2020-2021 ACADEMIC CATALOG

Volume LXXVIII
CENTER LOCATIONS
Toll-free: 1-866-ATS-OHIO

Ashland Center
910 Center Street
Ashland, OH 44805
(419) 289-5161

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

Columbus Center
1900 E. Dublin-Granville Road
Columbus, OH 43229 24901
(614) 396-9130

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

Website: https://seminary.ashland.edu/

Email: ats-ohio@ashland.edu
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Locations</td>
<td>2</td>
</tr>
<tr>
<td>Message From The Executive Dean</td>
<td>7</td>
</tr>
<tr>
<td>Accreditation of Ashland Theological Seminary</td>
<td>8</td>
</tr>
<tr>
<td>Provisions of the Academic Catalog</td>
<td>8</td>
</tr>
<tr>
<td>General Information</td>
<td>11</td>
</tr>
<tr>
<td>Mission of Ashland University</td>
<td>11</td>
</tr>
<tr>
<td>Mission of Ashland Theological Seminary</td>
<td>11</td>
</tr>
<tr>
<td>Core Values of the Seminary</td>
<td>12</td>
</tr>
<tr>
<td>Religious Heritage</td>
<td>12</td>
</tr>
<tr>
<td>Anabaptist/Pietist Heritage</td>
<td>12</td>
</tr>
<tr>
<td>Church Relationship</td>
<td>12</td>
</tr>
<tr>
<td>Historical Background</td>
<td>13</td>
</tr>
<tr>
<td>Diversity and Unity</td>
<td>14</td>
</tr>
<tr>
<td>Social Justice</td>
<td>14</td>
</tr>
<tr>
<td>Community Life</td>
<td>14</td>
</tr>
<tr>
<td>Globalization</td>
<td>14</td>
</tr>
<tr>
<td>Statement of Faith</td>
<td>14</td>
</tr>
<tr>
<td>Centers</td>
<td>16</td>
</tr>
<tr>
<td>Ashland (ASH) Center</td>
<td>16</td>
</tr>
<tr>
<td>Cleveland (CLE) Center</td>
<td>16</td>
</tr>
<tr>
<td>Columbus (COL) Center</td>
<td>16</td>
</tr>
<tr>
<td>Detroit (DET) Center</td>
<td>17</td>
</tr>
<tr>
<td>Online (ONL)</td>
<td>17</td>
</tr>
<tr>
<td>Collections &amp; Library Resources</td>
<td>18</td>
</tr>
<tr>
<td>Archives</td>
<td>18</td>
</tr>
<tr>
<td>Art Collection</td>
<td>18</td>
</tr>
<tr>
<td>Delbert and Romayne Flora Collection of Holy Land Pottery</td>
<td>18</td>
</tr>
<tr>
<td>Douglas and Jean Sherman Manuscript Library</td>
<td>18</td>
</tr>
<tr>
<td>Frank Cuneiform Collection</td>
<td>18</td>
</tr>
<tr>
<td>Robert Houston Smith Archaeological Collection</td>
<td>18</td>
</tr>
<tr>
<td>Library Resources</td>
<td>18</td>
</tr>
<tr>
<td>Darling Memorial Library</td>
<td>18</td>
</tr>
<tr>
<td>Community Life</td>
<td>20</td>
</tr>
<tr>
<td>The Seminary Community</td>
<td>20</td>
</tr>
<tr>
<td>Chapel</td>
<td>20</td>
</tr>
<tr>
<td>Chi Sigma Iota</td>
<td>20</td>
</tr>
<tr>
<td>Eta Beta Rho</td>
<td>20</td>
</tr>
<tr>
<td>Smetzer Counseling Center</td>
<td>20</td>
</tr>
<tr>
<td>Disabilities</td>
<td>20</td>
</tr>
<tr>
<td>Campus Wellness</td>
<td>20</td>
</tr>
<tr>
<td>Lounges</td>
<td>21</td>
</tr>
</tbody>
</table>
Independent Study ................................................................. 34
Contracted Study .............................................................. 35
Program Duration & Statute of Limitations ........................... 35
Registration & Matriculation ............................................... 35
Grade Policies ........................................................................ 35
Satisfactory Progress and Graduation Policies ....................... 37
Academic Probation ............................................................ 37
Conferral of Degrees & Participation in Commencement ........... 37
Dismissal of Students ........................................................ 37
Graduation Requirements ................................................... 37
Honors Designation ........................................................... 38
Student Responsibility ......................................................... 38
Academic Programs ............................................................ 39
Theological Education and Seminary Programs ....................... 39
Field Education ...................................................................... 40
Clinical Pastoral Education (CPE) And Chaplaincy Programs ..... 41
Master of Arts (Biblical Studies) ........................................... 42
Master of Arts in Black Church Studies .................................. 43
Master of Arts (Historical & Theological Studies) .................... 44
Master of Arts in Christian Ministries .................................... 45
Master of Arts in Clinical Mental Health Counseling ............. 46
Master of Arts in Counseling .............................................. 50
Master of Divinity ............................................................... 52
Master of Divinity (Chaplaincy) ............................................ 54
Doctor of Ministry .............................................................. 56
Specialized Programs and Partnerships .................................. 58
Course Descriptions ............................................................ 60
Course Numbering System .................................................. 60
Course Prefixes & Track Abbreviations for the Doctor of Ministry Program ........................................ 60
Numerical Classification System .......................................... 60
Black Church Studies (BCS) ............................................... 60
General Biblical Studies (BSG) ........................................... 62
Chaplaincy (CHP) ............................................................... 64
Church History (CHS) ........................................................ 64
Clinical Counseling (CLC) .................................................. 66
Christian Leadership (CLD) ................................................. 69
Counseling (CNS) .................................................................. 69
Christian Education (CRE) .................................................. 71
Christian Theology (CTH) .................................................... 72
Christian Worship (CWP) .................................................... 74
Ethics (ETH) .......................................................................... 74
Evangelism (EVG) .............................................................. 74
Field Study (FLD) .................................................................. 75
Homiletics (HOM) .............................................................. 75
Interdisciplinary Studies (ITS) .............................................. 76
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missions (MSS)</td>
<td>76</td>
</tr>
<tr>
<td>New Testament (NTS)</td>
<td>76</td>
</tr>
<tr>
<td>Old Testament (OTS)</td>
<td>79</td>
</tr>
<tr>
<td>Pastoral Counseling and Care (PCC)</td>
<td>81</td>
</tr>
<tr>
<td>Practical Theology (PTS)</td>
<td>82</td>
</tr>
<tr>
<td>Spiritual Formation (SPF)</td>
<td>83</td>
</tr>
<tr>
<td>Doctor of Ministry Course Descriptions (DMN)</td>
<td>84</td>
</tr>
<tr>
<td>Black Church Studies Track</td>
<td>84</td>
</tr>
<tr>
<td>Chaplaincy Track (DMN)</td>
<td>85</td>
</tr>
<tr>
<td>Independent Design Track</td>
<td>85</td>
</tr>
<tr>
<td>Transformational Leadership Track (DMN)</td>
<td>85</td>
</tr>
<tr>
<td>Seminary Personnel</td>
<td>86</td>
</tr>
<tr>
<td>Administration</td>
<td>86</td>
</tr>
<tr>
<td>Faculty &amp; Administrators With Faculty Status</td>
<td>86</td>
</tr>
<tr>
<td>Emeriti Faculty</td>
<td>87</td>
</tr>
<tr>
<td>Staff</td>
<td>87</td>
</tr>
<tr>
<td>Professional Fellows</td>
<td>88</td>
</tr>
<tr>
<td>Adjunct Faculty 2020-2021</td>
<td>88</td>
</tr>
<tr>
<td>Endowed Chairs</td>
<td>89</td>
</tr>
<tr>
<td>Communication with the Seminary</td>
<td>90</td>
</tr>
<tr>
<td>Cleveland Center</td>
<td>90</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling Program</td>
<td>90</td>
</tr>
<tr>
<td>Columbus Center</td>
<td>90</td>
</tr>
<tr>
<td>Detroit Center</td>
<td>90</td>
</tr>
<tr>
<td>Doctor of Ministry Program</td>
<td>90</td>
</tr>
<tr>
<td>Enrollment, Scholarships, and Student Services:</td>
<td>90</td>
</tr>
<tr>
<td>Seminary Housing</td>
<td>90</td>
</tr>
<tr>
<td>Susan Icenhour, ext. 5161; <a href="mailto:sicenhour@ashland.edu">sicenhour@ashland.edu</a></td>
<td>90</td>
</tr>
<tr>
<td>Faculty Personnel</td>
<td>90</td>
</tr>
<tr>
<td>Field Education</td>
<td>90</td>
</tr>
<tr>
<td>Financial Needs</td>
<td>90</td>
</tr>
<tr>
<td>General matters and trustee affairs</td>
<td>90</td>
</tr>
<tr>
<td>Information Technology/Resources</td>
<td>90</td>
</tr>
<tr>
<td>Library</td>
<td>90</td>
</tr>
<tr>
<td>Main Desk</td>
<td>90</td>
</tr>
<tr>
<td>Registrar (Class Registration, Change of Concentration, Transcripts, International Student Information, Loan Deferments)</td>
<td>90</td>
</tr>
<tr>
<td>Smetzer Counseling Center</td>
<td>90</td>
</tr>
<tr>
<td>Seminary Campus Map</td>
<td>91</td>
</tr>
</tbody>
</table>
Welcome to Ashland Theological Seminary!

I am honored to welcome you as you begin your journey in seminary. We are in our 114th year of ministry which includes a rich and distinctive history of commitment to scripture, academic excellence, community, and spiritual formation. During your time at Ashland Theological Seminary you will be challenged to learn and grow in your classes and through your interaction with professors, staff and classmates.

You will add to the rich diversity of denominations and church experiences, ethnic backgrounds, nationalities, and theological perspectives of women and men at various stages of life and spiritual development. As you will discover, Ashland is an exciting and dynamic environment for a transformational learning experience. Your presence enriches not only your experience, but that of your fellow students and us as an institution.

We are grateful to God that you will be part of Ashland and it is our prayer that you will be challenged, enriched, and encouraged. Our faculty and staff look forward to meeting and working with you. Our hope is that you will experience a sense of readiness for a lifetime of spiritual growth in ministry upon completing your studies at Ashland Theological Seminary.

God bless you on the journey.

John Byron PhD
Dean of the Seminary
Professor of New Testament
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 https://www.hlcommission.org/.

The Seminary is also accredited by The 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 in Black Church Studies
- Master of Arts (Historical & Theological Studies)
- Master of Arts in Clinical Mental Health Counseling
- Master of Arts in Counseling
- Master of Arts in Christian Ministries
- Master of Divinity
- Master of Divinity (Chaplaincy)
- Doctor of Ministry

Contact: The Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS), 10 Summit Park Drive, Pittsburgh, PA 15275. Telephone: (412) 788-6505; Fax: (412) 788-6510; https://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). The faculty of the counseling programs holds 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.

PROVISIONS OF THE ACADEMIC CATALOG

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 September 1, 2020, and applies to the 2020-2021 academic year. 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'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.

The purpose of the Family Educational Rights and Privacy Act (FERPA) is to require 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 a Seminary policy that no data from student records be provided to non-university agencies for mailing purposes.

In accordance with the Federal Educational Rights and Privacy Act of 1974 (FERPA), Ashland Theological Seminary may list “Directory Information” without a student’s consent. Students may withhold directory information by presenting a written request to the Office of the Registrar. When the student’s name is “accessed in the computer” the statement “Do Not Release Information” will appear. The non-disclosure form is honored until it is revoked in writing by the student. For clarification,
questions or inquiries regarding compliance contact: the Registrar, Ashland Theological Seminary, 910 Center Street; Ashland, Ohio 44805.

The law further provides students with the right to review the information contained in their educational records, with the exception of reference forms or other material for which the student has waived his or her right to access for recommendations received prior to January 1, 1975. This information includes but is not limited to: an application for admission, copies of correspondence to the student, and transcripts of college and/or seminary work. In order to review the material belonging to his or her educational record, the student must make a written request of the appropriate administrative office, which will set up a time for the student to do so within 45 days.

Visit https://www.ashland.edu/administration/office-records-and-registration/ferpa for more information about FERPA and full policy.

The Student Right-to-Know Act, passed by Congress in 1990, requires institutions eligible for Title IV funding, under the Higher Education Act of 1965, to calculate completion or graduation rates of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to current and prospective students. This information is provided on the Seminary website. To read more about the Student Right-to-Know Act, please visit the National Center for Education Statistics website at http://nces.ed.gov.
### ASHALD THEOLOGICAL SEMINARY
Academic Calendar 2020-21

**August**
- 1 Last day to apply for Fall Semester Completion (attending May 2021 Commencement Ceremony)
- 18, 19, 20 New Student Orientation

**FALL SEMESTER: August 31-December 17, 2020**

<table>
<thead>
<tr>
<th>August</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 Fall Semester Begins</td>
<td>25-27 CAMPUSES CLOSED</td>
<td>Graduation application deadline for Spring Semester completion (attending 2021 Commencement Ceremony)</td>
</tr>
<tr>
<td>September</td>
<td>30 Classes resume</td>
<td>Last Day of Fall Semester</td>
</tr>
<tr>
<td>2 Fall Opening Convocation</td>
<td>17 Summer “E” (extension) Grades Due</td>
<td>Fall Graduates Degree Completion Date</td>
</tr>
<tr>
<td>7 Labor Day – NO CLASSES</td>
<td>17 Fall Graduates Degree Completion Date</td>
<td>Fall Semester Grades Due (noon)</td>
</tr>
<tr>
<td>8 Last Day to Add a Course</td>
<td>18 Last Day to Drop a Course without a “W” grade</td>
<td></td>
</tr>
<tr>
<td>15 Dmin Dissertation deadline for Fall graduation</td>
<td>29 Summer “I” (incomplete) Grades Due</td>
<td></td>
</tr>
<tr>
<td>29 Summer “I” (incomplete) Grades Due</td>
<td>18,19,20 May 2021 Commencement Ceremony</td>
<td></td>
</tr>
</tbody>
</table>

**November**
- 1 Spring Semester Registration Opens
- 23 MONDAY CLASSES MEET
- 24-27 Thanksgiving Break—NO CLASSES

**December 18 – January 10**
- Christmas Break - NO CLASSES
- Campuses closed from December 23 – January 5

**SPRING SEMESTER: January 11 – May 6, 2021**

<table>
<thead>
<tr>
<th>January</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Spring Semester Registration Deadline</td>
<td>15 Classes resume</td>
<td>Easter Break (starts Apr 1 at 4pm)</td>
</tr>
<tr>
<td>11 Spring Semester Begins</td>
<td>31 Classes end at 5:00 p.m.</td>
<td>May</td>
</tr>
<tr>
<td>18 Martin Luther King, Jr. Day – NO CLASSES</td>
<td>22 Registration Opens for Summer AND Fall Sessions</td>
<td></td>
</tr>
<tr>
<td>19 Last Day to Add a Course</td>
<td>22 Registration Opens for Summer AND Fall Sessions</td>
<td>May</td>
</tr>
<tr>
<td>29 Last Day to Drop Course without “W” grade</td>
<td>22 Registration Opens for Summer AND Fall Sessions</td>
<td>6 Last Day of Spring Semester</td>
</tr>
</tbody>
</table>

**February**
- 9 Fall “I” (incomplete) Grades Due
- 15 Dmin Dissertation deadline for Spring graduation

**March**
- 1 Graduation application deadline for Summer completion (attending 2021 Commencement Ceremony)
- 8-12 Spring Break

**April**
- 1-4 Easter Break (starts Apr 1 at 4pm)

**May**
- 6 Last Day of Spring Semester
- 6 Fall “E” (extension) Grades Due
- 9 Summer Registration Deadline
- 12 Spring Semester Grades Due (noon)
- 15 2020-21 Scholarship Application Deadline
- 15 Seminary COMMENCEMENT Ceremony – 10:00 a.m.

**SUMMER TERM: May 10 – August 26, 2021**

<table>
<thead>
<tr>
<th>May</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Summer Session Begins</td>
<td>1 Scholarship Award Confirmations Due Back</td>
</tr>
<tr>
<td>17 Last Day to Add a Course</td>
<td>1 Graduation Application Deadline for Fall Semester Completion (attending 2021 Commencement Ceremony)</td>
</tr>
<tr>
<td>17 Last Day to Drop Course without “W” grade</td>
<td></td>
</tr>
<tr>
<td>31 Memorial Day—NO CLASSES; CAMPUSES CLOSED</td>
<td>20 Completion Date for Summer Graduates</td>
</tr>
</tbody>
</table>

**June**
- 8 Spring “I” (incomplete) Grades Due
- 26 Last Day of Summer Classes
- 29 Fall Semester Registration Deadline

**July**
- 1 Notification of Scholarship Awards
- 1 Summer Grades Due (noon)

Revised 3/25/20
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 2,400 full-time undergraduate students. Ninety-two percent of these students are from Ohio, while students also come from 42 other states and 37 countries. The University’s total enrollment is 5,700 students, and this includes graduate programs in business, education, and theology and the off-campus centers in Cleveland, Columbus, Mansfield, Massillon and Elyria.

Identity
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 an accent on the individual, the University provides students an environment that promotes Ashland University’s values and respect toward each person.

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

MISSION OF ASHLAND THEOLOGICAL SEMINARY

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 a 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 a certificate, 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 two statements that affirm Ashland Theological Seminary’s approach to theological education.

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.

**Core Values of the Seminary**

A Graduate Division of Ashland University

**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 a community. We express community through the 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 engagement 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. The 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 sacrely 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, historic, 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 an evangelical seminary with a student body of about 600 students representing various 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 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.

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 to 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 centers (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 well-being 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 go 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, 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.

**GLOBALIZATION**

Globalization at Ashland Theological Seminary is a shared vision of the universal reign of God that brings our perceptions, attitudes, and actions in harmony with God’s plans to advance the kingdom through the evangelization of all people groups and the implementation of activities that actualize shalom. This plan, realized in Jesus Christ and his Lordship over all creation, leads us to acknowledge the interdependence of all persons and all aspects of life, and to embrace our neighbors, near or far, as the counterpart and partner without whom we are incomplete. As an expression of its institutional mission, ATS encourages hospitality, witnessing, and mutual exchange between those in different social and geographical locations, thereby contributing to God’s purpose of creating a faithful people composed of men and women from every language, nation, tribe, and people.

**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:

- 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 with sufficient in themselves as the rule of faith and practice.

- 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.

- 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 our 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.

- The Holy Spirit, the 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.

- 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 have within themselves no means of recovery.

- That salvation is a 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.

- 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 (ASH) CENTER

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 Center 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 Student Lounge facility, Sandberg Building, Smetzer Counseling Center, and student apartments. Two statues by sculptor and artist Max Greiner, of Texas, grace the center: The Divine Servant and The Fisher of Men. The property also includes a prayer garden. Some long-term housing is available on an annual contract basis, and short-term housing is available for overnight, weekends, or one-week periods.

**Class Hours of Operation**

The Ashland Center runs a full academic schedule with classes offered five days a week.

Fall, Spring and Summer: Monday-Friday 8:00 a.m. to 9:00 p.m.

**Programs**

The following degrees may be pursued at the Ashland Center: Master of Arts (Biblical Studies); Master of Arts (Historical & Theological Studies); Master of Arts in Clinical Mental Health Counseling; Master of Arts in Christian Ministries; Master of Divinity, and Doctor of Ministry. For further information, contact the Office of Recruitment at (614) 396-9130

CLEVELAND (CLE) 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 University. The Cleveland Center is located at 6500 Rockside Road, Suite 130, Independence, OH 44131. Independence, Ohio is centrally located in the greater Cleveland area. 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 helps to provide a sense of community and facilitates building relationships during break time and during chapel.

**Class Hours of Operation**

Classes at the Cleveland Center are held:

Monday, Tuesday, Thursday, and Friday evening from 6:00-9:00pm

Saturdays from 8:00am to 4:00 pm

**Programs**

Students can complete the Master of Divinity degree and the Master of Arts in Christian Ministries at the Cleveland Center. For all other degree programs, they must complete at least half of their course work at the Ashland center. For further information, contact the Office of Recruitment at (614) 396-9130

COLUMBUS (COL) CENTER

Columbus is the capital of and the largest city in the State of Ohio. With a population of over 800,000, it is 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 1900 E. Dublin-Granville Rd., Columbus, OH 43229. The seminary suite is approximately 8,220 square feet on the second floor of the Ashland University academic facility. It is comprised of faculty and adjunct offices with collaboration space, 5 classrooms, and a student lounge area. In addition to the dedicated suite space, the rest of the 65,000 square-foot facility provides shared amenities, such as computer labs, administrative and customer service areas, additional classrooms, and a central outdoor courtyard.
**Class Hours of Operation**

Classes at the Columbus Center are held:

Monday-Thursday evenings 6:00-9:00pm

Weekend classes: Friday evenings 6:00-9:00pm; and Saturdays 8:00am to 4:00pm

**The Counseling cohort classes:**

Tuesdays 8:00am to 5:00pm; *Evening advanced clinical classes date varies*

Saturday (advanced clinical classes) 8:00 a.m. to 4:15 p.m.

**Programs**

Students can complete the full Master of Arts in Clinical Mental Health Counseling, Master of Arts in Christian Ministries, and Master of Divinity degrees at the Columbus Center. For all other degree programs, students must complete at least half of the course work at the Ashland Center. For further information, contact the Office of Recruitment at (614) 396-9130

**DETOIT (DET) 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, a kitchen, library, student computer lab, reception area, prayer room, and five private offices for faculty and administrators. Space is warm and inviting and the Detroit hospitality renowned.

**Class Hours of Operation**

Classes at the Detroit Center are held:

Monday and Wednesday evenings 6:00-10:00 pm

Tuesday and Thursday evenings 6:00-9:00 pm

Friday evenings 6:00-9:00 pm

Saturdays 8:00 am to 4:00 pm

**Programs**

Students are able to complete the full Master of Arts in Counseling, Master of Arts in Christian Ministries, and Master of Divinity degrees at the Detroit Center. For all other degree programs, students must complete at least half of the coursework at the Ashland Center. For further information, contact Jerrolynn Hockenhull, Director of Operations and Counseling Program, Detroit Center, at (248) 559-1400 ext. 23 or jhockenh@ashland.edu.

**ONLINE (ONL)**

The Seminary offers a number of courses annually through distance learning. Students who access the online courses and the faculty who teach them constitute a vital learning community. The online courses offer a diverse and growing community of learners.

**Programs**

Students are able to complete the full Master of Arts (Historical and Theological Studies) Online. For all other degree programs except the Master of Arts in Counseling and the Master of Arts in Clinical Mental Health Counseling and the Master of Divinity (up to two-thirds of the course work may be completed online), students may complete less than half of the course work online. For further information, contact the Office of Recruitment at (614) 396-9130.
Collections

ARCHIVES
The Seminary has 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.

ART COLLECTION
A valuable collection of approximate 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 Garafo 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; ten 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 center in the administration building.

DOUGLAS AND JEAN SHERMAN MANUSCRIPT LIBRARY
Through a generous gift from the Shermans, the Seminary acquired several examples of ancient writing and portions of early biblical manuscripts. This unique, expanding collection includes a fragment of the Dead Sea Scrolls, a fifth-century papyrus fragment of Exodus, a five hundred-year-old parchment scroll in Hebrew of the Pentateuch, and pages from the Wycliffe, Luther, Tyndale, Geneva and King James Bibles. The collection boasts a page from the first Bible printed in North America (in Algonquin) as well as the first European Bible printed in America.

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.

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. 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.

LIBRARY RESOURCES

DARLING MEMORIAL LIBRARY
The Seminary maintains a high-quality theological library that provides access to resources for students at all of its centers. The holdings of the Roger Darling Memorial Library on the Ashland Center includes over 85,000 volumes and over 300 periodical publications. The Seminary collection is thoroughly integrated into the Ashland University Library system. A total of over 300,000 volumes 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 encompasses 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 collection and many of the leading journal publications in the United States and other countries are available regularly.

Students at all teaching sites have access to the Ministry Matters database as well as the OhioLINK databases, many of
which provide full-text. Services provided by the ATS Library include Interlibrary Loan service, one-on-one reference/research assistance, and instructional videos found on the ATS Library website. Daniel O’Brien, Digital Services Librarian, can be reached at (419) 289-5146 or dobrien@ashland.edu.
COMMUNITY LIFE

THE SEMINARY COMMUNITY
Ashland Theological Seminary builds community through shared faith. As students, staff, faculty, and administration, we express community through the 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. All of these opportunities are available on all the Seminary centers. Visit http://seminary.ashland.edu for a detailed listing of community events.

CHAPEL
To promote the spiritual life of the community, worship services are held in the Ronk Memorial Chapel on the Ashland center during the academic year. Faculty, staff, ministers, laypersons, students and visiting speakers participate in these services. Services are posted on the chapel page of our website: http://seminary.ashland.edu/services/spiritual-formation/chapel

CHI SIGMA IOTA
Alpha Tao Sigma is our local chapter of Chi Sigma Iota (CSI) housed within the Clinical Mental Health Counseling program. CSI is an international honor society that values academic and professional excellence in counseling. It promotes a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. CSI's mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. CSI activities occur primarily through its active chapters located in counselor education programs in five regions in the United States and in counselor training programs beyond U.S. borders. Dr. Marcos Ghali is the Faculty Advisor for the Alpha Tao Sigma Chapter.

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. Contact: Dr. David Baker at dbaker@ashland.edu.

SMETZER COUNSELING CENTER
The Smetzer Counseling Center of Ashland Theological Seminary is located on the Ashland center, in the north end of the Sandberg Building. The Center exists to train exceptional counselors and to alleviate the suffering of its clients. Most 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.

DISABILITIES
A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with the Student Accessibility Center located at 930 Claremont Ave., Ashland, Ohio 44805; phone (419) 289-5904; email ausac@ashland.edu, prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008). Additional information is posted on the website: https://www.ashland.edu/administration/campus-life/student-accessibility-center

CAMPUS WELLNESS
Wellness is an interactive process of becoming aware of and practicing healthy choices to create more successful and balanced lifestyle.

AU Eagle Wellness Mission: Provide holistic and integrative programming and services to assist faculty, staff, and students in creating a happy, healthy, and balanced lifestyle.

If you need help now, access the Crisis Text Line, available 24 hours. Text 4hope to 741-741. Additional emotional wellness resources are located on the website: https://www.ashland.edu/student-affairs/health-safety-title-ix/campus-wellness/emotional-wellness-resources
**Lounges**

Each center has lounges and gathering spaces, both formal and informal, available for student and faculty interaction. The student lounge is located in the lower level of the Shultz Building. This lounge includes vending machines and a game room. The Munson study lounge is located in the Gerber Academic Center. The Columbus center lounge is located on the first floor in room 120 and vending is available in various parts of the building.

**Housing**

**Student Apartments in Ashland**

One, two- and three-bedroom apartments are available for Seminary students and their families at the Ashland center. A 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 deposit equal to one month’s rent. Rent prices are subject to change annually. Single students who share a two-bedroom apartment may also share the rent. Please call (419) 289-5161 for current rates and availability.

**Single Family Houses**

The Seminary owns five single family houses that are available to rent. Priority is given to families with children. Please call Auxiliary Services at AU at (419) 289-5371.

**Commuter Housing in Ashland**

Commuter housing is available for those students who may occasionally need housing during their studies at the Ashland center. Housing is available in Schmeidt Hall and Rodkey Apartments located by the Sandberg Leadership Center. All housing units are within walking distance to classes.

Schmeidt Hall and Rodkey Apartments each offer affordable, comfortable and convenient overnight housing for commuter students and guests of the Seminary. They offer two-bedroom apartments with two twin beds in each bedroom and private one-bedroom apartments with a queen bed. Reservations can be made in advance for a one-night stay or book more nights for the entire quarter.

Apartments include: Furnished living room with television and wireless internet; bedding/towels; equipped kitchen with appliances, coffee maker, toaster, dishes, utensils, and cookware.

Contact ats-housing@ashland.edu for more information. (419) 289-5161

<table>
<thead>
<tr>
<th>Room Rates Per Night (June 1, 2020 to May 31, 2021)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Twin bed in a shared room</td>
<td>$35</td>
</tr>
<tr>
<td>Private bedroom in a shared apartment</td>
<td>$50</td>
</tr>
<tr>
<td>Private one-bedroom apartment (queen)</td>
<td>$65</td>
</tr>
<tr>
<td>Private two-bedroom apartment (4 twins)</td>
<td>$90</td>
</tr>
</tbody>
</table>
ADMISSIONS

ADMISSION TO SEMINARY PROGRAMS

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. Regarding the non-discrimination policies contact: Office of Admissions, 910 Center Street, Ashland, OH 44805.

An application process is required of all students seeking admission to certificate, master’s degree programs, and the Doctor of Ministry degree program. Admission decisions are final; internal appeals processes are only available to students of the institution.

MASTER’S DEGREE PROGRAMS

ADMISSION REQUIREMENTS

Ashland Theological Seminary requires that an applicant have a Baccalaureate degree from an accredited undergraduate institution with a minimum grade point average (GPA) of 2.75. 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.

APPLICATION PROCEDURE

The applicant is required to submit the following credentials to the Office of Admissions 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 fifty dollars ($50) supplied either via the online application or by mailing a check to Office of Admissions, 910 Center Street, Ashland, OH 44805;
3. A Pastoral Recommendation form supplied via the online application. This should be completed by the pastor or an assistant 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. A Professional Recommendation form supplied via the online application. This should be completed by someone who knows the applicant well from an academic, vocational, or volunteer arena;
5. Responses to several essay questions which are also included in the online application.
6. Official academic transcript(s) from accredited institutions of higher education documenting all undergraduate and graduate degrees awarded, including previous theological training prior to matriculation. Additional transcripts, if applicable, may be requested at the discretion of the Office of Admissions;
7. A recent photograph for identification purposes only (optional);
8. A personal interview may be required at the request of the Office of Admissions.

BACHELOR EXEMPT STUDENT STATUS

Bachelor Exempt is an accommodation of our accrediting agency, the Association of Theological Schools, which allows students who do not hold a Bachelor’s degree to pursue graduate education if they meet specific requirements outlined by the degree granting institution. The following professional degree programs: Master of Divinity; Master of Divinity (Chaplaincy); Master of Arts in Black Church Studies; Master of Arts in Christian Ministries; and Master of Arts in Counseling (Michigan) may accept Bachelor Exempt Students. The number of Bachelor Exempt students cannot exceed 15% of the population of the degree program. The specific requirements which must be met in order to qualify for consideration as a Bachelor Exempt Student include:

- Must have an Associate’s Degree or equivalent, defined as:
An Associate’s Degree from an accredited college;
60 or more semester hours from an accredited institution(s);
- Must have a clear calling to vocational ministry which can be articulated both verbally and in writing.
  - A personal interview with a member of the Enrollment Management Staff may be required.

1. A completed online application
   (http://seminary.ashland.edu/apply);
2. A non-refundable application fee of fifty dollars ($50.00) supplied either via the online application or by mailing a check to Office of Admissions, 910 Center Street, Ashland, OH 44805;
3. A Pastoral Recommendation form supplied via the online application. This should be completed by the pastor or an assistant 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. A Professional Recommendation from supplied via the online application. This should be completed by someone who knows the applicant well from an academic, vocational or volunteer arena;
5. Responses to several essay questions which are also included in the online application;
6. Official academic transcript(s) from accredited institutions of associates degree or equivalency documenting including previous theological training prior to matriculation. Additional transcripts, if applicable, may be requested at the discretion of the Office of Admissions;
7. A recent photograph, for identification purposes only (optional);
8. A personal interview may be required at the request of the Office of Admissions.
9. The submission of an academic paper (more information to come upon submission of your application)

**Applicants from Unaccredited Colleges**

If an individual from an unaccredited institution applies for admission, the applicant, if admitted, may be placed on academic probation. For consideration, the unaccredited bachelor’s degree must be the earned equivalent of 120 semester hours of study.

**Conditional 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 12 semester hours with a minimum GPA of 2.0, students will be removed from probationary status. Should the GPA drop below a 2.0 during the probationary period, the student may be subject to dismissal.

**Provisional Admission**

Students pursuing a degree may be admitted provisionally to graduate study for one semester with unofficial transcripts. After their first semester of registration, students will be prevented from taking additional courses until official transcripts are submitted to the Office of Admissions.

**Additional Admission Requirements**

**Counseling Programs**

In addition to the credentials for admission to Ashland Theological Seminary listed above, Clinical Mental Health applicants must complete the following requirements:

1. Completion of personality inventories. 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. This includes Michigan Master of Arts in Counseling applicants.

**Doctor of Ministry Program**

**Admission Requirements**

1. A Master of Divinity degree, or its equivalent from an Association of Theological Schools accredited seminary or university. Other documents may be requested. (An equivalency will be processed upon receipt of the student’s transcripts);
2. A grade point average of at least 3.0 (4.0=A) in all graduate work;
3. Current involvement in a ministry context (pastoring, teaching, missions work, administration of a Christian organization, therapeutic ministries, etc.);
4. At least three years of ministry experience, usually experienced after receiving the MDiv*.

*Students not having the MDiv. but who do hold a master’s degree in another theological degree program may qualify by taking pre-doctor of ministry courses.

**Doctor of Ministry Application Procedure**

The applicant is required to submit the following credentials to the Office of Admissions 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
   (https://seminary.ashland.edu/admissions/apply-now);
2. A non-refundable application fee of fifty dollars ($50.00) supplied either via the online application or by mailing a check to Office of Admissions, 910 Center Street, Ashland, OH 44805;
3. Academic Recommendation form with accompanying letter supplied via the online application. This should be completed either by a former professor or by the pastor or an assistant 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. Two Professional Recommendation forms with accompanying letters supplied via the online application. These should be completed by someone who knows the applicant well from an academic, vocational or volunteer arena;

5. A Personal Sketch; instructions are included in the online application;

6. Official transcript(s) of all graduate level institutions attended. Students cannot begin Doctor of Ministry classes until their official transcripts have been received by the Admissions. Additional transcripts, if applicable, may be requested at the discretion of the Office of Admissions;

7. A recent photograph for identification purposes only (optional);

8. A personal interview may be required at the request of the Office of Admissions.

**OTHER ADMISSION POLICIES**

**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. See Financial Information section of the Academic Catalog for fees.

**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 completed at other institutions, provided a minimum grade of B- was received and it is applicable to the student’s degree program. No more than half of the total credit hours required of an Ashland degree program can be transferred into an Ashland Theological Seminary degree. The amount of credit transferable will be determined by the department chair where the requirements are housed.

All courses reviewable for transfer should be graduate-level from an accredited university or seminary, and the student must have received at least a B- in a master’s level class. A DMin course must have a grade of B or higher to be considered for transfer credit. Courses must have been taken within the past 10 years to be considered for transfer credit for any program. 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.

1. If an individual has earned credit toward a master’s degree or has been awarded a master’s degree from another seminary, up to ½ (half) the required credits for the Ashland degree can be awarded as transfer credits if they fit appropriately into the degree program.

2. A student must have the equivalent of 1/3 of the MDiv (27 credits) or ½ of an MA (27 credits) – normally one full year of residential coursework – on one of the Seminary campuses at which the full degree is offered.

3. If an individual has a master’s degree that is not theological in nature, up to 6 credits can be transferred into an open elective.

4. In general, credits from non-ATS-accredited seminaries are not accepted for transfer. Following a thorough review of the course work, however, up to ½ (half) the required credits for the Ashland degree can be awarded as transfer credits if they fit appropriately into the degree program.

5. While the proper mathematical equivalence of a 4.0 credit quarter course is 2.67 semester credits (the ratio used to calculate GPA), 3.0 semester credits are normally awarded for such courses.

6. Up to 6.0 transfer credits may be awarded for the Basic Unit of CPE and applied appropriately to the Ashland degree.

7. All transfer students must take at least one biblical studies and one theology course at Ashland.

8. Academic credit may not be awarded for “life experience.”

9. If an individual has master’s level courses in Counseling for potential transfer to an MAC or MACMHC program, the directors of those programs must review and approve all transfers. Even with transferred credits, the student may be required to audit the classes to assure a seamless cohort experience.

**Advanced Placement Policy: Biblical Studies**

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.
Advanced Placement Policy: Church History, Theology and Philosophy

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.

Reactivation of Student File

 Reactivation is required for students who would like to return to Ashland Theological Seminary or graduated from Ashland Theological Seminary and wish to complete a second degree, before enrolling in classes. Note: 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 on the ATS website:
https://seminary.ashland.edu/academics/admissions/application

Upon readmission, the student must meet the requirements for graduation found in the current catalog. If a student has not been enrolled for a period less than two years, they will be required to complete the Application to Reactivate. 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, pastor 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 Professional 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 Admissions. Please note, if previously earned credits are more than 10 years old, they can no longer be considered for credits toward a 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.

Readmission Policy

Students who have been dismissed from any program in the seminary for academic reasons, may reapply for admission under the conditions below with the understanding that readmission is not guaranteed and that all decisions are final.

1. A period of at least two years has lapsed since the student’s dismissal.
2. The student must submit a new application including transcripts and references.
3. The student will meet with the dean to review the circumstances surrounding the dismissal and to assess potential for future success.
4. Admission is at the discretion of the dean.
5. Students admitted under these conditions will be subject to a 12-month probationary period during which they must complete at least 12 semester hours with a minimum GPA of 2.0 within that 12-month period. Students applying for re-enrollment in the Master of Arts in Clinical Mental Health Counseling or the Doctorate of Ministry must maintain a 3.0 GPA.
6. Should the GPA drop below the minimum required for the student’s program, the student may be subject to permanent dismissal.
7. Students dismissed more than once from any seminary program may not enroll again in any program.

INTERNATIONAL STUDENTS

Ashland alumni come from various countries including: 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. See the Ashland Theological Seminary International Student Guide for specific information including, the application checklist, tuition and fees, housing, and health insurance information.

All applicants must complete the online Application for Admissions, in which they apply to a specific degree program, and all required documentation listed below under International Student Application Procedures.

International Student Application Procedure

International students must apply for admission to Ashland Theological Seminary well in advance of their proposed entry date. Please visit www.seminary.ashland.edu/apply to access the online application. As part of the application process, applicants will be required to submit:

1. A completed online application (http://seminary.ashland.edu/apply);
2. A non-refundable application fee of fifty dollars ($50.00 USD) supplied either via the online application or by mailing a check to Office of Admissions, 910 Center Street, Ashland, OH 44805;
3. Required references and essays dependent on academic program, supplied via the online application;
4. Educational Credentials: Submit your foreign transcript to a professional foreign transcript evaluation service in the United States (NACES member), such as www.wes.org, to verify your educational credentials;
5. Copy of passport (also include this for any dependent that will be accompanying you);
6. Proof of financial support. In order to be issued an I-20, you must provide a financial guarantee for the first year of study as well as documentation of how your educational expenses will be supported in all succeeding years at Ashland Theological Seminary.
Please complete the Financial Documentation/Affidavit
of Support document;

7. TOEFL, IELTS or PTEA scores (requirements listed
below), unless seeking admission through the ACCESS
program. This requirement may be waived by the
Office of Admissions if you are from an English-
speaking country or attended an English-speaking
bachelor’s/master’s institution, or if you are a
permanent resident. Please note: Test results must not
be more than two years old;

● TOEFL (Test of English as a Foreign Language):
  o Paper-Based Test (PBT): minimum score of 550
    overall and 50 for subset scores
  o Internet-Based Test (IBT): minimum score of 79
    overall and 19 for subset scores

● IELTS (International English Language Testing
System):
  o Minimum score of 6.5 for overall
  o Minimum of 6.0 for subset scores
  o Minimum of 7.0 Writing Band

● PTE (Pearson Language Tests) Academic: Minimum
score of 55 overall

Students eligible for admission but who have not attained the
minimum scores will first need to be admitted to The Ashland
University Center for English Studies (ACCESS). ACCESS
provides an intensive English program for international
students and prepares them for admission to academic studies.
Upon successful completion of the ACCESS program, students
will be evaluated for readiness for full-time graduate program
course work. The web address for ACCESS is:
https://www.ashland.edu/administration/student-
accounts/tuition-fees/international-students

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.
FINANCE AND ADMINISTRATION

SEMINARY TUITION FOR 2020-2021

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>Tuition/Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Programs</td>
<td></td>
</tr>
<tr>
<td>MACMHC</td>
<td>$650</td>
</tr>
<tr>
<td>Theological</td>
<td>$630</td>
</tr>
<tr>
<td>MAC</td>
<td>$630</td>
</tr>
<tr>
<td>Doctor of Ministry Program</td>
<td>$778</td>
</tr>
<tr>
<td>Other Fees</td>
<td></td>
</tr>
<tr>
<td>Application (non-refundable)</td>
<td>$50</td>
</tr>
<tr>
<td>Audit (Master’s)</td>
<td>$125</td>
</tr>
<tr>
<td>Audit (DMin)</td>
<td>$150</td>
</tr>
<tr>
<td>Directed/Independent Study (Master’s)</td>
<td>$120</td>
</tr>
<tr>
<td>Contracted Study (DMin)</td>
<td>$120</td>
</tr>
</tbody>
</table>

_Counseling Personality Inventory Fee_

All students applying for entrance into the MACMHC or Detroit Counseling Program will be charged a one-time processing fee ($100) for their personal inventories. It is due the day they take the tests.

_Graduation Fee_

The graduation fee provides for a diploma, graduation regalia, etc. This is a one-time fee ($100 Master’s; $150 DMin.) 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.

_Health Services_

All full-time students are eligible to use the Student Health Center for a fee of $69 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 Payment_

A 1.5 percent per month fee ($25) will be charged to any account not paid in full.

_All fees are subject to change at any time by the Board of Trustees_

_TERMS OF PAYMENT_

_Payment Due_

Tuition and fees are due and payable in full by the first day of each semester. After scholarships, grants, and loans are applied to a student’s account, students have the following payment options: payment up front by cash, check, or credit or students may sign-up for a monthly payment plan.

_Payment Plan_

Students may elect to use a monthly plan, administered by CashNet, to spread payments over a semester. There is an enrollment fee, but there are no interest charges. CashNet may be accessed through Web Advisor under Student Financial Information.

_Refund Policy_

This refund policy applies to students completely withdrawing from school, not simply dropping a class(es).

1. **Withdrawal:** An enrolled student withdraws from all classes during the term. This refund policy applies to students in this situation.

2. **Dropping of class(es):** 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, and this policy does not apply to students in this situation.
RETURN OF TITLE IV FUNDS

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 Graduate Plus Loan, Federal TEACH Loan.
2. A student’s withdrawal date is:
   a. the date the student began the institution’s official withdrawal process or officially notified the institution of intent to withdraw; or
   b. the midpoint of the term for a student who leaves without notifying the institution; or
   c. 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:
   a. 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.
   b. 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 the 60% point in time.
   c. A refund (if there is one) and an adjusted bill will be sent to the student’s home address following withdrawal.
   d. 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 Graduate Plus Loan; Federal TEACH Grant; and finally, the student.

Ashland Theological Seminary’s responsibilities in regard to the return of Title IV funds include:

1. Providing each student with the information given in this policy;
2. Identifying students who are affected by this policy and completing the return of Title IV funds;
3. Calculations for those students;
4. 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.

FINANCIAL AID

How to finance seminary education is one of the first questions that comes to mind after answering God’s call to Ashland. Students 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 to students assist in financing their education.

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 at least 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. For more information contact Randy Spade at (419) 207-6478 or rspade@ashland.edu.

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. Student 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 obligation to repay the financial support awarded (on a sliding scale) based on years served after graduation.

Ministry Partners Scholarship

The spouse of any full-time student may take a class or pursue a degree with a 50% tuition discount.

Scholarships

For a list of available endowed scholarships and other scholarship resources visit the website at https://seminary.ashland.edu/admissions/financial-aid-and-scholarships. For more information, contact the Office of Admissions, Renee Johnson, at ATS-enrollment@ashland.edu

Student Loans
Seminary students, who are US residents, are eligible to apply for government loans. Applications are handled by Ashland University's Financial Aid Office. Once accepted, students may contact that office at (419) 289-5003 or go to the following link to apply: http://news.ashland.edu/administration/financial-aid/graduate.

**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, 401 College Ave., 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.*
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 encouraged to visit the center and meet with an Admissions representative. A visit provides additional opportunity for the Admissions staff to assess the applicant and for the applicant to ask questions of the Admissions representative, Seminary students, faculty, and administrators and to tour the center 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 Admissions. See also Student Handbook; Doctor of Ministry Handbook and the MACMHC program Handbook.

GENERAL POLICIES

ACADEMIC ADVISING

All students are assigned a faculty academic advisor upon registration for classes. Students can identify their academic advisor through WebAdvisor. Students are required to remain in contact through their academic program faculty advisor at least thirty days prior to the next semester in which they plan to enroll. An email will be sent to all students prior to the beginning of each term reminding them to set up an appointment with their advisor.

1. Students meet with their advisor in person, over the phone or via video conference. In most cases, email only contact is not sufficient, especially in the first year of a student’s degree program.

2. In preparation for the meeting, students will print off a copy of their Program Evaluation from WebAdvisor and their most current degree worksheet.

3. In consultation with the faculty advisor, students will choose their classes for the next semester and may even create tentative plans for the future.

4. The faculty advisor will work with the student to update the degree worksheet.

ATTENDANCE POLICY

For all classes, attendance at all sessions is required. Notable exceptions are in the case of emergency or situations where the faculty 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 faculty. Attendance in an online course is also measured by the level of participation throughout the term. Failure to participate in a timely manner as required by the course will result in adjustments to the grade and other aspects identified in the attendance policy. Attendance will be recorded using the learning management system, Blackboard. Attendance is defined by presence and engagement in learning activities.

ACADEMIC YEAR

The Academic Year of the Seminary consists of two 15-week semesters and Summer term aligned with the Academic Calendar of Ashland University. Courses required for the completion of degrees are available to students during the Fall, Spring, and Summer.

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, advising, and/or an interview given the fact that admissions requirements may differ. All Change of Degree forms require the approval of the Dean 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 sent 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; and/or (4) persons dealing with a student's application for financial aid. 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.

**Release of Student Record Information**

**FERPA**

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 have 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:

1. 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 (i) by making copies of the requested records and sending them to the student by mail or other means; or

2. (ii) 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.

3. Request an amendment to the student’s records to ensure 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.

4. 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.

5. 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
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. All courses are within the full semester. The semester consists of 16 weeks which includes 15 weeks for instruction and 1 week for finals.

Three-Semester Credit Courses:

1. **15-Week Format.** The typical format for a class that extends through the 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 16th week of the class.

The following course formats consistently meet the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

1. **Weekend Format.** The typical format for weekend classes will be a 3-weekend Hybrid model, with 25.5 instructional hours during three weekends, Friday (6:00-9:00pm) and Saturday (8:00am-12:00pm; 1:00-4:00pm) 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.

2. **Intensive Format (5-day Hybrid).** The typical 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 am -12:00 pm and 1:00-4:00pm 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.

3. **2-weekend Retreat Format.** The 37.5 instructional hours can be delivered through a four-hour Thursday evening (5:00-9:00pm), a twelve-hour Friday (9:00am-9:00pm), and a five hour Saturday (9:00am-2:00pm). Each of two weekends, in this model, must have 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.

4. **Other Formats.** Other formats may be utilized if they deliver the necessary instructional time. These formats may include:
   - 4- or 5-weekend formats

Two-Semester Credit Courses

All 2-hour courses must deliver 25.0 instructional hours, normally packaged in 27-30 hours, including breaks.

- **10-Week Format.** The typical 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 Office of the Dean.

- **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 15th week of the semester.

- **Weekend Format (Applicable for the Summer Term as well).** The default format for weekend classes will be a 3-weekend model, with 25.0 instructional hours during three weekends, Friday (6:00-9:00pm) and Saturday (8:00am-12:00pm; 1:00-4:00pm). 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-minute of break. The final weekend concludes at 3:30pm.

- **Intensive Format.** The typical 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 9:00am-12:00pm and 1:00-4:00pm) (2.5 instructional hours each block with 30 minutes of break time each). Other assigned work online may be required prior to or after the one-week insensitive.

1.5-Semester Hour Courses or Half Courses

All 1.5-hour courses, or “half courses,” must deliver 18.75 instructional hours.

- **8-Week Format.** The typical format for 1.5 hour courses 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 during the 8th session of the class, following the instructional time.
1-Semester Credit Courses
All 1-hour courses must deliver 12.5 instructional hours and will normally be packaged in an abbreviated, two to five session intensive format.

COURSE REPEAT POLICY FOR THEOLOGICAL COURSES
Any student receiving a “C-” or lower grade 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. For counseling courses (MACMH and MAC) see Academic Evaluation, Remediation, and Dismissal.

STUDENT SERVICES
A student has access to Student Services for assistance with needs pertaining to course completion, writing consultations, accessibility, counseling, health services and complaints. Additional information about Student Services can be obtained at: https://seminary.ashland.edu/services/student-services

EXCEPTIONAL CASES
The faculty has invested the Academic Council 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 Council and submitted to the Office of the Dean.

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

SEMINARY CLOSURE POLICY
Seminary staff, students, and faculty members who are attending or teaching classes on Ashland, Cleveland, Columbus, or Detroit Centers 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. Call the Seminary’s general number (419) 289-5161 to hear a list of the classes or program centers that are closed.
2. Consult the main page of the website - seminary.ashland.edu.

Sign up with CampusShield to receive alerts on your cellphone. CampusShield will provide emergency notification alerts regarding emergency situations, severe weather advisories, campus closings and major event cancellations. To learn more, please go to: https://www.ashland.edu/student-affairs/health-safety-title-ix/safety-services/emergency-notification-system. The decision to cancel evening classes will be made by 3:30pm the day classes are to be held. Note that not all program sites will necessarily close if other centers close.

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 Scholarship).

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. An explicit statement of expectation appears in the ATS 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 $6.00 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/academics/academic-resources/transcript-request.

Transcripts may also be requested via the National Student Clearinghouse. Please follow the Transcript Request link at the top of the Seminary website.

VETERANS

The Veteran Servicves Office at AU 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 on the Office of Veteran Services website: https://www.ashland.edu/student-affairs/student-services/office-veteran-services

WITHDRAWAL/REACTIVATION POLICY

Students who withdraw from classes for one semester or more, must submit a notice of withdrawal to the Registrar explaining the circumstances. When such students are ready to resume studies, they must inform the Registrar and complete class registration by the appropriate deadline in the Academic Calendar, enabling them to return to classes. Students who withdrew for one year or more are required to reactivate their student file through the Office of Admissions. Students who withdraw and then want to return and transfer to a different program, must be reinstalled in the program previously enrolled in prior to any consideration of change of program or they must apply for readmission. Former students who want to re-enroll after more than three years since their last date of attendance must contact the Office of Admissions and reapply for admission. Those who separate from the Seminary without following the regular procedure for leave of absence or withdrawal may be required to reapply for admission through the Office of Admissions, even if the absence is less than three years. Upon readmission, any changes in requirements or academic policies since the time of initial application will apply to the student’s program.

ENROLLMENT POLICIES

Adding Courses

Students may add a course within the first week of the semester if the course remains open and the faculty of record approves additions to the course. The student is responsible for completing any missed assignments. Intensive courses in any term cannot be added after the “Add” date listed on the Academic Calendar.

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. Contact the Office of the Registrar for proper procedures. A graduated refund policy will be applied to students. Please refer to the Financial Information section of this catalog or the Student Handbook for details on refunds.

Conferences/Seminars

Credit is available for those who attend approved conferences and seminars. Students should check with the Department Chair (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 time frame (e.g., 3 years for the MDiv degree or 2 years for the MACM 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 Dean for course registrations exceeding 14 hours per semester. The Seminary considers any student carrying 8 or more hours per semester to be a full-time student and are eligible for scholarship consideration. For financial aid and Veterans Affairs purposes, full-time status is defined as a load of at least 6 hours per semester.

COURSE SCHEDULING

The Office of the Dean oversees the scheduling of all courses in conjunction with department chairs, program directors, and the Office of the Registrar. Courses are projected two years in advance and the full two-year complement of most classes is published in the Academic Catalog. See Course Descriptions section.

DIRECTED STUDY

A regular catalog course may be requested to be taken by Directed Study in the event that it is not offered at a time when the student can take it. Institutional degree core and MDiv core courses may not be taken by Directed Study. An additional fee of $120 per credit hour is required and must be paid when submitting the request and documentation. Master of Arts students may take a combined total of three and Master of Divinity students combined total of four courses by Directed or Independent study. Consult the faculty and Registrar for more information.

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 request. Master of Arts students may take a combined total of three courses and Master of Divinity students may take a combined total of four courses by Independent Study or Directed Study.
**Contracted Study**

A contracted study is an opportunity to explore a specialized topic or material not usually included in the Doctor of Ministry curriculum to advance the student toward completion of the doctoral project. A student works with faculty to create a contracted study. It may include an experiential component (e.g., travel, retreats, seminars, interviews) and/or a research component (e.g., library, social science, or biblical research). Students may include no more than two contracted studies in their course of study unless granted approval by the Director of Advanced Degree Programs. An additional fee of $120 per credit hour is required and must be paid when submitting the request. Consult the Registrar or the Director of Advanced Degree Programs and Assessment for more information.

**Program Duration & Statute of Limitations**

The normal duration of degree programs for full-time students is as follows:

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA (Biblical Studies)</td>
<td>2 years</td>
</tr>
<tr>
<td>MA in Black Church Studies</td>
<td>2 years</td>
</tr>
<tr>
<td>MA (Historical &amp; Theological Studies)</td>
<td>2 years</td>
</tr>
<tr>
<td>MA in Christian Ministries</td>
<td>2 years</td>
</tr>
<tr>
<td>MA in Clinical Mental Health Counseling</td>
<td>2 ½ years</td>
</tr>
<tr>
<td>MA in Counseling</td>
<td>2 ½ years</td>
</tr>
<tr>
<td>MDiv and MDiv Chaplaincy track</td>
<td>3 years</td>
</tr>
<tr>
<td>DMin</td>
<td>3-6 years</td>
</tr>
</tbody>
</table>

The Seminary has imposed a limit of eight years for students to complete a master’s degree program and six 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. Students who are unable to complete the program within the parameters established by the Seminary, may petition in writing for an extension from the Seminary Academic Council.

**Registration & Matriculation**

The enrollment procedure at the Seminary involves two steps: registration and matriculation. New students submit a registration form for their first term to the Registrar’s Office or during 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 (number of earned credits).

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. Auditing participants are not considered to be enrolled students. Matriculation occurs when a student is properly registered for classes, cleared by the business office, and begins to attend classes. Clearance from the Business Office comes when financial obligations have been paid or satisfactory arrangements for payment have been made. Students are expected to pay their bills before the beginning of classes each term or as soon thereafter as they receive their bills.

**Schedule Changes**

The Dean reserves the right to make necessary changes in the course schedule through the add/drop period of any term on the basis of enrollment, 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.

**Withdrawal**

Students may withdraw from a course before the end of a term with the faculty’s permission and the filing of the appropriate form with the Office of the Registrar. Failure to comply with the 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**

If a student wishes to appeal a course grade, the following process of appeal should be followed:

- Discuss the issue with the faculty of the course providing the student’s reasoning for challenging the grade. This should be done within thirty days of the issuing of grades. If the student still disagrees with the results, or the faculty does not respond by the end of the following semester, may continue the appeal;

- The student presents the appeal (in writing) to Dean including documentation—course material; evaluated course work showing the student’s performance; summary of the reason for the appeal. The Dean will review the documentation, discuss the appeal with the faculty and student and seek to revolve the appeal within thirty days of receiving the appeal. The Dean is the final decision in the appeal.

Students in the counseling programs may take their concerns initially to the director(s) of the given counseling program before taking it to the Dean.)
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 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>92-96</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>89-91</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>86-88</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>83-85</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>80-82</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>77-79</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>74-76</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>71-73</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>68-70</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>65-67</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>64-0</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grade Scale Description

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

Each course syllabus lists assignment due dates. All course 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 complete the work for the course and does not request an Incomplete or Extension may receive an F for the course. An Incomplete (I) applies to work of acceptable quality when the full amount is not completed on time for reasons satisfactory to the faculty but may result in a decrease of grade. An (I) is never applied to failing work. The (I) 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 semester. 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 online).

2. The student completes the form and submits it to the faculty from whom the Incomplete or Extension is requested.

3. The faculty approves the request by signing the form and filling in “Date Work is Due.”

4. The faculty 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 faculty marks the “Date Work Submitted.”

6. This form is not to be turned in to the Registrar but should remind the faculty to complete the Change of Grade form in the Registrar’s Office.

Regarding both (I) and (E), the student will receive a memo from the Registrar’s Office prior to the deadline for grade change submission. The faculty will also receive a copy of the memo. The faculty must complete the grade change form and return it to the Registrar’s Office by the deadline indicated.

Pass/Fail Policy

Within certain limits and with regard to non-counseling degree programs, a student may complete up to 6 credit hours for a Master of Arts degree or up to 9 credit hours for the Master of Divinity degrees on a pass/fail basis, rather than for a letter grade (A, B, C, D or F). Pass/fail courses apply toward graduation requirements as earned credits, but do not affect the cumulative grade point average (GPA). Eligible courses are
restricted to courses designated as electives for any specific degree program. Courses that are designated in the academic catalog as only offered on a pass/fail basis do not count towards the number of pass/fail courses a student is permitted to take within a degree program. Students enrolled in SPF 5540 will receive letter grades unless they petition for pass/fail through the process outlined below (taking these courses pass/fail will not count against the pass/fail credit limit for the students’ degree program).

All students seeking ordination are encouraged to check with their appropriate judicatory before exercising the pass/fail option in any course, since they may have limitations on pass/fail courses that are different from those prescribed by ATS.

Students are required to petition the Seminary Registrar’s office to declare the pass/fail option prior to the drop/add deadline. After gaining the faculty’s approval, the student must submit an email to the ATS Registrar to file the request. This email must include the faculty’s consent. For courses that do not meet weekly, the pass/fail option must be requested before the end of the second meeting of the course.

In order to receive a grade of “pass,” the student must complete all course work and achieve at least the equivalent of C-minus work in the course.

SATISFACTORY PROGRESS AND GRADUATION POLICIES

ACADEMIC PROBATION

Students whose academic work is unsatisfactory (cumulative grade point average of below 2.0) will be placed on academic probation. In addition, students may be placed on probation if their record shows a pattern of academic warnings in multiple terms.

Students are responsible for knowing at the end of a term whether or not they have completed each course satisfactorily. As information becomes available, a notice of probation will be given both to the student and his/her academic advisor, and the notation will be placed on the student’s transcript. The student must meet with the academic advisor (or program director, if applicable) to develop a plan to return to satisfactory academic standing. Failure to successfully complete this academic plan may result in the loss of federal financial aid eligibility.

Students will be removed from academic probation when they have completed the following conditions:

1. All work for each course must be completed by the end of its term, without extensions;
2. All incomplete work from previous terms must be completed;
3. The grade received in each course must be at least a C-.

Any student who remains on academic probation for two consecutive terms may be recommended for dismissal.

Students pursuing the MACMHC degree are expected to be knowledgeable of and in compliance with the “Academic Evaluation, Remediation, and Dismissal (approved 2/17/17).” See “Clinical Mental Health Counseling (CMHC) Program Student Handbook.”

CONFERRAL OF DEGREES & PARTICIPATION IN COMMENCEMENT

The Board of Trustees, upon the recommendation of the faculty, confers academic degrees upon candidates at a regularly scheduled board meeting during the academic year. Generally, the Board meets in October and May. To be recommended to the Board for degrees, be permitted to participate in commencement and be listed as graduates, candidates must have:

1. Completed all requirements
2. Met all financial obligations
3. Completed exit loan counseling (if they borrowed a Federal Stafford loan during their attendance)
4. Returned all overdue items to the library and paid all library fines.

DISMISSAL OF STUDENTS

The Office of Admissions carefully screens incoming students and accepts students based on the admissions requirements. A student, however, may 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 Dean. 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:

With highest honor: *summa cum laude* (4.00)

With great honor: *magna cum laude* (3.90)

With honor: *cum laude* (3.70)

---

**STUDENT RESPONSIBILITY**

Students are responsible for ensuring that their graduation requirements are met. Faculty advisors work with students to monitor academic progress toward degree completion. In consultation with the faculty advisor, the Registrar will call attention to deficiencies in a student’s program unless those deficiencies are the basis for disciplinary action.
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.

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, and 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 curriculum is so constituted that students will have a broad preparation for each Seminary degree by taking the required core courses. Seminary 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.

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.

The Seminary is committed to offering coursework in formats that meet the schedules and life settings of 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 online courses. Full degrees are also offered at the Seminary’s instructional locations.

The Seminary is committed not only to offering degree programs, but also 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 and degrees appropriate to the vocational goals of the students and for the benefit of the church and the world.

**Degree Programs**

The Seminary offers a variety of degree programs at the master’s and doctoral levels. These programs are divided into three categories: academic degrees, first professional degrees, and second professional (Doctoral) degrees. Master of Arts (Biblical Studies), Master of Arts (Historical & Theological Studies), degrees are 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 only second professional degree the Seminary offers is the Doctor of Ministry degree in several tracks. 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 Christian Ministries (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.

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.

**Online Learning**

The Association of Theological Schools has approved the Seminary for Comprehensive Distance Education, which means we are able to offer academic degrees fully online and can offer up to two-thirds of a professional degree online. The Seminary offers online courses in order to make the Seminary curricula accessible to students in their contexts. By offering these courses, the Seminary has been able to extend its role and mission beyond its center boundaries, educating and empowering students and working professionals to serve their own communities. Decisions are made as part of original schedule or adjusted based on enrollment. We embrace various delivery modes including:

**Distance Learning (DL)**

This format is fully asynchronous. Students may log into the course at any location on a computer and there is no screen-to-screen simultaneous (i.e., synchronous) engagement. Students can complete the work of this course, literally, anywhere in the world.

**Hybrid (HY)**

This format is a combination of face-to-face (f2f) and DL modes. Students must be physically present to engage with the learning community face-to-face at a specific time(s), but also engage in an asynchronous or DL mode for which they can log into the course at any location on a computer. The proportion of f2f and DL in these courses may vary depending on the pedagogy. E.g., a course may launch with a f2f retreat, but the remainder of the course is DL. On the other hand, a course may meet f2f on three weekends, with DL between f2f sessions. Regardless of the balance of f2f and DL in the course, the course is designated HY.

**Synchronous (SY)**

This format requires synchronous (i.e., simultaneous screen-to-screen) engagement. It is, therefore, a combination of DL and synchronous formats. Generally, this synchronous element is described as “real time.” Students may log into at specific times so that the learning community is screen-to-screen in such real time engagements. The instructional hours of course may be synchronous for part or entirety of the course.

The Seminary employs the most effective technological tools to support its online programs, it also provides training and support for all students and faculty. The Seminary utilizes the Blackboard Learn Learning Management System (LMS) in conjunction with LearnAU at Ashland University. Every course at the Seminary is developed in a Blackboard “shell,” and all online courses are deployed using this LMS. LearnAU provides technical support for all online learning faculty and students. You may direct any questions related to online learning to LearnAU at learn-au@ashland.edu.

All online courses are open to students enrolled in one of the Seminary’s graduate degree programs. Students are prohibited from taking an online course above the 5000 level during their first semester, with the exception of Field Education. According to the Student Handbook, attendance in an online course entails participation in all discussions and timely submission of all assignments. Students are expected to participate every week unless an exception is granted by the professor because of extraordinary circumstances. Nonparticipation for two weeks may result in a grade reduction. Nonparticipation for three weeks may result in failure or withdrawal from the course.

**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 that will help ensure the vitality of faith and authenticity of ministry throughout his or her life.

**Who must take Field Study?**

All Master of Divinity (MDiv, non-clinical counseling) and Master of Arts in Christian Ministries (MACM) students must complete Field Study.

**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 MACM and MDiv degree programs are required to take Field Study courses. MDiv students will take all Field Study courses (4 semesters; 4 credit hours total). MACM students will take Field Study Introduction, Field
Study 2, and Field Study Capstone (3 semesters; 3 credit hours total). Students in the MDiv with Chaplaincy specialization fulfill their Field Education requirements through CPE 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, which the student is responsible to arrange. Total hours of field ministry required for MDiv students is 400; total hours required for MACM students is 300. All Field Study courses are offered fall and spring semesters; Field Study 2 and 3 are also offered summer session.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs.</th>
<th>Ministry Practice Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLD 6611 Field Study Introduction</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>FLD 6612 Field Study 2</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>FLD 6613 Field Study 3</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>FLD 6614 Field Study Capstone</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

CLINICAL PASTORAL EDUCATION (CPE) AND CHAPLAINCY PROGRAMS

What is Clinical Pastoral Education (CPE)?
According to the Association of Clinical Pastoral Education, “Clinical Pastoral Education 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 inter-professional relationships.” Association of Clinical Pastoral Education at [https://www.acpe.edu/ACPE/_Students/FAQ_S.aspx](https://www.acpe.edu/ACPE/_Students/FAQ_S.aspx)

Why does the Seminary include CPE as a requirement for the Chaplaincy degree?
Through a real life learning lab with the living human document, 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 prepares the candidate to be more competitive. In essence, the completion of CPE helps a student obtain a chaplaincy job upon graduation. More importantly, CPE significantly contributes to professional learning outcomes necessary to function as a highly competent chaplain who serves in a pluralistic ministry context.

What is Chaplaincy Board Certification?
The Association of Professional Chaplains (APC) offers nationally-recognized board certification through the Board of Chaplaincy Certification, Inc. Board Certified Chaplains (BCC) must complete both an MDiv (or 72 credit MDiv equivalent degree) and four Units of CPE. Associate Certified Chaplains (ACC) must complete two Units of CPE and 48 hours of graduate theological 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)

Many chaplain employers require either board certification or eligibility for certification. Seminary students who have completed their theological degrees, have four Units of CPE, and are endorsed, are “eligible for board certification” upon completion of 2,000 hours of ministry and successful completion of the APC application process before the Certification Committee. Board eligible graduates are ready for employment. Since board certification is the gold standard in chaplaincy, the chaplaincy degree at the Seminary highly encourages, supports, and prepares students to become board certified.

Questions about Chaplaincy?
Contact: Dr. Bill Payne, Director of Chaplaincy Studies at (419) 289-5865 or wpayne@ashland.edu
MASTER OF ARTS (BIBLICAL STUDIES)

55 Credit 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 2.0 on a 4.0 grading scale. This degree may be completed through a combination of course delivery methods.

***If students take one full language sequence of Greek or Hebrew, one of these courses will be used to fulfill Encountering Scripture Beyond Translations. Students may elect to pursue any one of a number of options in regard to biblical languages, depending on their individual learning objectives:

- In view of long-term value derived from engaging scripture in the original languages, all are heartily encouraged to enroll in Greek I-II and Hebrew I-II. By learning one or both languages early on, one may begin using them in subsequent Bible, theology, and homiletics courses.
- A “one language deep” option, particularly encouraged for students who wish to specialize in a particular testament (thus, e.g., Greek I and II; two or more 7000-level courses in NT)
- An “English Bible” track. Students would take all their “book study” courses at the 6000-level, but would have room for more such book studies, background courses, etc.

*BSG 5501 serves as a prerequisite for all NTS and OTS courses with the exception of languages, such as Hebrew and Greek. It is highly recommended that students take this course prior to other BSG, NTS or OTS courses (including languages).
* BSG 5501 as well as CHS 5500 are prerequisites for CTH 5520.
**CTH 5520 Christian Theology for the Kingdom of God must be taken prior to ETH 5530 Christian Ethics.

<table>
<thead>
<tr>
<th>Summative Coursework</th>
<th>(3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTS/NTS 7798 Senior Seminar or OTS/NTS 7799 Thesis</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spiritual Formation Courses</th>
<th>(4 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPF 5540 Introduction to Spiritual Formation</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Biblical Studies Courses</th>
<th>(18 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSG 5502 Encountering Scripture Beyond Translations OR Full Sequence of Greek or Hebrew (NTS/OTS 5501-5502)***</td>
<td>3 hours</td>
</tr>
<tr>
<td>OTS/NTS Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>OTS/NTS Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>OTS/NTS Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>OTS/NTS Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>(6 hours)</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Total (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 degree must complete 55 credit hours with a minimum grade point average of 2.0 on a 4.0 grading scale.

*BSG 5501 serves as a prerequisite for all NTS and OTS courses with the exception of languages, such as Hebrew and Greek. It is highly recommended that students take this course prior to other BSG, NTS or OTS courses (including languages).

* BSG 5501 as well as CHS 5500 are prerequisites for CTH 5520.

** CTH 5520 Christian Theology for the Kingdom of God must be taken prior to ETH 5530 Christian Ethics.
**Purpose**

The Master of Arts (Historical & Theological Studies) degree is intended to prepare students for further graduate study in history, theology, or ethics; to equip leaders for teaching in denominational or local church contexts; and to serve Christians who do not plan to teach but who desire a deeper understanding of their faith. The degree is flexible to serve these different purposes. It can be completed through online courses, face-to-face courses, or a combination of both. A master’s thesis is optional.

**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 just and moral practices 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 2.0 on a 4.0 grading scale. This degree may be completed entirely online or through a combination of course delivery methods.

* BSG 5501 serves as a prerequisite for all NTS and OTS courses with the exception of languages, such as Hebrew and Greek. It is highly recommended that students take this course prior to other BSG, NTS or OTS courses (including languages).

* BSG 5501 as well as CHS 5500 are prerequisites for CTH 5520.

**CTH 5520 Christian Theology for the Kingdom of God must be taken prior to ETH 5530 Christian Ethics.**

<table>
<thead>
<tr>
<th>Summative Coursework</th>
<th>(3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS/CTH 7799 Thesis</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spiritual Formation Courses</th>
<th>(4 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPF 5540 Introduction to Spiritual Formation</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Historical and Theological Studies Courses</th>
<th>(18 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 6620 Varieties of Early Christian Thought or NTS 6652 New Testament Theology</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHS 6630 History and Thought of the Reformation</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHS 6640 Contemporary Theological Perspectives</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHS/CTH Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHS/CTH Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>ETH Elective</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>(6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>(55 hours)</th>
</tr>
</thead>
</table>
MASTER OF ARTS IN CHRISTIAN MINISTRIES
55 Credit Hours

**Purpose**
The Master of Arts in Christian Ministries (MACM) 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 MACM, 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 just and moral practices 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 Christian Ministries (MACM) must complete 55 credit hours with a minimum grade point average of 2.0 on a 4.0 grading scale. The full MACM degree is offered at the Ashland Center, Cleveland Center, Columbus Center, and Detroit Center. Less than 50% of the degree may be completed online.

*BSG 5501 serves as a prerequisite for all NTS and OTS courses with the exception of languages, such as Hebrew and Greek. It is highly recommended that students take this course prior to other BSG, NTS or OTS courses (including languages).

* BSG 5501 as well as CHS 5500 are prerequisites for CTH 5520.

**CTH 5520 Christian Theology for the Kingdom of God must be taken prior to ETH 5530 Christian Ethics.**

<table>
<thead>
<tr>
<th>Preliminary and Summative Coursework</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLD 6611 Field Study Introduction</td>
<td>1 hour</td>
</tr>
<tr>
<td>FLD 6612 Field Study (2)</td>
<td>1 hour</td>
</tr>
<tr>
<td>FLD 6614 Field Study Capstone</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spiritual Formation Courses</th>
<th>4 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPF 5540 Introduction to Spiritual Formation</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSG 5501 Engaging Texts and Contexts*</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHS 5500 Story of the Christian Faith*</td>
<td>3 hours</td>
</tr>
<tr>
<td>CTH 5520 Christian Theology for the Kingdom of God**</td>
<td>3 hours</td>
</tr>
<tr>
<td>ETH 5530 Christian Ethics</td>
<td>3 hours</td>
</tr>
<tr>
<td>MSS 5501 Kingdom Mission in a Global Community</td>
<td>3 hours</td>
</tr>
<tr>
<td>NTS 5511 Introduction to the New Testament</td>
<td>3 hours</td>
</tr>
<tr>
<td>OTS 5511 Introduction to the Old Testament 1</td>
<td>3 hours</td>
</tr>
<tr>
<td>OTS 5512 Introduction to the Old Testament 2</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ministry Courses</th>
<th>12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD 6630 Leading the People of God</td>
<td>3 hours</td>
</tr>
<tr>
<td>CWP 5512 Worship and the Community of God</td>
<td>3 hours</td>
</tr>
<tr>
<td>PCC 5520 Person in Ministry</td>
<td>3 hours</td>
</tr>
<tr>
<td>PCC 5530 Pastoral Counseling and Care</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Christian Ministries Courses</th>
<th>6 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 2 of the following 3 courses:</td>
<td>----------</td>
</tr>
<tr>
<td>CRE 5501 Forming the People of God</td>
<td>3 hours</td>
</tr>
<tr>
<td>HOM 5511 Proclaiming the Word of God</td>
<td>3 hours</td>
</tr>
<tr>
<td>EVG 5513 Evangelistic Practices</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>6 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Electives</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

**Total** (55 hours)
**Purpose**

The Master of Arts in Clinical Mental Health Counseling (MACMHC) 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 (PC). 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 (DLOs) and Student Learning Outcomes (SLOs)**

The Clinical Mental Health Counseling Program’s assessment system includes broad Degree Learning Outcomes (DLOs) in three areas; Knowledge, Professional Skills, and Personal Attributes. Each of these more general degree learning outcomes is composed of a number of more specific degree learning outcomes as indicated below. (Degree learning outcomes are attained through “student learning objectives” (SLOs) which are specified in course syllabi.):

**DLO-I. Knowledge Objectives: By the conclusion of their program, students will be able to distinguish the clinical information needed by professional counselors (“Knowledge Objective” or “KO”). More specifically, the student will be able to:**

KO1. Articulate the history, professional roles, organizational structures, ethics, standards and credentialing of professional counseling;

KO2. Explain the importance of social and cultural diversity, including the cultural context of relationships, issues, and trends in a multicultural society;

KO3. Describe human growth and development and the nature and needs of individuals at all developmental levels, and in multicultural contexts;

KO4. Discuss career development and related life factors;

KO5. Describe the helping relationship and counseling process in a multicultural society;

KO6. Define group work, including group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society;

KO7. Interpret assessments, including individual and group approaches to assessment and evaluation in a multicultural society;

KO8. Review research methods, statistical analysis, needs assessment, and program evaluation; and

KO9. Identify the role that personal faith or belief systems play in the counseling process.

**DLO-II. Professional Skills Objectives: By the conclusion of their program, students will demonstrate ability in professional counseling skills (“Professional Skills Objective” or “PSO”). More specifically, the student will be able to:**

PSO1. Demonstrate adherence to ethical and legal standards of the professional counseling;

PSO2. Demonstrate effective treatment planning and intervention in counseling;

PSO3. Demonstrate recognition of personal limitations as a professional counselor and the need to seek supervision or refer clients when appropriate;

PSO4. Demonstrate effective service provision to clients in a multicultural society;

PSO5. Demonstrate skill in interviewing, assessment, diagnosis, and case management for working with individuals, couples, and families; and

PSO6. Demonstrate application of research findings in professional counseling.

**DLO-III. Personal Attributes Objectives: By the conclusion of their program, students will exhibit personal characteristics important for professional counseling and counselors (“Personal Attributes Objectives” or “PAO”). More specifically, the student will be able to:**

PAO1. Explain the importance of boundaries and limitations to competency;

PAO2. Act with integrity and honesty;

PAO3. Demonstrate interpersonal strength and maturity; and

PAO4. Act professionally, as is 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 Center and the Columbus Center. A new cohort of counseling students begins in the Fall semester of odd-numbered years meeting on Thursdays in Ashland and beginning in even-numbered years on Tuesdays in Columbus for students. For each cohort, the core counseling coursework is covered in the cohort day schedule over a two-year period. Clinical Content, Practicum, Internship, and
Institutional courses are offered outside the cohort day schedule and may be taken at the Columbus and Ashland centers (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 and Family Therapist Board to meet academic requirements for the Professional Counselor (PC) license. 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 cumulative GPA of a B– or higher 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.

*Italicics* indicate courses required by the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board to meet Clinical Content categories 1-5. For further information, contact Dr. Lee Wetherbee, Counseling Department Chair, at (419) 289-5995 or lwetherb@ashland.edu.

### Academic evaluation, remediation, retention and dismissal policy and procedure

What follows are the academic expectations of all students within the MACMHC program and the policies and procedures which will result should these expectations not be met. As a student within the program, please know that it is our desire and intent to come alongside you to help you succeed.

Therefore, in the implementation of the following policies and procedures, we will strive to abide by both the “spirit” and “letter” of the law.

1. As a student seeking the MACMHC degree, you will need to maintain a “B” average (i.e., a cumulative grade-point average or “GPA” of 3.0) to meet the educational requirements of the program.

2. It is also expected that you will earn a final course grade of B– or higher in every course you take.

3. It is your and our responsibility to monitor at the end of each semester,
   a. whether or not you have attained a final course grade of B– or higher in every course taken during the semester and

4. If you *ever* have any concerns about academic standing in any class, it is your responsibility to speak with the course professor, your assigned faculty advisor, and/or Program Director, as early as possible. Please know that we want you to succeed and are eager to partner with you to accomplish this.

5. Should your cumulative GPA falls below 3.0, you will be placed on academic probation;
   a. A written notice of probation, signed by the program director and the Dean, will be given both to you and your academic advisor.
   b. A notation of academic probation will be placed on your transcript by the ATS Registrar.
   c. You will be required to meet with your academic advisor (or Program Director, if applicable) to develop a written remediation plan to return to satisfactory academic standing.
   d. Failure to successfully complete this remediation plan may result in dismissal from the MACMHC program.
   e. If you remain on academic probation for two consecutive terms, you may be recommended for dismissal from the program.

6. You will be removed from academic probation due to deficient GPA when you have completed the following conditions:
   a. All work for each course is completed by the end of its term, without extensions.
   b. Any incomplete work from previous terms is completed.
   c. All requirements of the written remediation plan have been satisfied
   d. Your GPA rises to at least 3.0.

7. Should you earn a final course grade below a B–, you may be placed on academic probation.
   a. Your first final course grade in the “C” range (i.e. C+, C, or C–), should be interpreted by you as an informal warning that you have fallen below program expectations, regardless of current cumulative GPA. Should this happen, you are *strongly* encouraged to meet with your advisor to ensure your success in future courses.
   b. Your second final course grade in the “C” range will result in a formal, written warning that you have fallen below program expectations, regardless of current cumulative GPA. Should this happen, you will be required to meet with your assigned advisor to ensure your success in future courses. You should interpret a formal
warning as a serious matter which may jeopardize your ongoing participation in the MACMHC program and therefore requires your immediate attention.

c. Your third final course grade in the “C” range will result in you being placed on academic “probation” and 5.a. through 5.e. will take effect.

d. You will be removed from academic probation due to deficient final course grades when you have completed the following conditions:

i. All work for each course is completed by the end of its term, without extensions.

ii. Any incomplete work from previous terms is completed.

iii. All requirements of the written remediation plan have been satisfied.

iv. You earn a final course grade of B- or higher in each of the next four courses taken immediately following placement on academic probation.

e. Note: Should the initial final course grade in the "C" range (C+, C, C-) occur in two or more courses within a single semester, sections 7.b. or 7.c. will apply.

f. More than three final course grades in the “C” range may result in your being recommended for dismissal from the program.

8. Should you earn a final course grade of D+ or lower in any MACMHC class (including BSG 5510 and CTH 5510), you will be placed on academic probation and 5.a. through 5.e. will take effect.

a. You will be required to retake the course and earn a minimum final course grade of B.

b. You will be removed from academic probation when you,

i. retake the course at issue and earn a final course grade of B- or higher, and

ii. satisfy all requirements of the written remediation plan.

c. For a second final course grade of D+ or lower, including any course retaken, you will be recommended for dismissal from the MACMHC program.

9. Any required counseling course in which you earn a final course grade of less than B- will need to be retaken, either through the Ashland program or another approved counselor education program (the latter would need to be approved in advance by the program director).

10. The following are deemed “required counseling courses”;

- CLC 5508 Counseling Techniques
- CLC 5509 Counseling Theories
- CLC 5511 Human Growth and Development
- CLC 5520 Social and Cultural Issues in Counseling
- CLC 5522 Lifestyle and Career Counseling
- CLC 5530 Group Dynamics I
- CLC 7770 Professional Ethics and Responsibilities
- CLC 6691 Introduction to Research Methods and Design
- CLC 6692 Assessment
- Either CLC 7751 Special Issues in Abnormal-Personality Disorder or CLC 7756 Introduction to Substance Abuse
- CLC 7761 Personality Assessment
- CLC 7729 Differential Diagnosis
- CLC 7721 Crisis Counseling
- CLC 7787 Treatment of Mood and Anxiety Disorders
- CLC 7795 Treatment Planning Principles and Practice

12. Upon retaking a required course and earning a final course grade of at least a B-, the higher course grade will be used for both the satisfaction of degree and Board requirements. In retaking a required course, should you fail to earn a final course grade of at least a B-, guidelines 1, 2, 3, and 4 above will apply.

13. Non-required counseling courses in which a student earns a final course grade of less than B- may be either retaken in order to earn a grade acceptable to the program and Board or may be replaced by an equal number of non-required counseling course credit hours.

14. If you ever have any concerns about your status or performance in any class, please be sure to speak with the class professor, assigned faculty advisor, and/or program director, as early as possible.

1 Students are eligible to begin taking Clinical Content courses upon completion of BSG 5510, CTH 5510, CLC 5501, CLC 5501, CLC 5508, CLC 5509, and four core classes

2 Prerequisites include: CLC 6692, CLC 7729, CLC 7787, and CLC 7795

3 Prerequisites include: CLC 6636
<table>
<thead>
<tr>
<th>Instructional Courses</th>
<th>(6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSG 5510 Fundamentals of Biblical Interpretation</td>
<td>2 hours</td>
</tr>
<tr>
<td>CTH 5510 Fundamentals of Christian Theology</td>
<td>2 hours</td>
</tr>
<tr>
<td>CLC 5501 Spiritual Themes in Clinical Counseling</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Counseling Courses</th>
<th>(32 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLC 5504 Introduction to Clinical Mental Health Counseling</td>
<td>2 hours</td>
</tr>
<tr>
<td>CLC 5508 Counseling Techniques</td>
<td>3 hours</td>
</tr>
<tr>
<td>CLC 5509 Counseling Theories</td>
<td>3 hours</td>
</tr>
<tr>
<td>CLC 5511 Human Growth and Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>CLC 5520 Social and Cultural Issues in Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>CLC 5522 Lifestyle and Career Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>CLC 5530 Group Dynamics I</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>CLC 5531 Group Dynamics II</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>CLC 6691 Introduction to Research Methods &amp; Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>CLC 6692 Assessment</td>
<td>3 hours</td>
</tr>
<tr>
<td>CLC 7729 Differential Diagnosis</td>
<td>3 hours</td>
</tr>
<tr>
<td>CLC 7770 Professional Ethics and Responsibilities</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum and Internship</th>
<th>(6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLC 6636 Practicum in Counseling</td>
<td>2 hours</td>
</tr>
<tr>
<td>CLC 7796 Internship in Counseling</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Content Courses(^1)</th>
<th>(15 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLC 7721 Crisis Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>CLC 7751 Special Issues in Abnormal-Personality Disorder</td>
<td>3 hours</td>
</tr>
<tr>
<td>or CLC 7756 Introduction to Substance Abuse</td>
<td></td>
</tr>
<tr>
<td>CLC 7761 Personality Assessment</td>
<td>3 hours</td>
</tr>
<tr>
<td>CLC 7787 Treatment of Mood and Anxiety Disorders</td>
<td>3 hours</td>
</tr>
<tr>
<td>CLC 7795 Treatment Planning Principles and Practice</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective-Advanced Clinical Content Courses(^1)</th>
<th>(5 hours)</th>
</tr>
</thead>
</table>

| Total                                                    | (64 hours) |

*Effective Fall 2019, Revised 4/1/201*
The Master of Arts in Counseling (MAC) degree program, offered only at the Detroit Center, 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 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 (DLOs) and Student Learning Outcomes (SLOs)**

The Master of Arts in Counseling Program’s assessment system includes broad Degree Learning Outcomes (DLOs) in three areas; Knowledge, Professional Skills, and Personal Attributes. Each of these more general degree learning outcomes is composed of a number of more specific degree learning outcomes as indicated below. (Degree learning outcomes are attained through “student learning objectives” (SLOs) which are specified in course syllabi.):

**DLO-I. Knowledge Objectives: By the conclusion of their program, students will be able to distinguish the clinical information needed by professional counselors (“Knowledge Objective” or “KO”). More specifically, the student will be able to:**

KO1. Articulate the history, professional roles, organizational structures, ethics, standards and credentialing of professional counseling;

KO2. Explain the importance of social and cultural diversity, including the cultural context of relationships, issues, and trends in a multicultural society;

KO3. Describe human growth and development and the nature and needs of individuals at all developmental levels, and in multicultural contexts;

KO4. Discuss career development and related life factors;

KO5. Describe the helping relationship and counseling process in a multicultural society;

KO6. Define group work, including group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society;

KO7. Interpret assessments, including individual and group approaches to assessment and evaluation in a multicultural society;

KO8. Review research methods, statistical analysis, needs assessment, and program evaluation; and

KO9. Identify the role that personal faith or belief systems play in the counseling process.

**DLO-II. Professional Skills Objectives: By the conclusion of their program, students will demonstrate ability in professional counseling skills (“Professional Skills Objective” or “PSO”). More specifically, the student will be able to:**

PSO1. Demonstrate adherence to ethical and legal standards of the professional counseling;

PSO2. Demonstrate effective treatment planning and intervention in counseling;

PSO3. Demonstrate recognition of personal limitations as a professional counselor and the need to seek supervision or refer clients when appropriate;

PSO4. Demonstrate effective service provision to clients in a multicultural society;

PSO5. Demonstrate skill in interviewing, assessment, diagnosis, and case management for working with individuals, couples, and families; and

PSO6. Demonstrate application of research findings in professional counseling.

**DLO-III. Personal Attributes Objectives: By the conclusion of their program, students will exhibit personal characteristics important for professional counseling and counselors (“Personal Attributes Objectives” or “PAO”). More specifically, the student will be able to:**

PAO1. Explain the importance of boundaries and limitations to competency;

PAO2. Act with integrity and honesty;

PAO3. Demonstrate interpersonal strength and maturity; and

PAO4. Act professionally, as is 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 sites (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 with a minimum grade point average of 2.5 on a 4.0 grading scale.

*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 Jerrolynn Hockenhull, Director of Operations (Detroit) and MAC Program, at (248) 559-1400 ext. 23 or jhockenh@ashland.edu.

<table>
<thead>
<tr>
<th>Religious Heritage Core</th>
<th>(4 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSG 5510 Fundamentals of Biblical Interpretation</td>
<td>2 hours</td>
</tr>
<tr>
<td>CTH 5510 Fundamentals of Christian Theology</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counseling Core Courses</th>
<th>(35 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 5501 Spiritual Themes in Counseling</td>
<td>2 hours</td>
</tr>
<tr>
<td>CNS 5511 Human Growth and Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>CNS 5520 Social and Cultural Issues in Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>CNS 5521 Crisis Counseling</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>CNS 5527 Dimensions of Healing</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>CNS 5531 Group Dynamics I</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>CNS 5532 Group Dynamics II</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>CNS 5548 Counseling Theories and Techniques</td>
<td>3 hours</td>
</tr>
<tr>
<td>CNS 5570 Professional Ethics and Responsibilities</td>
<td>3 hours</td>
</tr>
<tr>
<td>CNS 6622 Lifestyle and Career Counseling</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>CNS 6647 Counseling and Consulting</td>
<td>2 hours</td>
</tr>
<tr>
<td>CNS 6651 Group Counseling I</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>CNS 6652 Group Counseling 2</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>CNS 6691 Introduction to Research Methods and Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>CNS 6692 Assessment</td>
<td>3 hours</td>
</tr>
<tr>
<td>CNS 7744 Marriage and Family Counseling</td>
<td>1.5 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum and Internship</th>
<th>(5 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 6635 Practicum in Counseling</td>
<td>2 hours</td>
</tr>
<tr>
<td>CNS 7796 Internship in Counseling I</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>CNS 7797 Internship in Counseling II</td>
<td>1.5 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Content Courses</th>
<th>(6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 7729 Differential Diagnosis</td>
<td>3 hours</td>
</tr>
<tr>
<td>CNS 7795 Treatment Planning Principles and Practice</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>(2 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one (1) from the five (5) courses below:</td>
<td></td>
</tr>
<tr>
<td>CNS 7728 Formational Prayer</td>
<td>3 hours</td>
</tr>
<tr>
<td>CNS 7746 Grief Counseling</td>
<td>2 hours</td>
</tr>
<tr>
<td>CNS 7753 Scenario Role Playing</td>
<td>2 hours</td>
</tr>
<tr>
<td>CNS 7777 Addictions</td>
<td>2 hours</td>
</tr>
<tr>
<td>Practical Ministry Elective*</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

| Total | (52 hours) |
**Purpose**

The Master of Divinity (MDiv) degree 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 just and moral practices 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 Center, Cleveland Center, Columbus Center, and Detroit Center. Two-thirds of this degree may be completed online.

*BGS 5501 serves as a prerequisite for all NTS and OTS courses with the exception of languages, such as Hebrew and Greek. It is highly recommended that students take this course prior to other BSG, NTS or OTS courses (including languages).

* BSG 5501 as well as CHS 5500 are prerequisites for CTH 5520.

** CTH 5520 Christian Theology for the Kingdom of God must be taken prior to ETH 5530 Christian Ethics.

***If students take one full language sequence of Greek or Hebrew, one of these courses will be used to fulfill Encountering Scripture Beyond Translations. Students may elect to pursue any one of a number of options in regard to biblical languages, depending on their individual learning objectives:

1. In view of long-term value derived from engaging scripture in the original languages, all are heartily encouraged to enroll in Greek I-II and Hebrew I-II. By learning one or both languages early on, one may begin using them in subsequent Bible, theology, and homiletics courses.

---

**Summative Coursework**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLD 6611 Field Study Introduction</td>
<td>1</td>
</tr>
<tr>
<td>FLD 6612 Field Study (2)</td>
<td>1</td>
</tr>
<tr>
<td>FLD 6613 Field Study (3)</td>
<td>1</td>
</tr>
<tr>
<td>FLD 6614 Field Study Capstone</td>
<td>1</td>
</tr>
</tbody>
</table>

**Spiritual Formation Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPF 5540 Introduction to Spiritual Formation</td>
<td>4</td>
</tr>
</tbody>
</table>

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSG 5501 Engaging Texts and Contexts*</td>
<td>3</td>
</tr>
<tr>
<td>CHS 5500 Story of the Christian Faith*</td>
<td>3</td>
</tr>
<tr>
<td>CTH 5520 Christian Theology for the Kingdom of God**</td>
<td>3</td>
</tr>
<tr>
<td>ETH 5530 Christian Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MSS 5501 Kingdom Mission in a Global Community</td>
<td>3</td>
</tr>
<tr>
<td>NTS 5511 Introduction to the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>OTS 5511 Introduction to the Old Testament (Part 1)</td>
<td>3</td>
</tr>
<tr>
<td>OTS 5512 Introduction to the Old Testament (Part 2)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Ministry Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD 6630 Leading the People of God</td>
<td>3</td>
</tr>
<tr>
<td>CWP 5512 Worship and the Community of God</td>
<td>3</td>
</tr>
<tr>
<td>PCC 5520 Person in Ministry</td>
<td>3</td>
</tr>
<tr>
<td>PCC 5530 Pastoral Counseling and Care</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practical Studies Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSG 5502 Encountering Scripture Beyond Translations OR Full Sequence of Greek or Hebrew (NTS/OTS 5501-5502)***</td>
<td>3</td>
</tr>
<tr>
<td>CRE 5501 Forming the People of God</td>
<td>3</td>
</tr>
<tr>
<td>EVG 5513 Evangelistic Practices</td>
<td>3</td>
</tr>
<tr>
<td>HOM 5511 Proclaiming the Word of God</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>(24 hours)</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>CHS/CTH/ETH Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHS/CTH/ETH Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>OTS/NTS Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Total</td>
<td>(80 hours)</td>
</tr>
</tbody>
</table>
Purpose

Institutional chaplaincy recognizes that those preparing to serve as professional chaplains need specialized training. To that end, the Master of Divinity (Chaplaincy) equips aspiring chaplains with a specially tailored skillset that enables them to minister effectively in pluralistic settings like military, hospital, prison, college, long-term care, and cooperative community ministries. The Master of Divinity (Chaplaincy) curriculum provides the requisite credits and areas of study specified by the Association of Professional Chaplains for recognition as Board Certified Chaplains.

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 just and moral practices 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 Divinity (Chaplaincy) degree must complete 80 credit hours with a minimum grade point average of 2.0 on a 4.0 grading scale. Additionally, they must complete a 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 Center. Two-thirds of this degree may be completed on-line.

*BSG 5501 serves as a prerequisite for all NTS and OTS courses with the exception of languages, such as Hebrew and Greek. It is highly recommended that students take this course prior to other BSG, NTS or OTS courses (including languages).

* BSG 5501 as well as CHS 5500 are prerequisites for CTH 5520.

**CTH 5520 Christian Theology for the Kingdom of God must be taken prior to ETH 5530 Christian Ethics.

***CHP 5501 Introduction to Chaplaincy must be taken in the student’s first year.

****CHP 6602-6604 Clinical Pastoral Education (additional units) may be used for PCC electives or as open electives.

*****PTS 7794 Independent Study in Pastoral Ministry is taken in conjunction with the CHP 6601 Clinical Pastoral Education Basic Unit.

******ETH 5530 Christian Ethics must be taken before CHP 6650 Advanced Ethics for Ministry Practitioners.

<table>
<thead>
<tr>
<th>Summative Coursework</th>
<th>(1 hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHP 7790 Capstone Experience for Chaplaincy</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spiritual Formation Courses</th>
<th>(4 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPF 5540 Introduction to Spiritual Formation</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chaplaincy Courses</th>
<th>(27 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHP 5501 Introduction to Chaplaincy***</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHP 6601 Clinical Pastoral Education (Basic Unit)****</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHP 6650 Advanced Ethics for Ministry Practitioners</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHP 7726 Navigating the Multifaith Context</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHP 6613 Cultural Competencies</td>
<td>3 hours</td>
</tr>
<tr>
<td>PTS 7794 Independent Study in Pastoral Ministry*****</td>
<td>3 hours</td>
</tr>
<tr>
<td>Pastoral Counseling Care Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Pastoral Counseling Care Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Pastoral Counseling Care Elective</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>(24 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSG 5501 Engaging Texts and Contexts*</td>
<td>3 hours</td>
</tr>
<tr>
<td>CHS 5500 Story of the Christian Faith*</td>
<td>3 hours</td>
</tr>
<tr>
<td>CTH 5520 Christian Theology for the Kingdom of God**</td>
<td>3 hours</td>
</tr>
<tr>
<td>ETH 5530 Christian Ethics*****</td>
<td>3 hours</td>
</tr>
<tr>
<td>MSS 5501 Kingdom Mission in a Global Community</td>
<td>3 hours</td>
</tr>
<tr>
<td>NTS 5511 Introduction to the New Testament</td>
<td>3 hours</td>
</tr>
<tr>
<td>OTS 5511 Introduction to the Old Testament (Part 1)</td>
<td>3 hours</td>
</tr>
<tr>
<td>OTS 5512 Introduction to the Old Testament (Part 2)</td>
<td>3 hours</td>
</tr>
<tr>
<td>Ministry Courses</td>
<td>(12 hours)</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>CLD 6630 Leading the People of God</td>
<td>3 hours</td>
</tr>
<tr>
<td>CWP 5512 Worship and the Community of God</td>
<td>3 hours</td>
</tr>
<tr>
<td>PCC 5520 Person in Ministry</td>
<td>3 hours</td>
</tr>
<tr>
<td>PCC 5530 Pastoral Counseling and Care</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>(12 hours)</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>(80 hours)</td>
</tr>
</tbody>
</table>
DOCTOR OF MINISTRY

32 Credit Hours

Purpose
The Doctor of Ministry (DMin) 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.

Courses provide a one-week intensive with hybrid process.

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

Contextual Learning Experience
Ashland Theological Seminary’s DMin 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:

a) Integrative projects, such as case studies, case reports, and notes from ongoing ministry that are used in many of the classes

b) A participant-group of students will interact with and challenge one another in the development of the student’s specialized concentration and project

c) A core faculty will include a project advisor appointed by the Director of Advanced Degree Programs and Assessment.

d) The ministry project which relates theory and practice, theology and ministry.

Final Project
For the final project thesis, 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. The project thesis is a document of approximately 150-200 pages.

Areas of Study
The Doctor of Ministry degree is a 32-semester hour program which includes:

- Three core foundational courses common to all tracks, except for the BCS track (12 hours)
- Three courses in the track of the student’s choice (12 hours)
- One Research Proposal Course
- One Writing Seminar

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.

Chaplaincy
Purpose: To equip chaplains and those who aspire to become chaplains with the knowledge and prerequisite skill sets to minister effectively in the pluralistic context of institutional ministry and to qualify for a professional chaplaincy job. Students may transfer up to 3 CPE’s for credit using the criteria specified in Doctor of Ministry Program.

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, except from the BCS track.
• Students can transfer up to three 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 (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 building on Master’s-level courses offered at ATS, which include a variety of specific interests, such as Homiletics, Biblical Studies, Theology, Christian History & Philosophy, Missions & Evangelism, and Worship.

**Transformational Leadership**

Purpose: To equip students with the necessary competencies to effectively engage the realities of leadership as they seek to position themselves for spiritual and personal renewal within their own leadership and particular context of ministry. Issues of character and power will also be addressed, along with how to bring about lasting change in Kingdom work.

Questions about the Doctor of Ministry program?

Contact: Dr. Dawn Morton, Director of Advanced Degree Programs and Assessment, at (419) 289-5113 or dmorton@ashland.edu.
SPECIALIZED PROGRAMS AND PARTNERSHIPS

Accelerated BA/MACM in Partnership with Ashland University

Religion majors at Ashland University may take advantage of the close relationship between the department and the Seminary by applying to enter the accelerated Bachelor of Arts/Master of Arts in Christian Ministries (BA/MACM). This acceleration consists of a combination of classes taken for the religion major counting as courses with advanced standing with credit in the MACM, graduate classes from the seminary counting as undergraduate general electives, and summer internships with churches. For students planning on going into the ministry, the accelerated BA/MACM will enhance the undergraduate major in religion and significantly reduce the time and cost of a seminary degree. For additional information, contact the Dean at s-dean@ashland.edu.

Baptist Institute of Pittsburgh Partnership

In 2015, the Seminary established a partnership with the Baptist Institute of Pittsburgh, a Christian institute for Baptist theological study in West Mifflin, Pennsylvania. This agreement assists students with transfer credit received from the Institute to Seminary degree programs. Since the Institute delivers coursework on a quarter system, any transferred credit is converted to the semester system. Quite a number of courses offered at the Institute are near equivalents to Seminary courses, which makes the transfer of credit seamless. For more information, contact Dr. John Byron, (419) 289-5722.

One Mission Society (OMS)

The Seminary has partnered with One Mission Society (OMS), based in Greenwood, Indiana, to advance the discipline of the nations of the world through the ministry of theological education. OMS is an evangelical, interdenominational faith-based mission focused on intentional evangelism, planting indigenous churches, training national leadership in Bible colleges and seminaries around the world and partnering with national workers, churches and other ministries to reach the nations of the world. The primary purpose of this partnership is to work toward joint degree programs between the Seminary and related OMS seminaries and schools and to facilitate faculty and student exchanges, joint conferences, team teaching via a variety of formats, a visiting scholar program, and a missionary in residency program at the Seminary. For more information, contact Dr. William Payne at (419) 419-5865 or wpayne@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. 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 internships.

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 requirements can be satisfied through core courses and specific United Methodist denominational studies courses. All courses must be completed at the Ashland center of the Seminary. 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 Doctrine course can be used as a Theology elective while the History course can be taken as a Church History elective. 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.
To learn more about the United Methodist Studies Program, contact Dr. Dan Hawk, at (419) 289-5172 or dhawk@ashland.edu.
COURSE DESCRIPTIONS

COURSE NUMBERING SYSTEM

The course descriptions in this section are organized alphabetically 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:

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

COURSE PREFIXES & TRACK ABBREVIATIONS FOR THE DOCTOR OF MINISTRY PROGRAM

DMN  Doctor of Ministry
CHAP  Chaplaincy
ID    Independent Design
TL    Transformational Leadership

NUMERICAL CLASSIFICATION SYSTEM

The four-digit number refers to the following classifications:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Meaning</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. 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.

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.

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

Cross-listed with CHS 5505

This course examines and interprets 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 distinctives within American Protestantism that the Black Church offers.
**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, as well as other evolving contemporary voices, such as Dwight Hopkins, Jacquelyn Grant, Kelly Brown Douglas and Delores Williams. An 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.

**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. 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.

**BCS 5527 Dynamics of the Black Church, Black Family and Black Minister (3 hours)**

Cross-listed with CRE 5525  
This course will present an overview of issues, concepts, events, heritage and customs that have evolved to comprise a general African American worldview. 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 also 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 and 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.

**BCS 5541 Spiritual Formation in the Black Tradition: Readings/Reflection I (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 genre–slave narratives, conversion narratives, call narratives, prayers, sermons, art – as well as the life and works of selected personalities. This course is graded pass/fail.

**BCS 5542 Spiritual Formation in the Black Tradition: Workshops/Retreat 2 (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 is graded pass/fail.

**BCS 6600 Race, Gender, Class, Sexuality and the Bible (3 hours)**

Cross-listed with BSG 6600  
This course is a graduate seminar that focuses specifically on the intersection of race, gender, sexuality and the Bible. It is part of a substitution theory of postcolonial 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 with 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 Afrocentric 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.
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.

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 6640 Models of Youth Ministry (3 hours)

This course is a general introduction to youth ministry from a Black perspective that will acquaint students with 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 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 6665 Postcolonial 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 students 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.

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.

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.

BCS 7792 Conference/Seminar in Black Church Studies (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 7794 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 to the literature and the contexts of other curricular areas will also be demonstrated. This course serves as a prerequisite for all NTS and OTS courses with the exception of language courses, such as Hebrew and Greek. Since other Bible courses presume that students have gained foundational skills supplied through this course, “Engaging Texts and Contexts” is to be completed before enrolling in other Bible courses (with the exception of language courses).
This course introduces students to three layers of mediation that lie between the reader of an English translation of Scripture and the original author’s actual words. These are (1) the critical reconstruction of the Hebrew or Greek text from existing manuscripts; (2) the points of overlap and non-overlap between the structures and vocabulary of Greek on the one hand and English on the other; and (3) the translational approach and ideology of any particular English version.

Students will be equipped to enrich their grasp of a given passage of Scripture by learning how to recognize when investigation of the original-language text is warranted and how to engage critical commentaries and other secondary resources in the process of investigation.

An Old Testament background course surveying the literature 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.

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.

This course is an introduction to the historical, methodological, ideological, interdisciplinary, multidimensional, and 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.

This course is a graduate seminar that focuses specifically on the intersection of race, gender, sexuality and the Bible. It is part of a substitution theory of postcolonial 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.

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 fruit the student can expect from pursuing these lines of inquiry.

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 fruit the student can expect from pursuing these lines of inquiry.
texts that throw important light on the world into which the church and its theology and piety were born.

**BSG 6665 Postcolonial Approaches to Biblical Study (3 hours)**

Prerequisite: BSG 5501 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.

**CHAPLAINCY (CHP)**

**CHP 5501 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. This course must be taken prior to all other Chaplaincy courses during the first semester of matriculation (Fall start) or at the earliest possible opportunity (Spring or Summer start) unless otherwise permitted. Students unable to take it their first semester or who transfer into the program should contact Dr. Bill Payne at wpayne@ashland.edu to discuss requirements.

**CHP 6601 Clinical Pastoral Education (CPE) Unit (3 hours)**

The Clinical Pastoral Education (CPE) Unit, historically located in hospitals, clinics, parish ministries, and community agencies, has a concentrated focus on clinical pastoral care, pastoral formation, reflection and competence, and relational skills development. Educational components include an individual learning goal covenant, interpersonal relationship group, verbatim and simulated learning, theological reflection, individual and group supervision, direct education, a comprehensive evaluation process, and 300 hours of clinical pastoral practice in an agreed upon clinical placement site. Through the practice of ministry with the “living human document” and the reflective process with supervisor and peers, the experiential learning that is CPE takes place.

**CHP 6613 Cultural Competencies (3 hours)**

Cross-listed with MSS 6613
this course emphasizes the idea of culture as it uses the disciplines of cultural anthropology, cross-cultural communication, and sociology to help students develop cultural competencies that will inform how they practice ministry in the multi-cultural context of a given ministry setting. The course emphasizes cultural knowledge, cultural awareness, and cultural encounters and utilizes case studies, self-assessment, and participant observation.

**CHP 6650 Advanced Ethics for Ministry Practitioners (2 hours)**

Prerequisite: ETH 5530 Cross-listed with ETH 6650

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-hour course only.

**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’s 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.

**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.

**CHS 5505 History of the Black Church (3 hours)**

Cross-listed with BCS 5505

This course examines and interprets 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 of America, Unincorporated; The Progressive 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 that the Black Church offers.

**CHS 5550 Global Christianity (3 hours)**

This course is an introductory history of Christianity in Africa, Asia and South America.
CHS 6607 Apocrypha and the Christian Church (3 hours)

Cross-listed with BSG 6644 and CTH 6607

The Apocrypha contains Jewish texts from the Hellenistic and Roman period but exists as a collection because of the reading practices of the early Christian Church. This course will introduce students both to the contents of this collection as windows into the history, social context, faith, and practice of Jewish groups in the Second Temple Period and the impact of these texts upon, and formation as a collection within, the early church.

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.

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.

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.

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.

CHS 6625 Christian Monasticism (3 hours)

This course is 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 given to the Benedictine tradition. The seminar includes immersion in a monastic community.

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.

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 of Christianity in America and the nature of Christianity will be examined.

CHS 6640 Contemporary Theological Perspectives (3 hours)

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.

CHS 6667 Women Spiritual Writers (3 hours)

Cross-listed with SPF 6667

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.

CHS 6668 Biographical Studies in Christian Leadership (3 hours)

Cross-listed SPF 6668

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.

CHS 6690 Life and Thought of Martin Luther King, Jr. (3 hours)

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 7700 History of the Brethren Church (2 hours)

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 (2 hours)

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).

**CHS 7706 History of the Church (2 hours)**

*Cross-listed with PTS 7706*

This is a course used to satisfy various denominational standards in history, doctrine, and polity and can be arranged through the Dean’s office.

**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 both to the history of and a biblical and theological rationale for the Christian peace witness.

**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/NTS/OTS 7798*

This course provides a 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.

**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.

**CLINICAL COUNSELING (CLC)**

**CLC 5501 Spiritual Themes in Clinical Counseling (2 hours)**

This course provides the clinical counselor an overview of the 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.

**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.

**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.

**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.

**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 that a Christian counselor might use to assist the client who is struggling to pass productively through life's stages.

**CLC 5520 Social and Cultural Issues in Counseling (3 hours)**

This course examines the cultural and ethnic uniqueness and differences as significant issues for counselors and counselees. Emphasis is given to designing culturally and socially sensitive counseling interventions.

**CLC 5522 Lifestyle and Career Counseling (3 hours)**

This course is 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.

**CLC 5530 Group Dynamics 1 (1.5 hours)**

This course is 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.

**CLC 5531 Group Dynamics 2 (1.5 hours)**

Continues the learning of interpersonal skills with additional attention given to advanced empathy, constructive
CLC 6636 Practicum in Counseling 1 (2 hours)
Prerequisites: CLC 5504, CLC 5509, CLC 5508, CLC 5511, CLC 5520, CLC 5530, CLC 5531, CLC 7729, CLC 7787, CLC 7795, CLC 6692
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.

CLC 6637 Practicum in Counseling 2 (2 hours)
Prerequisite: CLC 6636
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.

CLC 6691 Introduction to Research Methods and Design (3 hours)
Prerequisite: CLC 5508
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.

CLC 6692 Assessment (3 hours)
Prerequisite: CLC 6692
Systematic, comprehensive, and accurate assessment of a client’s resources and risks provides a vital foundation for successful counseling outcomes. This course explores numerous instruments used in the assessment process and the importance of their results.

CLC 7721 Crisis Counseling (III) (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.

CLC 7729 Differential Diagnosis (III) (3 hours)
Prerequisites: CLC 5508, CLC 5509, CLC 5511
Concepts are presented for the proper assessment and diagnosis of different categories of abnormal behavior. Special attention is given to the principles underlying the approach of the DSM system.

CLC 7751 Special Issues in Abnormal-Personality Disorders (I) (3 hours)
Prerequisite: CLC 7729
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. This course is required for the MACMHC degree.

CLC 7753 Special Issues in Counseling Adolescents (I) (3 hours)
Prerequisite: CLC 5511
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.

CLC 7754 Dynamics of Eating Disorders (IV) (3 hours)
Prerequisite: CLC 7729
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.

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 emphasis upon assessment, differential diagnosis, treatment planning and treatment implementation. Ethical issues in working with older adults will also be explored.

CLC 7756 Introduction to Substance Abuse (I) (3 hours)
Prerequisite: CLC 7729
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.

CLC 7758 Psychopharmacology for Counselors (3 hours)
Prerequisites: CLC 5511 and CLC 7729
This course will explore the varied biological mechanisms commonly associated with the expression of psychological disorders and their relationship to pharmacological treatments. Students will be introduced to general principles of neurobiology, normative brain function, pathophysiological processes, and the major categories of psychotropic medications. Consideration will be given to professional and ethical boundaries when integrating psychopharmacology knowledge into counseling practice.

CLC 7761 Personality Assessment (II) (3 hours)
Prerequisite: CLC 6692
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. This course is required for the MACMHC degree.

**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.

**CLC 7773 Diagnosis of Children (3 hours)**

**Prerequisite:** CLC 7729

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, diagnosis 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 7780 Counseling the Dying and Grieving (IV) (3 hours)**

**Prerequisite:** CLC 5509

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, 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)**

**Prerequisites:** CLC 5509, CLC 5508, CLC 5511

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.

**CLC 7782 Advanced Family Counseling (IV) (3 hours)**

**Prerequisite:** CLC 5509, CLC 5508, CLC 5511

This course is designed to broaden the student's theoretical understanding of family counseling. 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.

**CLC 7783 Marriage and Family Counseling (3 hours)**

**Prerequisite:** CLC 5509, CLC 5508, CLC 5511

An introduction to marriage counseling and special issues in family counseling. Attention will be given to history-taking, problem assessment, and therapeutic interventions.

**CLC 7784 Counseling Survivors of Sexual Abuse (IV) (3 hours)**

**Prerequisite:** CLC 7729

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.

**CLC 7786 Human Sexuality (IV) (3 hours)**

**Prerequisites:** CLC 5509, CLC 5508, CLC 5511

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.

**CLC 7787 Treatment of Mood and Anxiety Disorders (IV) (3 hours)**

**Prerequisite:** CLC 7729

This course focuses on the theory, research, and counseling interventions related to the treatment of mood and anxiety disorders (and related conditions). Special attention is given to the DSM-IV classifications and cognitive-behavioral interventions. This course is required for the MACMHC degree.

**CLC 7791 Integrative Healthcare for the Professional Counselor**

**Prerequisite:** CLC 5511

(3 hours)

This course will focus upon both the historic, and rapidly changing, relationship between medical and mental health. The integration of medical, cognitive behavioral (CBT), and spiritual approaches in counseling will be explored to assist both counselor and client in understanding the comprehensive nature of client difficulties and their treatment. Trauma informed care will be highlighted in the course and attention given to “What happened to us?” (versus “What is wrong with you?”), how this affects the choices clients make in their lives, and the “costs” of such choices.

**CLC 7793 Supervision in Counseling (IV) (3 hours)**

**Prerequisite:** CLC 5509

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.

**CLC 7794 Narrative Approaches in Counseling (IV) (1 hours)**

**Prerequisite:** CLC 5509  
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)**

**Prerequisite:** CLC 7729  
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-5 diagnoses. (A basic understanding of DSM-5 diagnostics, counseling theory, and mental health treatment is required for this course.) This course is required for the MACMHC degree.

**CLC 7796 Internship in Counseling I (2 hours)**

**Prerequisite:** CLC 6636  
An internship is a post-practicum, on-the-job experience in professional counseling that 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.

**CLC 7797 Internship in Counseling II (2 hours)**

**Prerequisite:** CLC 7796  
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.

**CLC 7798 Internship in Counseling III (2 hours)**

**Prerequisite:** CLC 7797  
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.

**CHRISTIAN LEADERSHIP (CLD)**

**CLD 5592 Empowering Women in Ministry Leadership (3 hours)**

The course will provide biblical and theological foundations for empowering women in ministry leadership, and lead them to explore their own callings and gifts. Historical biographies will be examined, as well as examples of contemporary women who are impacting the kingdom of God.

**CLD 6623 Principles of Church Planting (3 hours)**

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.

**CLD 6630 Leading the People of God (3 hours)**

**Ministry 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. It will also orient students to healthy congregational structures, administration, and stewardship with a particular emphasis on essential financial processes.

**CLD 7774 Christian Leadership and Family Systems (3 hours)**

This course will examine the task of Christian leadership through the perspective of family systems. Particular attention will be given to the biblical and theological foundations for key concepts. Students will engage in critical self-reflection on the self and their leadership style as they examine such concepts as the differentiated self, becoming a non-anxious presence, navigating change through conflict, homeostasis, and family constellations. Principles for behavior in relationship will be developed.

**CLD 7794 Independent Study in Christian Leadership (3 hours)**

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 (2 hours)**

This course provides the counselor with an overview of the 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 5504 Introduction to Professional Counseling (1.5 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 overview of the roles and functions, as well as the professional, legal, and ethical responsibilities of licensed counselors. Preparation standard for licensure as Professional Counselors (LPC) will be discussed.

**CNS 5508 Counseling Techniques (1.5 hours)**

This course is designed to equip the student with a knowledge of essential counseling skills such attending, listening, probing, focusing, goal setting and challenging.

**CNS 5509 Counseling Theories (1.5 hours)**
This course surveys major concepts, theories, and practices of contemporary and historical therapeutic systems. Attention is also given to the integration of biblical principles and sound behavioral science.

**CNS 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 techniques and teaching tools that 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 the cultural and ethnic uniqueness and differences as significant issues for counselors and counselees. Emphasis is given to designing culturally and socially-sensitive counseling interventions.

**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.

**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. Provides the student with an overview of the pastoral counseling process. Emphasis will be placed upon the student's personal and spiritual growth.

**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.

**CNS 5548 Counseling Theories and 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.

**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.

**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 given to issues of licensure.

**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.

**CNS 6635 Practicum in Counseling (2 hours)**

Provides students with practice in helping skills via activities such as written exercises, structured exercises, role-playing, verbatims and field exercises. Includes constructive feedback on student’s practice of helping skills.

**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.

**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.

**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.

**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.

**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 counselors.
**CNS 7728 Formational Prayer (3 hours)**

Students will explore the qualifications and preparation necessary to embrace a ministry of inner healing prayer. The course will focus upon the relationship between past wounds, false beliefs, emotional upheaval, and dysfunctional behaviors in the lives of people seeking help. Special emphasis will be given to the Spirit-directed process of helping hurting people find healing and freedom in Christ, balancing insights from both counseling and pastoral theology.

**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 DSM system. Includes material on conducting the diagnostic interview and mental status exam.

**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 7746 Grief Counseling (2 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 (2 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 that focus on replacing dysfunctional behaviors.

**CNS 7777 Addictions (2 hours)**

Provides a basic introduction and overview of alcoholism, other chemical dependencies, other addictions and their treatment. The pathology of addiction is explored while examining the signs, symptoms and stages involved.

**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-5 diagnoses. (A basic understanding of DSM-5 diagnostics, counseling theory, and mental health treatment is required for this course.)

**CNS 7796 Internship in Counseling I (1.5 hours)**

An internship is a post-practicum, on-the-job experience in professional counseling that 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.

**CNS 7797 Internship in Counseling 2 (1.5 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.

**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.

**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.

**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.

**CRE 5525 Dynamics of the Black Church, Black Family and Black Minister (3 hours)**

Cross-listed with BCS 5527  
This course will present an overview of issues, concepts, events, heritage and customs that have evolved to comprise a general African American worldview. 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 also 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 7794 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.

**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. An 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.

**CTH 5520 Christian Theology for the Kingdom of God (3 hours)**

Prerequisite: BSG 5501 and CHS 5500

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.

**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.

**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 worldview. The implications of his theological thought for ethics will also be addressed without focusing primarily on the ethical material in the Pauline corpus.

**CTH 6607 Apocrypha and the Christian Church (3 hours)**

Cross-listed with CHS 6607 and BSG 6644

The Apocrypha contains Jewish texts from the Hellenistic and Roman period but exists as a collection because of the reading practices of the early Christian Church. This course will introduce students both to the contents of this collection as windows into the history, social context, faith, and practice of Jewish groups in the Second Temple Period and to the impact of these texts upon, and formation as a collection within, the early church.

**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.

**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.

**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.

**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 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.

**CTH 6642 The Holy Spirit (3 hours)**

Cross-listed with SPF 6642

This course deals with the person and work of the Holy Spirit biblically, historically, and experientially. Students will have the opportunity to reflect on the role of the Spirit in their own lives as well as in the church and world today.
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.

**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 6651 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 6655 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 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)**
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.

**CTH 7701 Doctrine of the Brethren Church (2 hours)**
Cross-listed with PTS 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 how Brethren doctrine has developed from the eighteenth century to the present. Required of all Brethren MDiv. students seeking ordination.

**CTH 7702 Polity and Ordinances of the Brethren Church (2 hours)**
Cross-listed with PTS 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. Required of all Brethren MDiv. students seeking ordination.

**CTH 7704 Doctrine of the United Methodist Church (2 hours)**
Cross-listed with PTS 7704
This course surveys doctrine within the United Methodist heritage, beginning with the Wesleys to the present, with attention given 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).

**CTH 7705 Polity of the United Methodist Church (3 hours)**
Cross-listed with PTS 7705
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).

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

**CTH 7720 Theology of a Selected Writer (3 hours)**
The person, works and topics to be studied will be announced. This course will focus on the life, thought, perspective and contribution of the particular thinker chosen.

**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.


**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.

**ETH 6650 Advanced Ethics (3 hours)**

Prerequisite: ETH 5530

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.

**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).

**ETH 7790 Pilot Course in Christian Ethics (3 hours)**

Uncatalogued courses are offered occasionally to enrich the offerings of the major and to tap the resources of department faculty and visiting scholars. Specific course titles and descriptions are available when the course is offered.

**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.

**CHS 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.

**CHRISTIAN WORSHIP (CWP)**

**CWP 5512 Worship and the Community of God (3 hours)**

Ministry 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 Christian 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.

**ETHICS (ETH)**

**ETH 5530 Christian Ethics (3 hours)**

This course assists students in the reflection 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.


**EvG 7710 Power Encounter in Ministry and Missions (3 hours)**

Cross-listed with PCC 7770

Explores the biblical concepts of spiritual power as they relate to God, Christ, the Holy Spirit, angels, Satan and demons, clarifying the influence of worldviews that 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 religion in their context. This kind of work has become necessary as American society becomes more diverse. Students will co-tackle their experience in ministry with their Field Mentor as they maximize their strengths and develop their growth areas in this course.

**FIELD STUDY (FLD)**

**FLD 6611 Field Study Introduction DLS (1 hour)**

Required for MDiv (non-Chaplaincy) and MACM students. 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 synchronous Zoom Orientation Seminar to prepare students for online learning and the rigor of self-directed field education. 100 hours of field ministry required.

**FLD 6612 Field Study 2 DLS (1 hour)**

Prerequisite: FLD 6611 Required for MDiv (non-Chaplaincy) and MACM students. This course continues the work begun in FLD 6611 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. 100 hours of field ministry required. After completing FLD 6612 Field Study 2, MACM students may register for FLD 6614 Field Study Capstone

**FLD 6613 Field Study 3 DLS (1 hour)**

Prerequisite: FLD 6612 Required for MDiv (non-Chaplaincy) students. 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. 100 hours of field ministry required.

**FLD 6614 Field Study Capstone 3 DLS (1 hour)**

Prerequisite: FLD 6612 for MACM and FLD 6613 for MDiv Required for MDiv and MACM students. 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. It is recommended that students enroll in FLD 6614 Field Study Capstone in their final semester in seminary. 100 hours of field ministry required.

**FLD 6698 Internship Credit (1-3 hours)**

Additional internship credit can be earned for extended ministry experiences in churches or other parachurch organizations. To be arranged through the Field Education Office.

**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.

**HOM 6613 Preaching in Contemporary Context (3 hours)**

This course is concerned with the task of assisting students in understanding the 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 the technological revolution, alternative expressions of preaching such as those found in the Emerging Church movement, and preaching in a free society with its political dimensions. Each student will preach in this course.

**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.

**HOM 6695 Preaching Practicum (3 hours)**

This course is a laboratory for making and delivering expository sermons, with special emphasis on sermon delivery. Attention will be given to the human body as a medium of communication. Additionally, the course will involve consideration of the public reading of scripture, public prayer related to preaching, and the invitation to respond to the claims of preaching.
HOM 7794 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.

INTERDISCIPLINARY STUDIES (ITS)

ITS 7798 Senior Seminar (3 hours)
The Senior Seminar is meant to be an interdisciplinary experience in which students conduct research in either a field of their special interest or a general topic selected by faculty leading the seminar. Students will be encouraged to critically reflect upon a topic from a biblical, historical or theological perspective. Students will share the results of their research in a paper presentation in a seminar format.

MISSIONS (MSS)

MSS 5501 Kingdom Mission in a Global Community (3 hours)
This course presents the mission of God (missio Dei) and lays biblical, theological, and practical foundations for its conceptualization. It also exposes students to the worldwide context as it explores issues related to Christian missions, the intersection of Christianity and world religions, and the global church.

MSS 6613 Cultural Competencies (3 hours)
Cross-listed with CHP 6613
This course emphasizes the idea of culture as it uses the disciplines of cultural anthropology, cross-cultural communication, and sociology to help students develop cultural competencies that will inform how they practice ministry in the multi-cultural context of a given ministry setting. The course emphasizes cultural knowledge, cultural awareness, and cultural encounters and utilizes case studies, self-assessment, and participant observation.

MSS 6685 Global Church (Study Abroad) (3 hours)
This course entails a cross-cultural immersion experience to observe and analyze the church in a specific global context. Aspects of culture, mission/church relations, and ministry issues will be studied. The course will include both a study of the specific country or subculture in preparation for the immersion experience and a debriefing afterward. All students must be approved for participation in this course based upon criteria related to the context as determined by the professor of record in consultation with the Dean.

MSS 7726 Navigating the Multi-Faith Context (3 hours)
Cross-listed with CHP 7726 and EVG 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.

MSS 7794 Independent Study in Missions (3 hours)
Independent studies are designed to cover specialized material not usually included in a course offering listed in the catalog.

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, 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. When taken as a two-semester sequence with NTS 5502, this course satisfies the degree core in lieu of BSG 5502 Encountering Scripture Beyond Translations.

NTS 5502 Biblical Greek 2 (3 hours)
Prerequisite: NTS 5501
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, 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. When taken as a two-semester sequence with NTS 5501, this course satisfies the degree core in lieu of BSG 5502 Encountering Scripture Beyond Translations.

NTS 5511 Introduction to the New Testament (3 hours)
Prerequisite: BSG 5501
This course introduces students to the critical study and interpretation of the New Testament. The course focuses students 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 content, exposure to diverse interpretive approaches, and examination of literary, historical and cultural issues relevant to their interpretation.

NTS 6601-NTS 6604 Gospel of (3 hours)Prerequisite: BSG 5501 Cross-listed with NTS 7701-7704
Introductions to the four Gospels: the background and the purpose of the authors will be investigated. An analysis, theological context and didactic values of each Gospel will receive emphasis in these four courses (English Text).

NTS 6605 Acts of the Apostles (3 hours)
Prerequisite: BSG 5501 Cross-listed with NTS 7705
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 as an authentic report of the early history of the church.
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 also be pointed out.

NTS 6607 Corinthian Correspondence (3 hours)
Prerequisite: BSG 5501 Cross-listed with NTS 7707
This course is a careful and detailed study of Paul's letters to the Corinthians with attention given 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.

NTS 6610 Galatians (3 hours)
Prerequisite: BSG 5501 Cross-listed with NTS 7710
Together with Romans, Paul's Letter to the Galatians has stood at the heart of discussions of Christian theology from Augustine through the Reformation to the present day. It is possibly Paul's earliest formulation (in writing) of his teachings about justification attained by trusting Jesus, the opposition between faith and "works of the Law," the role of Torah in God's plan for humanity, salvation history, and life in the Spirit. This course invites students into a close reading of the text as the basis for analysis of its theological and ethical contributions to Christian formation, both as individual disciples and as communities of faith. Students will seek out Paul's meaning and purposes in writing as a basis for their critical engagement with the interpretation and application of Paul throughout the Christian era and their vision for Christian formation. Students taking the course to fulfill curricular requirements in different areas will have readings and assignments tailored to those curricular objectives.

NTS 6617 Hebrews (3 hours)
Prerequisite: BSG 5501 Cross-listed with NTS 7717
Hebrews stands as a monument to early Christian reflection on the significance of the work of Jesus, his benefit, and the response to faith. Students will learn rhetorical analysis and cultural-anthropological analysis skills and apply these to a close reading of the Epistle to the Hebrews.

NTS 6622 Johannine Literature (3 hours)
Prerequisite: BSG 5501 Cross-listed with NTS 7722
The authorship, background, purpose, intended readers, methodology and theology 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)
Prerequisite: BSG 5501 Cross-listed with NTS 7723
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.

NTS 6625 Luke-Acts (3 hours)
Prerequisite: BSG 5501 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)
Prerequisite: BSG 5501 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 worldview. The implications of his theological thought for ethics will also be addressed without focusing primarily on the ethical material in the Pauline corpus.

NTS 6640 New Testament Backgrounds (3 hours)
Prerequisite: BSG 5501
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.

NTS 6652 New Testament Theology (3 hours)
Prerequisite: BSG 5501 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.

NTS 6653 New Testament Archaeology (3 hours)
Prerequisite: BSG 5501
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.
This course examines the nature and use of parables in the Gospels and early Jewish literature. It will include a survey of interpretative approaches, as well as historical, cultural and geographical issues. Students will be given the opportunity to consider the usage and repackaging of parables in the modern media. Special attention will be given to exegetical examination of parables and their usage in ministry settings.

The letter to the Galatians will be studied in the Greek text. The letter to the Galatians will be studied in the Greek text. The perspective of the course will be to gain a grasp of the letter as a whole, as well as its parts. Emphasis will be placed upon the basic content of the letter in relation to the Christian faith and the church.

Paul’s letter to the church in Rome will be studied upon the basis of the Greek text. The perspective of the course will be to gain a clear 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.

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.

This course examines the nature and use of parables in the Gospels and early Jewish literature. It will include a survey of interpretative approaches as well as historical, cultural and geographical issues. Students will be given the opportunity to consider the usage and repackaging of parables in the modern media. Special attention will be given to exegetical examination of parables and their usage in ministry settings.

This course examines the nature and use of parables in the Gospels and early Jewish literature. It will include a survey of interpretative approaches, as well as historical, cultural and geographical issues. Students will be given the opportunity to consider the usage and repackaging of parables in the modern media. Special attention will be given to exegetical examination of parables and their usage in ministry settings.

This course examines the nature and use of parables in the Gospels and early Jewish literature. It will include a survey of interpretative approaches, as well as historical, cultural and geographical issues. Students will be given the opportunity to consider the usage and repackaging of parables in the modern media. Special attention will be given to exegetical examination of parables and their usage in ministry settings.

This course examines the nature and use of parables in the Gospels and early Jewish literature. It will include a survey of interpretative approaches, as well as historical, cultural and geographical issues. Students will be given the opportunity to consider the usage and repackaging of parables in the modern media. Special attention will be given to exegetical examination of parables and their usage in ministry settings.

This course examines the nature and use of parables in the Gospels and early Jewish literature. It will include a survey of interpretative approaches, as well as historical, cultural and geographical issues. Students will be given the opportunity to consider the usage and repackaging of parables in the modern media. Special attention will be given to exegetical examination of parables and their usage in ministry settings.

This course examines the nature and use of parables in the Gospels and early Jewish literature. It will include a survey of interpretative approaches, as well as historical, cultural and geographical issues. Students will be given the opportunity to consider the usage and repackaging of parables in the modern media. Special attention will be given to exegetical examination of parables and their usage in ministry settings.

This course examines the nature and use of parables in the Gospels and early Jewish literature. It will include a survey of interpretative approaches, as well as historical, cultural and geographical issues. Students will be given the opportunity to consider the usage and repackaging of parables in the modern media. Special attention will be given to exegetical examination of parables and their usage in ministry settings.

This course examines the nature and use of parables in the Gospels and early Jewish literature. It will include a survey of interpretative approaches, as well as historical, cultural and geographical issues. Students will be given the opportunity to consider the usage and repackaging of parables in the modern media. Special attention will be given to exegetical examination of parables and their usage in ministry settings.

This course examines the nature and use of parables in the Gospels and early Jewish literature. It will include a survey of interpretative approaches, as well as historical, cultural and geographical issues. Students will be given the opportunity to consider the usage and repackaging of parables in the modern media. Special attention will be given to exegetical examination of parables and their usage in ministry settings.
media. Special attention will be given to the exegetical examination of parables and their usage in ministry settings.

**NTS 7771 Israel Study Tour (3 hours)**

*Prerequisite: BSG 5501  Cross-listed with OTS 7771*

Credit is available for those who take an approved tour of Israel and the holy land. Students should check with the chairperson of the Biblical Studies department for reading and writing requirements associated with receiving credit for the trip.

**NTS 7790 Pilot Course in New Testament (3 hours)**

*Prerequisite: BSG 5501*

Uncatalogued courses are offered occasionally to enrich the offerings of the major and to tap the resources of department faculty and visiting scholars. Specific course titles and descriptions are available when the course is scheduled.

**NTS 7792 Conference/Seminar in New Testament (1-3 hours)**

*Prerequisite: BSG 5501*

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 7794 Independent Study in New Testament (3 hours)**

*Prerequisite: BSG 5501*

Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.

**NTS 7798 Senior Seminar in Biblical Studies (3 hours)**

*Prerequisite: BSG 5501 Cross-listed with CHS/CTH/OTS 7798*

This course provides the summative experience for students enrolled in the Master of Arts (Biblical Studies) program. Within the context of an elective course in Biblical Studies, students will write a substantial research paper exceeding by approximately 30% a typical term paper for such a course. This will address a particular exegetical or hermeneutical problem in the interpretation of a text, or another appropriate research topic. If a suitable elective course is not available, students may opt to complete this requirement through a directed study course. In either case, (a) the course is to be completed in the final or penultimate term prior to graduation, and (b) in addition to the written paper, the student’s findings are to be presented orally for the corresponding elective course, or to a gathering of departmental faculty and other MA(BS) students.

**NTS 7799 Thesis in New Testament (3 hours)**

*Prerequisite: BSG 5501  Cross-listed with OTS 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.

**OLD TESTAMENT (OTS)**

**OTS 5501 Biblical Hebrew 1 (3 hours)**

*Prerequisite: BSG 5501*

Here the learner will begin to experience firsthand 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. When taken as a two-semester sequence with OTS 5502, this course satisfies the degree core in lieu of BSG 5502 Encountering Scripture Beyond Translations.

**OTS 5502 Biblical Hebrew 2 (3 hours)**

*Prerequisite: OTS 5501*

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. When taken as a two-semester sequence with OTS 5501, this course satisfies the degree core in lieu of BSG 5502 Encountering Scripture Beyond Translations.

**OTS 5511 Introduction to the Old Testament (Part 1) (3 hours)**

*Prerequisite: BSG 5501*

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, society, and literature of the ancient Near East relevant to the interpretation of these books and their reception in the New Testament.

**OTS 5512 Introduction to the Old Testament (Part 2) (3 hours)**

*Prerequisite: BSG 5501 and OTS 5511*

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.

**OTS 6600 Genesis (3 hours)**

*Prerequisite: BSG 5501  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.

**OTS 6606 Joshua and Judges (3 hours)**

*Prerequisite: BSG 5501  Cross-listed with OTS 7706*

A comprehensive consideration of the literary structure, content and theological perspective of Joshua and Judges.
OT 6607 Ruth and Other Outsiders (3 hours)
Prerequisite: BSG 5501 Cross-listed with OTS 7707
This course reads Ruth and selected narratives about foreign women with attention to their formal and figurative strategies, theological vision, and construction of gender, social and ethnic identities.

OT 6608 1-2 Samuel (3 hours)
Prerequisite: BSG 5501 Cross-listed with OTS 7708
A comprehensive consideration of the literary structure, content and theological perspective of 1-2 Samuel.

OT 6614 Psalms (3 hours)
Prerequisite: BSG 5501 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.

OT 6618 Isaiah (3 hours)
Prerequisite: BSG 5501 Cross-listed with OTS 7718
A canonical approach to Isaiah 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.

OT 6645 Dead Sea Scrolls (3 hours)
Prerequisite: BSG 5501
The texts of the Dead Sea Scrolls will be read in the latest English editions. The foundation, history, rites and theology of the sect will be discussed and thought parallels in the Old and New Testaments and Intertestamental literature will be evaluated.

OT 6647 The Social and Literary World of the Old Testament (3 hours)
Prerequisite: BSG 5501
Through the study of textual and archaeological evidence from Israel and its neighbors, this course will place the Israelites in their anthropological, cultural and religious world. The course will use computers to assist in instruction and interaction, so the face-to-face contact time will be less than in a regular course.

OT 6651 Old Testament Theology (3 hours)
Prerequisite: BSG 5501 Cross-listed with CTH 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.

OT 6660 Wisdom Literature (3 hours)
Prerequisite: BSG 5501 Cross-listed with OTS 7760
Instruction for growing wise and wrestling with thorny issues dominate the pages of Wisdom literature of the Old Testament. The theological and practical messages found within Job, Proverbs, Ecclesiastes, selected Psalms and the Song of Songs will be explored in their literary context during this course. Wisdom in the surrounding cultures of the ancient Near East will also be explored.

OT 7700 Hebrew Exegesis of Genesis (3 hours)
Prerequisite: BSG 5501 Cross-listed with OTS 6600
An exegetical and theological study of the book of Genesis. Special attention will be given to the many issues of Genesis 1-11.

OT 7706 Hebrew Exegesis of Joshua and Judges (3 hours)
Prerequisite: BSG 5501 Cross-listed with OTS 6606
A comprehensive consideration of the literary structure, content and theological perspective of Joshua and Judges.

OT 7707 Hebrew Exegesis of Ruth (3 hours)
Prerequisite: BSG 5501 Cross-listed with OTS 6607
An exegetical and theological study of Ruth and other narratives about foreign women with attention to their formal and figurative strategies, theological vision, and construction of gender, social and ethnic identities.

OT 7708 1-2 Samuel (3 hours)
Prerequisite: BSG 5501 Cross-listed with OTS 6608
A comprehensive consideration of the literary structure, content and theological perspective of 1-2 Samuel.

OT 7714 Hebrew Exegesis of Psalms (3 hours)
Prerequisite: BSG 5501 Cross-listed with OTS 6614
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.

OT 7718 Hebrew Exegesis of Isaiah (3 hours)
Prerequisite: BSG 5501 Cross-listed with OTS 6618
An exegetical and theological study of Isaiah 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. This course will be offered in response to the demands and requirements of individual students.

OT 7760 Hebrew Exegesis of OT Wisdom Literature (3 hours)
Prerequisite: BSG 5501 Cross-listed with OTS 6660
Instruction for growing wise and wrestling with thorny issues dominate the pages of Wisdom literature of the Old Testament. The theological and practical messages found within Job, Proverbs, Ecclesiastes, selected Psalms and the Song of Songs will be explored in their literary context during this course. Wisdom in the surrounding cultures of the ancient Near East will also be explored. (Hebrew Exegesis).

**OTS 7770 Conference/Seminar in Old Testament (1-3 hours)**

Prerequisite: BSG 5501

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)**

Prerequisite: BSG 5501

Credit is available for those who take an approved tour of Israel and the holy land. Students should check with the chairperson of the Biblical Studies department for reading and writing requirements associated with receiving credit for the trip.

**OTS 7790 Pilot Course in Old Testament (3 hours)**

Prerequisite: BSG 5501

Uncatalogued courses are offered occasionally to enrich the offerings of the major and to tap the resources of department faculty and visiting scholars. Specific course titles and descriptions are available when the course is scheduled.

**OTS 7794 Independent Study in Old Testament (3 hours)**

Prerequisite: BSG 5501

Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog.

**OTS 7798 Capstone in Biblical Studies (3 hours)**

Prerequisite: BSG 5501 Cross-listed with CHS/CTH/NTS 7798

This course provides the summative experience for students enrolled in the Master of Arts (Biblical Studies) program. Within the context of an elective course in Biblical Studies, students will write a substantial research paper exceeding by approximately 30% a typical term paper for such a course. This will address a particular exegetical or hermeneutical problem in the interpretation of a text, or another appropriate research topic. In either case, (a) the course is to be completed in the final or penultimate term prior to graduation, and (b) in addition to the written paper, the student’s findings are to be presented orally for the corresponding elective course, or to a gathering of departmental faculty and other MA(BS) students.

**OTS 7799 Thesis in Old Testament (3 hours)**

Prerequisite: BSG 5501

Cross-listed with NTS 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.

**PASTORAL COUNSELING AND CARE (PCC)**

**PCC 5520 Person in Ministry (3 hours)**

Ministry 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.

**PCC 5530 Pastoral Counseling and Care (3 hours)**

Ministry 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.

**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.

**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.
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.

PCC 7761 Small Groups as a Context for Pastoral Counseling and Care (3 hours)

This course seeks to equip students with the competencies necessary for developing and leading effective small groups that are specifically designed for the 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.

PCC 7770 Seminar in Pastoral Care – Spiritual Warfare (3 hours)

Cross-listed with EVG 7710

This course exposes students to a broad range of special issues relative to pastoral care/pastoral counseling. Topics will be developed in seminar format and addressed by members of the faculty and practitioners with expertise in the chosen topics. Topics may include: the person of pastoral care/pastoral counseling ministries, conflict resolution, ministry to the grieving, spiritual warfare, formational counseling, group process, spiritual direction, basic marriage and family counseling skills, crisis counseling, pastoral ethics, childhood sexual abuse, etc. The focus of this particular class will be to explore the basic understanding of spiritual warfare and the implications for pastoral care.

PCC 7794 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.

PRACTICAL THEOLOGY (PTS)

PTS 7700 History of the Brethren Church (2 hours)

Cross-listed with CTH 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. Required of all Brethren MDiv students seeking ordination.

PTS 7701 Doctrine of the Brethren Church (2 hours)

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 how Brethren doctrine has developed from the eighteenth century to the present. Required of all Brethren MDiv students seeking ordination.

PTS 7702 Polity and Ordinances of the Brethren Church (2 hours)

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. Required of all Brethren MDiv students seeking ordination.

PTS 7703 History of the United Methodist Church (2 hours)

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).

PTS 7704 Doctrine of the United Methodist Church (2 hours)

Cross-listed with CTH 7704

This course surveys doctrine within the United Methodist heritage, beginning with the Wesleys to the present, with attention given 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).

PTS 7705 Polity of the United Methodist Church (2 hours)

Cross-listed with CTH 7705

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).

PTS 7706 History of the Church (2 hours)

Cross-listed with CHS 7706

This is a course used to satisfy various denominational standards in history, doctrine, and polity and can be arranged through the Dean's office.

PTS 7707 Doctrine of the Church (2 hours)

Cross-listed with CTH 7707
This is a course used to satisfy various denominational standards in history, doctrine, and polity and can be arranged through the Dean’s office.

**PTS 7708 Polity of the Church (2 hours)**

This is a course used to satisfy various denominational standards in history, doctrine, and polity and can be arranged through the Dean’s office.

**PTS 7794 Independent Study in Pastoral Ministry (CPE) (3 hours)**

Independent Studies are designed to cover specialized material not usually included in a course offering listed in the catalog. This course designation may be used for additional credits earned through Clinical Pastoral Education units.

**SPIRITUAL FORMATION (SPF)**

**SPF 5540 Introduction to Spiritual Formation (4 hours)**

This course introduces students to the nature and processes of spiritual formation and its goal of 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 spiritual disciplines, with an in-depth focus on prayer, for growth in personal and social holiness.

**SPF 6642 The Holy Spirit (3 hours)**

Cross-listed with CTH 6642

This course deals with the person and work of the Holy Spirit biblically, historically, and experientially. Students will have the opportunity to reflect on the role of the Spirit in their own lives as well as in the church and world today.

**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.

**SPF 6667 Women Spiritual Writers (3 hours)**

Cross-listed with CHS 6667

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.

**SPF 6668 Biographical Studies in Christian Leadership (3 hours)**

Cross-listed with CHS 6668

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.

**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.

**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 an 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).

**SPF 7775 Theology of Suffering, Reconciliation and Forgiveness (3 hours)**

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. The CHTP Department recommends that students complete one 3-credit spiritual formation course before taking this course.

**SPF 7790 Pilot Course in Spiritual Formation (3 hours)**

Uncatalogued courses are offered occasionally to enrich the offerings of the major and to tap the resources of department faculty and visiting scholars. Specific course titles and descriptions are available when the course is scheduled.

**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.

**DOCTOR OF MINISTRY COURSE DESCRIPTIONS (DMN)**

**Core Courses (DMN)- All Tracks, except for BCS**

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.

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 the community of Christ.

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.

DMN 9996 Research Proposal Course (4 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.

DMN 9997 Project Thesis Writing Seminar (4 hours)
The purpose of this seminar 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.

**BLACK CHURCH STUDIES TRACK**

DMN 9980 What is Black Church Studies? (4 hours)

BCS core course

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.

DMN 9981 Primary and Secondary Readings in African American Religious History (4 hours)

BCS core course

This course will focus on the reading of primary documents in the African American religious tradition in the 19th and early 20th Century. The texts reflect a sampling of writing that reflect what Vincent Harding has called in his book, there is a River, the radical stream within the African American religious tradition, there have been ebbs and tides of this tradition. Lectures, readings, presentations and discussions will focus on various topics including: the rise of independent black Protestant churches; gender relationships within African-American religion; the relationship of religion and culture; nationalism versus integration; race relations in American church life; and religion and politics in black American churches.

DMN 9982 Wealth, Poverty and the Black Church Alignments (4 hours)

BCS core course

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.

DMN 9983 Ethical Leadership in the Black Church Tradition (4 hours)

BCS core course

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.

DMN 9984 Womanist Thought: Texts, Contexts, Culture and Society (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.

**DMN 9985 Call to Ministry and the Black Church (4 hours)**

Need course description

**DMN 9989 Pilot/Special Topics in Black Church Studies**

Uncatalogued courses are offered occasionally to enrich the offerings of the major and to tap the resources of department faculty and visiting scholars. Specific course titles and descriptions are available when the course is scheduled.

**CHAPLAINCY TRACK (DMN)**

**DMN 9950 Chaplaincy Leadership and Administration (4 hours)**

This course will equip students to define leadership as it resonates with who they are and their specific call to chaplaincy. Competency in understanding and articulating the chaplain’s scope of practice, standards of practice, evidence-based chaplaincy, and administrative responsibilities will also be addressed.

**DMN 9951 Chaplaincy Systems (4 hours)**

This course will engage students with concepts about family systems, team systems, and organizational systems as they pertain to the role of Chaplaincy. The dynamic complexities will be discussed.

**DMN 9953 Chaplaincy Ethics (4 hours)**

This course will orient learners to the ethical principles and practices chaplains engage as those often believed to be the moral compass of the institution they serve. Christian ethics, professional ethics, and clinical ethics will all be part of the conversation.

**INDEPENDENT DESIGN TRACK**

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, except from the BCS track.

Students can transfer up to three 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 (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 building on Master’s-level courses offered at ATS, which include a variety of specific interests, such as Homiletics, Biblical Studies, Theology, Christian History & Philosophy, Missions & Evangelism, and Worship.

**TRANSFORMATIONAL LEADERSHIP TRACK (DMN)**

**DMN 9964 Personal Leadership: Character, Self-Awareness and Power (4 hours)**

This course will equip students to discern and develop personal leadership character. The course instructs students to understand how to lead one’s self – not only others – in ministry. The course will deal with the use and misuse of power in leadership. The course will also address integrity, along with biblical roles and models of leadership. Transformation of the leader will be the focus of the course.

**DMN 9968 Relational Leadership: Mentoring, Coaching, and Empowering for the Future (4 hours)**

This course will orient the student to the roles of Instructor, Spiritual Guide, Mentor, and Coach as they relate to the development of leaders. It will equip the student with the competencies necessary for each of these roles. The student will understand the contexts where differing roles serve the leadership development process best and will be given opportunity to practice the skill sets necessary for each.

**DMN 9969 Cultural Leadership: Embracing Personal Ministry Context (4 hours)**

This course will explore the nature of post-Christian Western culture and the way that church decline, the media, social justice issues and the digital age pose challenges and opportunities for Christian leadership both in growing local churches and in public communication of the gospel.
ADMINISTRATION

John Byron
PhD University of Durham
Dean of the Seminary
Professor of New Testament

FACULTY & ADMINISTRATORS WITH FACULTY STATUS

David W. Baker
PhD University of London
Professor of Old Testament and Semitic Languages

William Beachy
PhD Duquesne University
Associate Director of Certificate Programs
(Detroit Center); Associate Professor of Pastoral Leadership & Spiritual Formation

Matthew Bevere
DMin Ashland Theological Seminary
Director of Marketing & Recruitment
Assistant Professor of Practical Theology

Brenda B. Colijn
PhD Cornell University
Professor of Biblical Interpretation and Theology
Department Chair of Christian History, Theology and Philosophy

David A. deSilva
PhD Emory University
Trustees’ Distinguished Professor of New Testament and Greek

Tony Donofrio
PhD University of Akron
Professor of Counseling

Yvonne Glass
PhD Kent State University
Assistant Professor of Counseling
Director of Counseling (MACMHC)

Marcos Ghali
PhD Kent State University
Assistant Professor of Counseling

L. Daniel Hawk
PhD Emory University
Professor of Old Testament and Hebrew

Jerrolynn Hockenhull
PhD Wayne State University
Director of Center Operations (Detroit)
Director of MA Counseling (Detroit)
Assistant Professor of Counseling

David P. Mann
PhD Kent State University
Professor of Counseling

Dawn Morton
EdD Southern Baptist Theological Seminary
Director of Advanced Degree Programs and Assessment;
Assistant Professor of Christian Formation and Leadership;

William H. Myers
PhD University of Pittsburgh
Professor of New Testament and Black Church Studies;
Director of Black Church Studies Program

Paul Overland
PhD Brandeis University
Professor of Old Testament and Semitic Languages
Department Chair of Biblical Studies
William P. Payne  
PhD Asbury Theological Seminary  
Director of Chaplaincy Studies  
The Harlan & Wilma Hollwewll Professor of Evangelism and World Missions

John Swope  
PhD Trinity Evangelical Divinity School  
Director of Field Education  
Assistant Professor of Practical Theology

Michael B. Thompson  
DMin Drew University  
Professor of Practical Theology  
Department Chair of Practical Theology

Lee Wetherbee  
PhD University of Akron  
Professor of Counseling  
Department Chair of Counseling

EMERITI FACULTY

Richard E. Allison  
Professor Emeritus of Christian Education

Wyndy Corbin-Reuschling  
Professor Emeritus of Ethics and Theology

Jerry R. Flora  
Professor Emeritus of Theology and Spiritual Formation

Walter J. Kime  
Associate Professor Emeritus of Field Education

Douglas M. Little  
Professor Emeritus of Counseling

Marvin A. McMickle  
Professor Emeritus of Homiletics

Micheal Reuschling  
Professor Emeritus of Counseling

JOHNNY C. SHULTZ  
Professor Emeritus of Counseling

Ronald L. Sprunger  
Professor Emeritus of Music

Dale R. Stoffer  
Professor Emeritus of Historical Theology

O. Kenneth Walther  
Professor Emeritus of New Testament and Greek

Terry Wardle  
Professor Emeritus of Practical Theology

JoAnn Ford Watson  
PhD Northwestern University  
Professor Emeritus of Christian Theology and Spiritual Formation; Gill Family Chair in Theology

STAFF

Laura Bedocs  
Registrar of Ashland Theological Seminary  
Associate Registrar of Ashland University

Susan Icenhour  
Assistant Registrar

Donna Johnson  
Administrative Assistant for the Seminary Dean

Renee Johnson  
Coordinator of Admissions

Bryan Jones  
Seminary Maintenance

Brenda Kitts  
Administrative Assistant for Counseling Department

Marcina Lee  
Building Services

Daniel O’Brien  
Circulation and Digital Services Librarian

Rachel Pierce  
Executive Assistant for the Seminary Dean

Aaron Penhorwood  
Recruitment and Enrollment Coordinator (Columbus)

Debra Russell  
Building Services

Karen Shire  
Building Services

Jason Wurth  
Grounds

Quentin J. White  
Associate Director of Certificate Program
### Professional Fellows

<table>
<thead>
<tr>
<th>Biblical Studies</th>
<th>Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Crow</td>
<td>Teresa Davis</td>
</tr>
<tr>
<td>Russell Morton</td>
<td>Ray Isackila</td>
</tr>
<tr>
<td></td>
<td>Linda Kelso</td>
</tr>
<tr>
<td><strong>Church History, Theology, and Philosophy</strong></td>
<td>Robert Kerr</td>
</tr>
<tr>
<td>Allan Bevere</td>
<td>Katherine James</td>
</tr>
<tr>
<td>Ron Emptage</td>
<td>Tracy Whiteside</td>
</tr>
<tr>
<td>Jane Jacques</td>
<td>Todd Yordy</td>
</tr>
<tr>
<td>Onalee Pierce</td>
<td><strong>Practical Theology</strong></td>
</tr>
<tr>
<td></td>
<td>Nyreia Harrington</td>
</tr>
<tr>
<td></td>
<td>Crystal Walker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nyreia Harrington</td>
</tr>
<tr>
<td>Crystal Walker</td>
</tr>
</tbody>
</table>

### Adjunct Faculty 2020-2021

<table>
<thead>
<tr>
<th>Biblical Studies</th>
<th>Brad Imhoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Crow</td>
<td>Jamell Jefferson</td>
</tr>
<tr>
<td>Laura Hunt</td>
<td>Katherine James</td>
</tr>
<tr>
<td>George Johnson</td>
<td>Robert Kerr</td>
</tr>
<tr>
<td>Russell Morton</td>
<td>Claudia Sadler-Gerhardt</td>
</tr>
<tr>
<td>Joe Price</td>
<td>Elizabeth Shold</td>
</tr>
<tr>
<td><strong>Church History, Theology, and Philosophy</strong></td>
<td>Joan Tucker</td>
</tr>
<tr>
<td>Jason Barnhart</td>
<td>Tracy Whiteside</td>
</tr>
<tr>
<td>Allan Bevere</td>
<td>Todd Yordy</td>
</tr>
<tr>
<td>Brenda Buckwell</td>
<td><strong>Practical Theology</strong></td>
</tr>
<tr>
<td>David Lilley</td>
<td>Thomas Gilmore</td>
</tr>
<tr>
<td>Onalee Pierce</td>
<td>Nyreia Harrington</td>
</tr>
<tr>
<td><strong>Counseling</strong></td>
<td>Shane Johnson</td>
</tr>
<tr>
<td>Jermey Borsos</td>
<td>William Udotong</td>
</tr>
<tr>
<td>Kailey Bradley</td>
<td>Crystal Walker</td>
</tr>
<tr>
<td>Marcus Bradley</td>
<td></td>
</tr>
<tr>
<td>Joy Creel</td>
<td></td>
</tr>
<tr>
<td>David Cuciak</td>
<td></td>
</tr>
<tr>
<td>Teresa Davis</td>
<td></td>
</tr>
<tr>
<td>Adam Hall</td>
<td></td>
</tr>
<tr>
<td>Sarah Helgeson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctor of Ministry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shane Johnson</td>
</tr>
<tr>
<td>AG Miller</td>
</tr>
<tr>
<td>R. Drew Smith</td>
</tr>
</tbody>
</table>
ENDOWED CHAIRS

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, was a lifelong friend of the University and was a member of the Board of Trustees. Mr. Gill was 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 continues in the lives and ministry of the students from the many denominations at Ashland Theological 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 parentheses).

Cleveland Center
419-289-5161; ats-cleveland@ashland.edu

Clinical Mental Health Counseling Program
Director of Counseling:
Yvonne Glass, ext. 5163; yglass@ashland.edu

Counseling Department Chair:
Lee Wetherbee, ext. 5995; lwetherb@ashland.edu

Administrative Assistant:
Brenda Kitts, 419-289-5472; bkitts@ashland.edu

Columbus Center
614-396-9130; ats-columbus@ashland.edu

Detroit Center
Director of Operations and MAC program:
Jerrolynn Hockenhull, jhockenh@ashland.edu

Doctor of Ministry Program
Director of Advanced Degree Programs and Assessment:
Dawn Morton, ext. 5113; dmorton@ashland.edu

Enrollment, Scholarships, and Student Services:
Coordinator of Admissions:
Renee Johnson, ext. 5704; rjohns13@ashland.edu

Seminary Housing
Susan Icenhour, ext. 5161; sicenhou@ashland.edu

Faculty Personnel
Seminary Dean:
John Byron, ext. 5722 (ats-dean@ashland.edu)

Administrative Assistant for the Seminary Dean:
Donna Johnson, ext. 5695; djohnso8@ashland.edu

Field Education
Director of Field Study:
John Swope, ext. 5772; jswope@ashland.edu

Financial Needs
Stafford Loans:
Financial Aid Office at Ashland University, ext. 5003

Billing/Tuition Payments:
Laura Bedocs, ext. 5907; lbedocs@ashland.edu

General Matters and Trustee Affairs
Dean of the Seminary:
John Byron, ats-dean@ashland.edu

Executive Administrative Assistant:
Rachel Pierce, ext. 5485; rpierce6@ashland.edu

Information Technology/Resources
Help Desk, ext. 5405; academic-technology@ashland.edu

Library
Digital Services Librarian:
Daniel O’Brien, ext. 5169 dobrien1@ashland.edu

Main Desk
Susan Icenhour, ext. 5161; sicenhou@ashland.edu

Registrar (Class Registration, Change of Concentration, Transcripts, International Student Information, Loan Deferrals)
Seminary Registrar/Associate Registrar, Ashland University
Laura Bedocs, ext. 5907; ats-registrar@ashland.edu

Assistant Registrar:
Susan Icenhour, ext. 5023; sicenhou@ashland.edu

Smetzer Counseling Center
Director of the Smetzer Counseling Center:
Yvonne Glass, ext. 5163; yglass@ashland.edu