
- Russell Morton (Biblical Studies Department)
- Charlene Moss (Biblical Studies Department)
- Crystal Walker (Practical Theology Department)

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**ADJUNCT FACULTY 2014-2015**

**BIBLICAL STUDIES DEPARTMENT**

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<th>Tim Crow</th>
<th>Jennifer Noonan</th>
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<tr>
<td>Henri Goulet</td>
<td>Dan Rickett</td>
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<td>Donna Laird</td>
<td>Ken Walther</td>
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<td>MarShondra Lawrence</td>
<td>Linda Walther</td>
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<tr>
<td>Russell Morton</td>
<td>Mariah Wright</td>
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**CHURCH HISTORY, THEOLOGY, AND PHILOSOPHY DEPARTMENT**

<table>
<thead>
<tr>
<th>Allan Bevere</th>
<th>Matt Hamsher</th>
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<tr>
<td>Christopher Dorsey</td>
<td>Jane Jacques</td>
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<td>J. Robert Douglass</td>
<td>Lynn Karidis</td>
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<tr>
<td>Ron Emptage</td>
<td>Onalee Pierce</td>
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<tr>
<td>Andy Hamilton</td>
<td>Sharon Rowland</td>
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**COUNSELING DEPARTMENT**

<table>
<thead>
<tr>
<th>Patricia Barrett</th>
<th>Ray Isackila</th>
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<tr>
<td>Marcus Bradley</td>
<td>Katherine James</td>
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<td>Jeffrey Caldwell</td>
<td>Linda Kelso</td>
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<td>Joanna Cline</td>
<td>Sharon Marshall</td>
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<td>Michael Coffman</td>
<td>Mashavu McKinstry</td>
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<td>Teresa Davis</td>
<td>Robert Seymour</td>
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<td>Matt Fullen</td>
<td>Jerry Strausbaugh</td>
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<td>Mary Rose Hamparian</td>
<td>Mary Jo Walters</td>
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<tr>
<td>Nyreia Harrington</td>
<td>Tracy Whiteside</td>
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<tr>
<td>Brad Imhoff</td>
<td>Todd Yordy</td>
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ENDOWED CHAIRS

The Charles and Anna Frey Brethren In Christ Chair
Mr. and Mrs. Charles Frey of Conestoga, Pennsylvania, have been active laity in the Brethren in Christ Church for many years. The establishment of a Brethren in Christ Chair is both to recognize God’s continual blessings and to train Christian leaders for ministry within the Brethren in Christ Church.

The H. R. Gill Family Chair in Theology
The Chair in Theology has been established by Mr. H. R. Gill II and family in memory of Tina Phillips Gill and David Fredrick Gill. Mr. H. R. Gill II, an Ashland industrialist, has been a lifelong friend of the University. He is a member of the Board of Trustees. Mr. Gill is committed to excellence in business, life, community, and church.

The Hollewell Chair in Evangelism
Mr. and Mrs. Harlan Hollewell of Milledgeville, Illinois, have established an endowed Chair in Evangelism to train pastoral leaders. The Hollewells have been active members of the Milledgeville First Brethren Church. Wilma and Harlan have served in many local, district, and national leadership positions for the Brethren Church.

The J. Ray Klingensmith Chair in Church Planting
The Chair in Church Planting has been established through the joint efforts of the Brethren Church and Ashland Theological Seminary. It is named in memory of Dr. J. Ray Klingensmith, who served the Missionary Board, Ashland University, and Ashland Theological Seminary with distinction.

The Kenneth and Lois Miller Chair of Music/Evangelism
The Chair of Music/Evangelism was established by Kenneth R. and Lois N. Miller, devoted Christians who led music in special services in hundreds of churches during their lifetime. Their ideal was to glorify God and complement Gospel preaching. They desired that this continue in the lives and ministry of the students from the many denominations at Ashland Theological Seminary.