



ASHLAND

THEOLOGICAL SEMINARY

A GRADUATE DIVISION OF
ASHLAND UNIVERSITY

2026-2027 ACADEMIC CATALOG

Volume LXXXIV

CENTER LOCATIONS

Toll-free: 1-866-ATS-OHIO

Ashland campus

910 Center Street
Ashland, OH 44805

Cleveland Center

6393 Oak Tree Boulevard S
Independence, OH 44131

Columbus Center

8050 N. High St
Suite 190
Columbus, OH 43235

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

Email: ats-ohio@ashland.edu

TABLE OF CONTENTS

Center Locations	2
Message From The Executive Dean	7
Accreditation of Ashland Theological Seminary.....	8
Provisions of the Academic Catalog.....	8
Academic Calendar	10
General Information.....	12
Mission of Ashland University	12
Mission of Ashland Theological Seminary.....	12
Core Values of the Seminary	13
Religious Heritage	13
Anabaptist/Pietist Heritage	13
Church Relationship.....	13
Historical Background	14
Diversity and Unity.....	15
Social Justice.....	15
Community Life.....	15
Globalization.....	15
Statement of Faith	16
Centers and Online Education	17
Ashland (ASH) Center	17
Cleveland (CLE) Center	17
Columbus (COL) Center.....	17
Online (ONL).....	17
Collections & Library Resources.....	18
Archives	18
Art Collection.....	18
Delbert and Romaine Flora Collection of Holy Land Pottery	18
Douglas and Jean Sherman Manuscript Library	18
Frank Cuneiform Collection	18
Robert Houston Smith Archaeological Collection	18
Library Resources	18
Darling Memorial Library.....	18
Community Life.....	20
The Seminary Community	20
Chapel	20
Chi Sigma Iota	20
Eta Beta Rho	20
Smetzer Counseling Center.....	20
Student Accessibility	20
Campus Wellness.....	20

Ashland Lounges	20
Housing	21
Admissions.....	22
Admission to Seminary Programs	22
Master's Degree Programs.....	22
Admission Requirements	22
Application Procedure	22
Bachelor Exempt Student Status.....	22
Stackable Degree Policy	23
Applicants from Unaccredited Colleges	23
Conditional Admission on Probation.....	23
Provisional Admission.....	23
Additional Admission Requirements Counseling Programs	23
Doctor of Ministry Program.....	23
Doctor of Ministry Application Procedure	24
Other Admission Policies	24
International Students	28
Family Education Rights and Privacy Act (FERPA).....	29
Finance and Administration.....	30
Seminary Tuition for 2026-2027	30
Terms of Payment	30
Return of Title IV Funds.....	30
Financial Aid.....	31
Academic Procedures and Policies	33
General Policies	33
Academic Advising and Mentors.....	33
Attendance Policy	33
Academic Year.....	33
Change of Degree	33
Communications	34
Confidentiality of Education Records.....	34
Course Credit and Modalities	35
Course Repeat Policy for Theological Courses	35
Student Services.....	35
Exceptional Cases	35
New Student Orientation.....	35
Seminary Closure Policy.....	35
Standard of Conduct	36
Student Identification Number & Card.....	36
Transcript Service	36
Veterans	36
Withdrawal/Reactivation Policy	36
Enrollment Policies.....	36
Course Load & Full-Time Status.....	37
Course Scheduling	37

Directed Study	37
Independent Study	37
Program Duration & Statute of Limitations.....	37
Registration & Matriculation	37
Grade Policies	38
Satisfactory Progress and Graduation Policies	39
Academic Evaluation, Remediation, and Dismissal Policy.....	39
Academic Probation.....	40
Conferral of Degrees & Participation in Commencement.....	40
Dismissal of Students.....	40
Graduation Requirements	41
Honors Designation	41
Student Responsibility	41
Academic Programs	42
Theological Education and Seminary Programs.....	42
Field Education	43
Clinical Pastoral Education (CPE) And Chaplaincy Programs	44
Master of Arts in Applied Bible and Theology	45
Master of Arts in Applied Bible and Theology – Wesleyan Track	46
Master of Arts (Biblical Studies).....	47
Master of Arts in Black Church Studies	48
Master of Arts (Historical & Theological Studies).....	49
Master of Arts in Christian Ministries	50
Master of Arts in Christian Ministries – Wesleyan Track	51
Master of Arts in Clinical Mental Health Counseling	52
Master of Arts in Pastoral Care Studies.....	55
Master of Divinity – General Degree.....	56
Master of Divinity – Chaplaincy Track	58
Doctor of Ministry	60
Global Methodist Studies.....	64
Course Descriptions	65
Course Numbering System	65
Course Prefixes & Track Abbreviations for the Doctor of Ministry Program	65
Numerical Classification System.....	65
Biblical Studies Department	66
BCS, BSG, ITS, NTS, OTS	66
Black Church Studies (BCS)	66
General Biblical Studies (BSG).....	68
Interdisciplinary Studies (ITS).....	69
New Testament (NTS)	69
Old Testament (OTS).....	72
Christian Theology (CTH).....	77
Ethics (ETH)	79
Interdisciplinary Studies (ITS).....	79
Chaplaincy (CHP).....	86

Christian Leadership (CLD)	86
Christian Education (CRE)	86
Christian Worship (CWP).....	87
Evangelism (EVG).....	87
Field Study (FLD).....	87
Homiletics (HOM)	87
Missions (MSS)	88
Pastoral Care Studies (PCS).....	88
Practical Theology (PTS).....	89
Spiritual Formation (SPF).....	90
Biblical Interpretation and Culture	92
Black Church Studies Track	93
Chaplaincy Track (DMN).....	94
Rural and Small-Town Church Track (DMN).....	94
Spiritual Formation Track (DMN).....	94
Transformational Leadership Track (DMN).....	95
Seminary Personnel	96
Administration	96
Faculty & Administrators With Faculty Status.....	96
Emeriti Faculty.....	97
Staff.....	97
Professional Fellows	98
Adjunct Instructors 2026-2027	98
Endowed Chairs	99
Communication with the Seminary	100
Clinical Mental Health Counseling Program.....	100
Doctor of Ministry Program.....	100
Enrollment, and Student Services:	100
Seminary Housing.....	100
Faculty Personnel.....	100
Field Education	100
Financial Needs.....	100
General matters and trustee affairs	100
Information Technology/Resources.....	100
Library.....	100
Main Desk.....	100
Registrar (Class Registration, Change of Concentration, Transcripts, International Student Information, Loan Deferments)	100
Scholarships	100
Smetzer Counseling Center.....	100
Seminary Campus Map.....	101

MESSAGE FROM THE EXECUTIVE DEAN



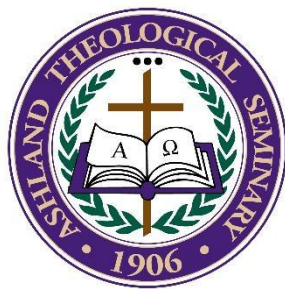
Welcome to Ashland Theological Seminary!

I excitedly and humbly welcome you to ATS as you begin your educational and transformational journey. We have a long history, more than 120 years, training the next generation of modern-day disciples. We celebrate our rich and distinctive history of commitment to scripture, academic excellence, community, and spiritual formation. Your answer to your call here at ATS will include your embodiment of these core values. This is key as we live in a season where many experience great discord and through your answered call you have the opportunity to bring healing and unity. While academics causes critical thinking stretching, it is through the interactions with faculty, staff, and peers that transforms the character of our students. The diversity of denominations, church experiences, ethnic backgrounds, nationalities, and theological perspectives of men and women at various stages of life and spiritual development adds to the fullness of seminary experiences.

We are grateful to God that you will be part of the Ashland community. Your sense of enrichment and encouragement is our sincerest prayer for you. 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.

Yvonne Glass, PhD, LPCC-S
Executive Dean of the Seminary
Associate Professor of Counseling



ASHLAND
THEOLOGICAL SEMINARY
A GRADUATE DIVISION OF
ASHLAND UNIVERSITY

ACCREDITATION OF ASHLAND THEOLOGICAL SEMINARY

Ashland Theological Seminary is a graduate division of Ashland University and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). [The Higher Learning Commission](#) can be reached at (800) 621-7440, (312) 263-0456.

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 in Applied Bible and Theology – multiple tracks

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 Christian Ministries – multiple tracks

Master of Arts in Pastoral Care Studies

Master of Divinity – multiple tracks

Doctor of Ministry – multiple tracks

Contact: The Commission on Accrediting of [The Association of Theological Schools](#) in the United States and Canada, 10 Summit Park Drive, Pittsburgh, PA 15275. Telephone: (412) 788-6505; Fax: (412) 788-6510.

Programs of the Seminary have also been authorized by the Ohio Department of Higher Education (ODHE).

The Master of Arts in Clinical Mental Health Counseling is approved by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board and accredited 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), Chi Sigma Iota (CSI), 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.

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 August 1, 2026, and applies to the 2026-2027 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 or family member(s) (if an authorization form is on file). 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 Seminary 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 Seminary 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 Seminary

Registrar's office, which will set up a time for the student to do so within 45 days.

More information about FERPA and the full policy is available on the [Ashland University website](#).

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](#).

ACADEMIC CALENDAR

2026-2027

August

- 1** Graduation Application deadline for Fall 2026 Completion (attending May 2027 Commencement Ceremony)
- 18 In-Person New Student Orientation (morning session)
- 18 In-Person New Clinical Mental Health Counseling Student Orientation (afternoon session – for CMHC only. Both required)

FALL SEMESTER: August 31 - December 17, 2026

August

- 31 Fall Semester & A-term (FBE prog) Begins

September

- 2 8 Week A-term last day to Add a Course
- 2 Summer grades due by noon
- 7 Labor Day – NO CLASSES
- 8 Last Day to Add a Course**
- 8 8 Week A-term last day to drop**
- 17 Last Day to Drop a Course without a “W” grade**
- 26 Summer “I” (incomplete) Grades Due

October

- 1 Last Day to withdraw A-term
- 19 8 Week A-term ends
- 23 A-term Grades Due
- 26 8 Week B-term Begins
- 28 Last Day to Add B-term course

November

- 1 Spring Semester Registration Opens**
- 3 16-wk last day to withdraw Fall Semester
- 3 Last Day to Drop B-term course
- 15 Last day – DMin Thesis to be published for December Graduation
- 24 No classes for CMHC cohort students

- 25-29 Thanksgiving Break—NO CLASSES/offices closed
- 26 Last Day to withdraw B-term
- 30 Classes Resume from Thanksgiving break

December

- 1 Graduation application deadline for Spring Semester completion (attending 2027 Commencement Ceremony)**
- 14 B-term Ends
- 17 Last day--DMin Thesis to be submitted for Spring def
- 17 Last Day of Fall Semester
- 17 Summer “E” (extensions) Grades Due
- 17 Fall Graduates Degree Completion Date
- 18 B-term grades due by noon
- 22 Fall Semester Grades Due (noon)

December 2026 – January 2027

- 12/18 - 1/11 Christmas Break - NO CLASSES
- 12/23 - 1/5 Campuses closed from December– January

SPRING SEMESTER: January 11 – May 6, 2027

January

- 6 ATS & AU offices re-open
- 10 Spring Semester Registration Deadline**
- 11 Spring Semester & A-term (FBE prog) Begins
- 13 Last day to add 8 wk A-term course
- 18 Martin Luther King, Jr. Day – NO CLASSES
- 19 Last Day to Add a Course**
- 19 Last day to Drop 8-wk A-term course
- 30 Fall “I” (incomplete) Grades Due

February

- 5 Last Day to Drop Course without “W” grade**

March

- 1 Graduation application deadline for Summer completion (attending 2026 Commencement Ceremony)**
- 1 Registration Opens for Summer AND Fall Sessions**
- 1 8-wk A-Term courses end
- 6 8-wk A-Term grades due by noon
- 8-12 Spring Break
- 15 Classes resume & B-Term begins (FBE prog)
- 17 8 wk B last day to add
- 23 8 wk B last day to drop

- 23 16-wk last day to withdraw Spring Semester
- 24 Classes end at 4:00 p.m.
- 25-28 Easter Break
- 26 Good Friday - CAMPUS CLOSED
- 29 Classes resume after 4:00 p.m

April

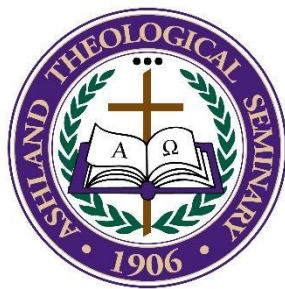
- 15 Last day – DMin Thesis to be published for May graduation
- 19 Last Day to withdraw B-Term

May

- 3 8 wk B-Term courses end
- 6 Last Day of Spring Semester
- 6 Fall “E” (extension) Grades Due
- 6 Last day--DMin Thesis to be submitted for Summer defense
- 7 8 wk B-Term grades due
- 9 Summer Registration Deadline**
- 12 Spring Semester Grades Due (noon)
- 15 2026-27 Scholarship Application Deadline**
- 15 Seminary COMMENCEMENT Ceremony – 10:00 a.m.**
- 31 Spring “I” (Incomplete) Grades Due

SUMMER TERM: May 10 – August 26, 2027 (dates subject to change)

May		8	8-wk B-Term last day to add
10	Summer Semester & A-term Begins	14	16-wk last day to withdraw Summer Semester
12	Last day to add 8 wk A-term course	14	8-wk B-Term last day to drop
17	Last Day to Add a Course	August	
18	Last day to Drop 8-wk A-term course	1	<i>Scholarship Award Confirmations Due Back</i>
31	Spring “I” (incomplete) Grades Due	1	Graduation Application Deadline for Fall Semester Completion (attending 2027 Commencement Ceremony)
31	Memorial Day—NO CLASSES; CAMPUSES CLOSED		
31	Last Day to Drop Course without “W” grade	9	Last Day to Withdraw B-Term
June		22	Fall Semester Registration Deadline
9	8-wk A-Term last day to withdraw	23	8-wk B-Term ends
19	Juneteenth – NO CLASSES; CAMPUS CLOSED	26	Completion Date for Summer Graduates
28	8-wk A-Term ends	26	Spring “E” (extension) Grades Due
July		26	Last Day of Summer Classes
1	Notification of Scholarship Awards	26	Last day—DMin Thesis to be submitted for Fall defense
2	8-wk A-Term grades due	27	8-wk B-term course grades due
5	NO CLASSES; CAMPUS CLOSED	September	
6	8-wk B-Term begins	1	Summer Grades Due (noon)



ASHLAND THEOLOGICAL SEMINARY

A GRADUATE DIVISION OF
ASHLAND UNIVERSITY

GENERAL INFORMATION

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.

Mission

Ashland University, guided by our Christian heritage, is a comprehensive, private university that provides a transformative learning experience, shaping graduates who work, serve and lead with integrity in their local, national, and global communities.

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

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

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

Today, Ashland Theological Seminary is an evangelical seminary with a student body of about 200 students representing various denominations and para-church organizations and many different countries. It offers theological training in Ashland, Cleveland, and Columbus, Ohio, 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, Executive 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 was, actualized in Cleveland (1974), and in Columbus (1991), making 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. Ashland Theological Seminary provides 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 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

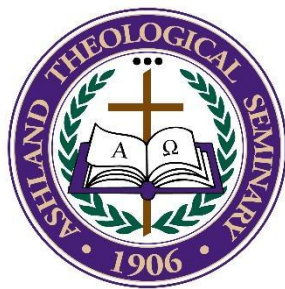
Globalization at Ashland Theological Seminary is a shared vision of the universal reign of God that brings our perceptions, attitudes, and actions in harmony with God's plans to advance the kingdom through the evangelization of all people groups and the implementation of activities that actualize shalom. 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
THEOLOGICAL SEMINARY
A GRADUATE DIVISION OF
ASHLAND UNIVERSITY

CENTERS AND ONLINE EDUCATION

ASHLAND (ASH) CENTER

Ashland, Ohio, is a city of about 20,000 inhabitants located in north central Ohio within easy driving distance of several major metropolitan locations. The city is situated between Cleveland and Columbus just off Interstate 71 at exit 186 on State Route 250. The Ashland Seminary campus, at 910 Center Street, shares the many resources of the university. It occupies a spacious property of the late Mr. John C. Myers, and Mr. and Mrs. T. W. Miller, 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, the Shultz Student Lounge facility, Sandberg Building, Smetzer Counseling Center, and student apartments. 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. All of our degrees are offered through our Ashland campus, including online, hybrid, and courses serving other centers. In-person courses are held in Ashland.

Class Hours of Operation

Administrative office hours are 8:00am to 4:00pm. For further information, please contact the Office of Recruitment at (419) 207-6246.

CLEVELAND (CLE) CENTER

Ashland Seminary has a long history with Cleveland, Ohio, especially through our relationship with the McCreary Center for Black Church Studies, founded in 1984 by Dr. William Myers. Currently all classes for Cleveland are now offered either online or hybrid. In-person classes or events may be offered for special occasions. Our facility in Cleveland is located at 6393 Oak Tree Boulevard S., Independence, OH 44131. Independence, Ohio is centrally located in the greater Cleveland area.

COLUMBUS (COL) CENTER

Columbus is the capital of and the largest city in the State of Ohio. Like Cleveland, all Ashland Seminary courses serving

the Columbus area are currently offered online or hybrid, with occasional in-person events held for special occasions. Clinical Mental Health Counseling practicums and internships for Columbus students are held in person in Columbus. The Columbus facility is located at 8050 N. High St., Suite 190, Columbus, OH 43235.

ONLINE (ONL)

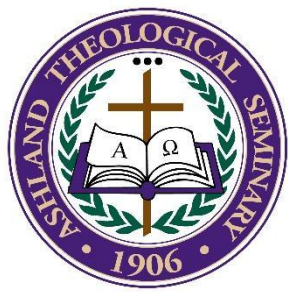
In response to advances in educational technology and our continued commitment to remove barriers to theological education, Ashland Theological Seminary now offers the majority of courses online. Online offerings employ the Seminary's four approved modalities for course instruction, each of which provides the required instructional hours, learning outcomes, assessment standards, and robust interaction between faculty and students.

Course Modality Definitions

- Classroom Instruction (CLR) – All meetings are on campus at the scheduled time; course materials are available in the Learning Management System.
- Hybrid Course (HBR) – Up to 74 % of meetings are online (synchronous or asynchronous); remaining sessions meet on campus.
- Hybrid Online Course (HOLC) – 75 % or more of meetings are online; any campus sessions are noted in the schedule.
- Online Course (OLC) – Fully online with no campus meetings; sessions may be synchronous or asynchronous.

Important: Students are responsible for reviewing each course syllabus and the official schedule to confirm the dates and times of any synchronous ("real-time") sessions—whether virtual or in-person—to ensure full participation.

Students and faculty who engage in our online courses form a vibrant and diverse learning community, united by the Seminary's mission and sustained through intentional interaction, spiritual formation practices, and academic rigor.



ASHLAND
THEOLOGICAL SEMINARY
A GRADUATE DIVISION OF
ASHLAND UNIVERSITY

COLLECTIONS & LIBRARY RESOURCES

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 Garafolo Tisto, 1481; "Calvary" by Hans Francken and Atelier, 1667; "The Crucifixion" and "The Ascension" by the Seventeenth Century Italian School; "St. John" by Domenico Perugino, 1590.

DELBERT AND ROMAYNE FLORA COLLECTION OF HOLY LAND POTTERY

Dr. and Mrs. Delbert Flora presented their 82-piece archaeological collection to the Seminary as a permanent teaching collection. Dr. Flora served as a faculty member of Ashland Theological Seminary for 33 years; 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

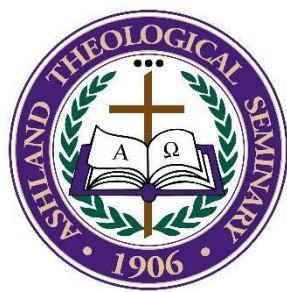
DARLING MEMORIAL LIBRARY

The Ashland Theological Seminary Library provides exemplary library services to enhance the scholarship, spiritual formation, and continuing education of the students, faculty, and community of Ashland Theological Seminary. The seminary library strives to provide the best library experience through ease of access to resources, friendly service, and promoting good research practices for all users. We provide access to scholarly peer-reviewed journal articles through several full-text religious, theological, and counseling databases, and are actively purchasing eBooks in all appropriate content areas for our students. As a graduate school of Ashland University, seminary library users are also able to access AU library resources, including OhioLINK services and interlibrary loan services. When users need library help, they are able to ask the seminary librarians questions via email, phone, library chat, and online reference appointments.

The physical library is located on Ashland Theological Seminary's campus at the rear of the administration building, and provides a warm, welcoming, and spacious environment for studying and research needs. In addition to our sizeable

general circulating collection, the library contains several unique collections, including the Pfeiffer Collection, which contains information on the ancient near east; the Brethren Collection which curates Brethren, Anabaptist, and Pietist works related to our seminary's unique heritage; and the Loeb Classical Library, consisting of translations of classic Greek and Latin works. Additionally, there are individual and group study rooms available for students to use, and a book drop located on the side of the administration building for after-hours drop off.

You can reach Sarah Thomas, Theological Librarian at (419) 289-5168, and Daniel O'Brien, Digital Services Librarian at (419) 289-5146 for assistance, or email them at ats-library@ashland.edu.



ASHLAND

THEOLOGICAL SEMINARY

A GRADUATE DIVISION OF
ASHLAND UNIVERSITY

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, social events, conferences, 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. Visit our website 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 campus 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.

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. Students with a GPA of 3.5 or higher are invited to join our ATS local chapter. Dr. Tyler Hudson (thudson9@ashland.edu) is the Faculty Advisor for the Alpha Tao Sigma Chapter.

ETA BETA RHO

Ashland Theological Seminary is home of the “Kaph” chapter of Eta Beta Rho, the National Hebrew Honor Society. Students excelling in Biblical Hebrew gain membership into this society, and enjoy opportunities to advance their learning. Contact: Dr. Paul Overland at poverlan@ashland.edu.

SMETZER COUNSELING CENTER

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

STUDENT ACCESSIBILITY

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 au-sac@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](#).

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](#).

ASHLAND LOUNGES

The Ashland campus 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. The Munson study lounge is located in the Gerber Academic Center. This lounge includes vending machines and a game room.

HOUSING

Student Apartments in Ashland

One, two- and three-bedroom apartments are available for Seminary students and their families at the Ashland campus. 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 Facilities at AU at (419) 289-5490 or email stayatau@ashland.edu 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 Facilities at AU at (419) 289-5490 or email stayatau@ashland.edu for current rates and availability.

Commuter Housing in Ashland

Commuter housing is available for those students who may occasionally need housing during their studies at the Ashland campus. Housing is available in Schmeidt Hall and Rodkey

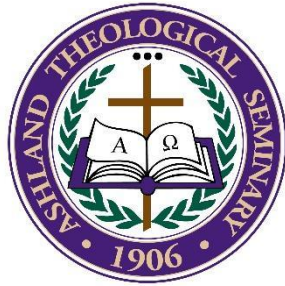
Apartments located by the Sandberg Building. All housing units are within walking distance to classes.

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 a king bed 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 semester.

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 or (419) 289-5695 for more information.

Room Rates Per Night (June 1, 2026 to May 31, 2027)	
Private bedroom in a shared apartment	\$50
Private one-bedroom apartment (queen)	\$65
Private two-bedroom apartment (2 kings)	\$90



ASHLAND THEOLOGICAL SEMINARY

A GRADUATE DIVISION OF
ASHLAND UNIVERSITY

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 at Ashland Theological Seminary. Regarding the non-discrimination policies contact: ats-info@ashland.edu.

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](#);
2. A non-refundable application fee of thirty dollars (\$30) 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 personal interview may be required at the request of the Office of Admissions.

BACHELOR EXEMPT STUDENT STATUS

Bachelor Exempt applicants may be considered for all Ashland Theological Seminary degree programs with the exception of the Master of Arts in Clinical Mental Health Counseling and the Doctor of Ministry. Applicants are not guaranteed admission merely upon submission of materials but only after evaluation and approval by the Admissions Office. All bachelor exempt students are admitted on academic probation. The seminary reserves the right to request additional submissions from an applicant. A limited number of bachelor exempt students will be considered for admission each year. All decisions are final.

The following criteria must be met by applicants for admission under Bachelor Exempt status:

Applicants must:

1. Submit a portfolio or resume giving evidence of any work and/or ministry experience, involvement in the life of the church, certifications and personal experiences.
2. Submit one or more of the following:
 - a. A transcript showing completion of at least 30 semester hours of undergraduate work from an accredited school with a GPA of 2.75 or higher.

- b. A transcript showing the completion of the Diploma of Theology in Black Church Studies at the McCreary Center for African American Religious Studies.
 - c. A transcript showing the completion of the Diploma of Theology in Hispanic Studies at the Galilean Theological Center.
 - d. A transcript showing the completion of a diploma from a Bible College or a ministry certificate from an Ashland approved program.
3. Submit a completed application (including required references, essays and official transcripts).
 4. Submit, if applicable, a letter of recommendation from the program director of one of the above listed academic programs.
 5. Submit an academic paper following the guidelines provided by the admissions office.
 6. Be able to articulate their vocational calling as required in the application materials.
 7. Participate in an interview with a representative of the Admissions team or the Assistant Dean, if requested.

STACKABLE DEGREE POLICY

Students who are earning or have earned an Ashland Theological Seminary master's degree may be able to apply those credits toward a larger master's degree at Ashland Seminary. Students who are contemplating earning a second or additional master's degree should contact their advisor who will help them make an informed decision. The advisor will help the student determine the total number of core and elective courses required to complete the two programs. In some cases, credits from a first (smaller) master's degree can be used towards a second (larger) degree, as long as: (1) at least 1/3 of the credits for the second (larger) degree are earned while the student is enrolled in that second degree, and (2) the student achieves the learning outcomes and other relevant curricular expectations for the second degree. Students must apply to and be accepted into both programs.

Some possible degree combinations can include:

- The Master of Arts in Applied Bible and Theology with
 - The Master of Arts in Biblical Studies
 - The Master of Arts in Black Church Studies
 - The Master of Arts in Christian Ministry
 - The Master of Arts in Historical and Theological Studies
 - The Master of Divinity

Students who complete one master's degree at Ashland Theological Seminary may apply to complete a second master's degree. To complete the second degree, the student may credit toward the second program coursework completed during the first degree, if those courses were completed within ten years prior to the matriculation into the second degree and

as long as all the principles mentioned in the above policy are followed.

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.

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.

Or a Master's degree with at least 55 credit hours from an Association of Theological Schools accredited seminary or university. Other documents may be requested.

- a. A student holding a theological Master's degree other than the Master of Divinity must have completed at least 55 credit hours.
- b. A student holding a Master's degree in a non-theological degree program needs 55 credit hours of completion plus the seven core courses required from the MDiv program. These courses

will be determined upon acceptance to the DMin program.

All pre-doctoral courses must be successfully completed with a grade of B or higher before beginning the doctoral program. Students are not permitted to take pre-DMin courses and a DMin course simultaneously.

Equivalency will be determined upon receipt of all student transcripts from previous course work. Other documentation may be requested if necessary for the equivalency process. Evaluation of transcripts determines if courses completed meet the program prerequisites. It does not mean the student will receive an MDiv degree.

2. A grade point average of at least 3.0 (4.0=A) is required for admission.

Students with a grade point average below 3.0 may be considered for provisional admission by the Doctor of Ministry Committee. Provisional admission requires additional application materials (see Doctor of Ministry Application Procedure). If granted admission to the program, the student will be placed on academic probation for two semesters. Students must have a grade point average of 3.0 or higher after the first two semesters to be taken off probationary status.

Provisional students with a grade point average below 3.0 after the first two semesters will be dismissed from the program.

3. Current involvement in a ministry context (pastoring, teaching, missions work, administration of a Christian organization, therapeutic ministries, chaplaincy, etc.);
4. Demonstration of significant ministry experience by submission of a curriculum vitae or resume.
5. An interview with the Director of Advanced Degree Programs.

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](#);
2. A non-refundable application fee of thirty dollars (\$30.00) 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 Admissions. Additional transcripts, if applicable, may be requested at the discretion of the Office of Admissions;
7. Curriculum vitae or resume;
8. A recent photograph for identification purposes only (optional);
9. A personal interview may be required at the request of the Office of Admissions.
10. Provisional Admission Only: Students with a grade point average below 3.0 seeking provisional admission must also submit a writing sample (1500 words) based on an article provided.

OTHER ADMISSION POLICIES

Auditing Classes

A. Definition

An “audit” at Ashland Theological Seminary permits an individual to register for, and attend a course, either partially or in its entirety, under modified course expectations. No degree-bearing credit will be awarded upon completion of an audited course. Auditors may contribute to class discussions, or other in-class activities, if they have received approval from the course instructor/professor to do so and if they abide by any limitations or parameters outlined by the instructor/professor. Ordinarily, auditors do not perform any immersion experiences, engage in group work, complete any examinations, or fulfill any class activity other than listening.

B. Eligibility to Audit a CMHC Course

1. Individuals considering a course audit must submit a “Non-Degree Course Registration Form” to the Seminary Registrar.
2. Individuals auditing a course must establish eligibility for admission, register, and pay the required fees.
3. Even if an individual meets eligibility criteria, a course may be audited only if: (a) the Director of the Program or Department Chair, in consultation with the instructor, permits; and (b) space is available in the class (i.e., the auditing student’s presence does not exceed the class cap). Enrolled students have precedence over those auditing.

C. Participation in Audited Courses

1. The Seminary's attendance policy applies to audited courses when they are being taken for CEU's.
2. Auditors do not:
 - a. Write papers
 - b. Give class presentations
 - c. Complete any immersion, group, out-of-class, active skill-building, or performance experiences.
 - d. Take quizzes or examinations
 - e. Request review of written work
 - f. Receive a grade other than AU (audit).

D. Courses in which Auditing is Not Permitted:

1. Audits are permitted in lecture-based/discussion courses only, and never in courses that are designed around active skill development/performance, an immersion experience, or where group work constitutes the primary class structure. Audits are not permitted in courses that focus on the development of written or oral communication skills or that rely heavily on class participation. Audits are not permitted in independent study courses, practicums, internships, directed readings, or similar courses.
2. Instructors, working in collaboration with the Program Director or Department Chair, will determine if an audit is permitted in their class.
3. Within the CMHC Program, audits are not permitted in the following courses:
 - a. CLC 5505 Introduction to Clinical Mental Health Counseling
 - b. CLC 5508 Counseling Techniques
 - c. CLC 5520 Social & Cultural Issues in Counseling
 - d. CLC 5530 Group Dynamics I
 - e. CLC 5531 Group Dynamics II
 - f. CLC 6636, 6637 Practicum in Counseling
 - g. CLC 7796, 7797, 7798 Internship in Counseling
4. Within the DMin Program, audits are not permitted in the following courses:
 - a. DMN 9996 Research Proposal
 - b. DMN 9997 Project Thesis Writing Seminar
 - c. DMN 9974 The Bible on the Ground

E. Academic Recognition of Audited Content

1. Approval to audit a course does not constitute enrollment, and does not impart the individual with "student" status.
2. Students currently within a degree program, however, may elect to audit a course, in which case their "student" status is retained, independent of the audit. All other individuals completing an audit are considered "auditors."
3. Audited courses do not carry academic credit.
4. The student's, or auditor's, record will show a grade of "AU" for the course if the instructor certifies by such a

grade that the prescribed conditions, including required attendance, have been met.

5. Licensed counselors who audit a class may request a letter verifying the number of clock hours they were in attendance. Institutional attendance standards will be applied in the calculation of clock hours for auditors requesting CEUs.

F. Auditors desiring professional continuing education units

1. If an auditor desires for the audited course to fulfill continuing education units (CEUs), the instructor will provide a letter, verifying the clock hours of attendance.
2. Auditors may attend the semester in its entirety, or partially.
3. If an auditor attends the course partially, a letter verifying the number of clock hours attended will be provided.

G. Students registered for courses carrying regular academic credit AND any course(s) for audit:

1. If a student in a degree program chooses to audit a course, it is considered part of the student's course load and may not exceed the maximum limits for the semester.
2. A student may change from audit to credit within the first week of the class. A change from "audit" to "credit" must be approved by the instructor. Any transition to a student's course registration status must be coordinated through the Seminary Registrar's office. If switching from "audit" to "credit," a student is required to pay the difference in cost, and all course requirements must be completed before the end of the semester.
3. Alternatively, a switch from "credit" to "audit" in a course, will result in a refund of the difference in cost. Please note that going from credit to audit may impact financial aid. See Financial Information section of the Academic Catalog for fees.
4. The student's record will show a grade of "AU" for the course if the instructor certifies, by such a grade that the prescribed conditions, including required attendance, have been met.

H. Auditors *registered ONLY* for an audited course (no continuing education credits):

1. The participant may not change to a credit basis.
2. The student's record will show a grade of "AU" for the course if the instructor certifies, by such a grade, that the prescribed conditions, including required attendance, have been met.
3. A participant desiring credit for a course should apply for guest student status.

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 / DMin level class.

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. 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.
3. 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.
4. 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.
5. Up to 6.0 transfer credits may be awarded for the Basic Unit of CPE and applied appropriately to the Ashland degree.
6. All transfer students must take at least one biblical studies and one theology course at Ashland.
7. Academic credit may not be awarded for "life experience."
8. If an individual has master's level courses in Counseling for potential transfer to the MACMHC program, the director of that program 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.
9. ATS accepts transfer credits from accredited institutions. All credits older than five calendar years trigger a review of credits. All transfer credits must have a letter grade of B or higher (3.0). The Seminary Registrar reviews all transcripts and oversees the determination of eligibility of transfer credits.
10. Up to 6 credits for advanced and Officer training in the branches of the United States armed forces may be transferred for courses relevant to the degree. Applications must provide: a) a Joint Services Transcript that indicates completion of the course(s), its level, and credit hours; b) an Officer Evaluation Report, Service School Academic Report, or an equivalent,

which indicates a performance of "met expectations" or greater; and c) the courses must be Officer training or rated at a graduate level (G) or higher.

Advanced Placement Policy

Students may qualify for advanced placement if they can present transcript evidence of having achieved a grade of A or B in a similar undergraduate course from an accredited college or university. Potential ATS students can explore the possibility of advanced placement during the admission process and, if interested, ask that their transcript and the relevant syllabi be assessed for advanced placement. The admissions team will come to a decision after consulting the relevant department chair(s). A department chair may decide that the core course(s) would still supply a significant gap in the student's preparation, or he or she may assign supplemental reading in the advanced course if the gap is not too great. No credit will be awarded; students who are granted advanced placement will be permitted to substitute an upper-level course for each core course out of which he or she has placed. If granted, the admissions team will inform the Seminary Registrar to help the student enroll in the appropriate course(s).

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 our website.

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.

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 Assistant Dean to review the circumstances surrounding the dismissal and to assess potential for future success.
4. Admission is at the discretion of the Assistant Dean of.
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.

Evaluation of Legacy Credits for Readmission

This policy establishes the criteria and procedures for the evaluation of legacy credits at Ashland Theological Seminary (ATS). Legacy credits are defined as ATS courses completed by students who have stopped out and are seeking reactivation or readmission. The purpose of this policy is to ensure that coursework applied toward current degree requirements remains academically current, consistent with the Seminary's mission, and aligned with accreditation standards.

Quarter-system credits earned at ATS prior to Fall 2014 will not be evaluated or applied toward current degree programs. All such credits are considered expired. Semester-based credits older than five years at the point of re-enrollment will be subject to review. Courses must demonstrate continued relevance, academic rigor, and alignment with current curricular expectations to be applied toward a degree.

A. Evaluation Criteria

1. Relevance
 - a. All legacy credits that were earned more than five years prior to re-enrollment or application for a new degree shall be reviewed to determine whether the course content, learning outcomes, and instructional methods remain consistent with current ATS academic standards.
 - b. Documentation for each course (including syllabus, course description, and learning outcomes) must be used in evaluation.
2. Academic Rigor and Curriculum Alignment
 - a. The evaluation committee (Assistant Dean, departmental chair) shall assess whether the course content reflects current theological scholarship practices, and student performance.

B. Process for Evaluation

1. Submission Requirements
 - a. Official transcript(s) showing the legacy credits
 - b. Copies of course syllabi, outlines, or other supporting materials documenting course content and learning outcomes.
2. Departmental Review

- a. Each set of legacy credits will be forwarded to the appropriate academic department chair(s) for initial review.
- b. The department will compare the archived materials to the current curriculum framework and decide one of the following:
 - i. Accept in full, if the course remains fully aligned with current academic standards.
 - ii. Reject if the course content is determined to be too outdated or inconsistent with current ATS educational outcomes.
- c. Seminary Registrar's Final Decision
 - i. Decision from the departmental review will be given by the Seminary Registrar's Office.
 - ii. The Seminary Registrar then communicates the final decision regarding the applicability of legacy credits toward current degree requirements or re-enrollment to Admissions.
 - iii. Admissions communicate decisions to the student.

C. Appeals and Reconsideration

1. Student Appeals Process
 - a. Should a student disagree with the evaluation of their legacy credits, they may submit a written appeal within 30 days of notification.
 - b. The appeal must include any additional documentation or evidence (such as recent professional development or continuing education experiences) that may support the currency of the learning previously acquired.
2. Review Committee
 - a. An ad hoc review committee – composed of the Executive Dean, Assistant Dean and the Seminary Registrar's Office – will assess the appeal and render a final decision within 45 days.

Readmission and Academic Credit Currency After Account Placement in Collections

This policy establishes academic requirements and credit currency standards for students who return to the institution after a period of non-enrollment, including students whose student account was previously referred to a third-party collection agency. The policy applies to all programs unless a program-specific or accreditation requirement imposes a shorter timeframe or more restrictive standard.

A. Maximum Time to Complete a Degree

- a. The maximum time to complete a degree is established as 1.5 times the published program length in credit hours, consistent with financial aid maximum timeframe standards, unless otherwise required by the program or accreditor.
- b. Maximum completion time by program:
 - i. 37-credit hour degree: 6 years

- ii. Master of Divinity (MDiv): 10 years
- iii. Doctor of Ministry (DMin): 8 years
- iv. Clinical Mental Health Counseling (CMHC): 7 years
- v. All other Master of Arts (MA) degrees: 8 years

B. Course and Credit Currency (Expiration)

- a. Certain courses may be designated by the academic department as time-sensitive (e.g., practice-based or skills-dependent coursework) and may expire for purposes of program completion.
- b. Each department will maintain and publish, through established curricular processes, a list of courses subject to expiration and any additional program-specific requirements.
- c. Unless a department specifies a shorter period, an expiring course remains valid through the student's maximum degree completion timeframe and expires one (1) year after the maximum completion date.

C. Transfer Credit Currency: Transfer credit will not be accepted if the course work is more than ten (10) years old at the time of admission.

D. Readmission after Stop-Out

- a. Students returning after a stop-out of five (5) or more years will be evaluated under current degree requirements and reviewed for credit applicability in the same manner as transfer credit, as determined by the academic department.
- b. Institutional or transfer credits more than ten (10) years old will not be accepted toward program completion.
- c. Credits completed within the past five (5) to ten (10) years may be accepted at the discretion of the academic department on a case-by-case basis, considering currency of content and alignment with current outcomes.

E. Effect of Readmission: Upon readmission, the student's applicable degree requirements, maximum completion timeframe, and any course expiration timelines will be applied based on the readmission term and current catalog, subject to any approved substitutions, waivers, or program-specific requirements.

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

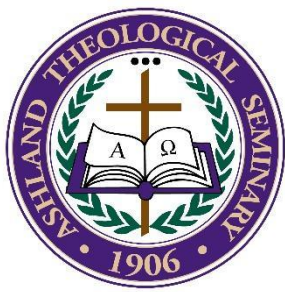
International students must apply for admission to Ashland Theological Seminary well in advance of their proposed entry date. Please visit www.seminary.ashland.edu/apply to access the online application. As part of the application process, applicants will be required to submit:

1. A completed [online application](#);
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;
 - A. TOEFL (Test of English as a Foreign Language):
 - a. Paper-Based Test (PBT): minimum score of 550 overall and 50 for subset scores
 - b. Internet-Based Test (IBT): minimum score of 79 overall and 19 for subset scores
 - B. IELTS (International English Language Testing System):
 - a. Minimum score of 6.5 for overall
 - b. Minimum of 6.0 for subset scores
 - c. Minimum of 7.0 Writing Band
 - C. PTE (Pearson Language Tests) Academic: Minimum score of 55 overall

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 Seminary Registrar. For more detailed information about FERPA.



ASHLAND THEOLOGICAL SEMINARY

A GRADUATE DIVISION OF
ASHLAND UNIVERSITY

FINANCE AND ADMINISTRATION

SEMINARY TUITION FOR 2026-2027

Degree Programs	Cost
MACMHC	\$650 per credit
Theological Master Degrees	\$630 per credit
Doctor of Ministry Program	\$700 per credit
Other Fees	
Application (non-refundable)	\$30
International Application (non-refundable)	\$50
Audit (Master's)	\$125 per credit
Audit (DMin)	\$150 per credit
Directed/Independent Study	\$120 per credit + tuition

Counseling Personality Inventory Fee

All students applying for entrance into the MACMHC 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 may be assessed an additional \$25 late fee. Paying the late fee does not ensure acceptance of a late application.

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 Touchnet, to spread payments over a semester. There is an enrollment fee, but there are no interest charges. Touchnet may be accessed through [Self-Service](#) 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, 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:
 - Refunds on all charges including tuition, room and board, and special fees will be prorated on a per day basis up to the 60% point in the term. There are no refunds after the 60% point in time. A copy of the worksheet used for this calculation can be requested from the Ashland University Financial Aid Office.
 - Title IV, state and institutional aid is earned in a prorated manner on a per day basis up to the 60% point in the term. Title IV, state, and institutional aid is viewed as being 100% earned after the 60% point in time.
 - A refund (if there is one) and an adjusted bill will be sent to the student's home address following withdrawal.
 - There are no refunds for courses for which a grade of "I" (incomplete), "E" (extension) 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. 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 Military Family and Veteran Services at (419) 289-5358 or veterans@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

If either of a married couple is a full-time registered student (taking 6 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.

Scholarships

For a list of available endowed scholarships and other scholarship resources visit the [website](#). For more information, contact Rachel Pierce , at (419)-289-5485 or rpierce6@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 [click here to apply](#).

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, unless authorized by the Ashland University Business Office.



ASHLAND
THEOLOGICAL SEMINARY
A GRADUATE DIVISION OF
ASHLAND UNIVERSITY

ACADEMIC PROCEDURES AND POLICIES

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. 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 Academic Affairs, the Seminary Registrar's Office, or the Office of Admissions. *See also* Student Handbook; Doctor of Ministry Writing Handbook and the MACMHC program Handbook.

GENERAL POLICIES

ACADEMIC ADVISING AND MENTORS

It is the students' responsibility to make sure they complete all of the courses required for their program or degree. To support students in this process, Ashland Seminary provides academic advising through the Seminary Registrar. The Seminary Registrar serves as a consistent resource for students throughout their academic program. Additionally, all students are assigned a faculty academic mentor upon registration for classes. Students can identify their faculty mentor through Self-Service. Certain programs have a specified faculty mentor who assists students with their program-specific needs (such as Chaplaincy or Global Methodist).

Students should meet with the Seminary Registrar prior to registering each semester for advice on course enrollment and planning for future semesters. Students may also contact their faculty mentor each semester, prior to registering for the following semester, to make sure they are on track for their program. An email will be sent to all students prior to the

beginning of each term reminding them to set up an appointment with the Seminary Registrar and their faculty mentor.

Students may meet with the Seminary Registrar and their faculty mentor in person, over the phone or via video conference. In most cases, email contact alone is not sufficient, especially in the first year of a student's degree program.

1. In preparation for the meeting, students should access their Course Plan from Self-Service and their most current degree worksheet.
2. In consultation with the faculty mentor, students will choose their classes for the next semester and may even create tentative plans for future terms.
3. It is the *student's* responsibility to maintain an accurate record of their progress. The Seminary Registrar and faculty mentor are committed to assist the student throughout their program.

ATTENDANCE POLICY

Attendance and participation in class sessions is expected; however, being "present" is much more than simply showing up. Since it is the professor's belief that there are direct connections between how one approaches academic training and one's professional conduct in the field, the following are expected of all students: promptness to and preparedness for class, positive participation, and professionalism in all work submitted. Failure to adhere to these guidelines may negatively impact the student's final grade.

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

Assistant Dean before the change can be processed and finalized by the Seminary Registrar.

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.

Records created through the Academic Evaluation, Remediation, and Dismissal Policy are maintained as education records and shared only with Seminary officials who have a legitimate educational interest.

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 Seminary 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 Seminary 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 Seminary 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 AND MODALITIES

Calculating Credit Hours and Instructional Time

In the semester system, 1 credit hour is equal to 50 minutes of actual instruction (often referred to as an “instructional hour”) per week. For a 15-week semester, this equals 12.5 hours of instructional time for every credit hour of a class. This means that a normal 3-hour weekly class session would consist of 2.5 hours of instructional time, with 30 minutes of break, and a typical 3-credit course must deliver 37.5 instructional hours. All courses, regardless of modality, must conform to this standard of instructional time to fulfill the credit-hours of the course. In a typical classroom setting, this is normally packaged in 42-45 class hours, including breaks. For a typical online course, the instructional time is calculated according to the actual instructional hours required by the assignments. For example, a typical online 3-credit course would include 37.5 hours of instructional assignments. The terms “3-hour course” and “3-credit course” are synonymous. All courses begin and end within the same semester. A semester consists of 15 weeks. A course may meet for half of the semester (7.5 weeks), labeled “A” or “B.”

Modalities for Course Instruction

There are four modalities for all courses at the Seminary, with a variety of ways to combine modalities in any given course. All courses, regardless of modality, must include the required instructional hours according to their designated credit-hours as outlined above. All courses also must include regular and substantial interaction between the instructor and students, and between students. All course formats must consistently meet the same quality, assessment, learning outcomes and requirements of the traditional semester course format. Formats of courses may include a variety of modalities. Students must check the syllabus and schedule carefully for the dates and times of any “real-time” sessions, whether virtual or in-person.

The four modalities are as follows:

- 1) **Classroom Instruction (CLR)** – All of the scheduled course meetings are face-to-face in the time and room scheduled for the course. Students may be expected to access the course content through the University’s Learning Management System (LMS).
- 2) **Hybrid Course (HBR)** – Up to seventy-four (74%) of the course meetings are conducted online. Online course meetings may be synchronous or asynchronous. Students access the course content and engage in instructional activities to facilitate learning through the University’s Learning Management System (LMS)

- 3) **Hybrid Online Course (HOLC)** – Seventy-five percent (75%) or more of the course meetings are conducted online. Online course meetings may be synchronous or asynchronous. Students access the course content and engage in instructional activities to facilitate learning through the University’s Learning Management System (LMS)
- 4) **Online Course (OLC)** – All of the course meetings are conducted online without any required face-to-face sessions. Course meetings may be synchronous or asynchronous. Students access the course content and engage in instructional activities to facilitate learning through the University’s Learning Management System (LMS)

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 academic concerns that may require intervention, see Academic Evaluation, Remediation, and Dismissal Policy in the Satisfactory Progress and Graduation Policies section. Counseling students should also consult the Clinical Mental Health Counseling Program Student Handbook for program-specific requirements.

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 can be obtained on the website under [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 Assistant Dean.

NEW STUDENT ORIENTATION

New Student Orientation is an event that students are strongly encouraged to attend. The orientation provides an overview of seminary education and introduces students to critical facets of the Seminary, including student affairs, housing, academic programming, policies and procedures, library, information technology, and academic support services.

SEMINARY CLOSURE POLICY

Seminary staff, students, and faculty members who are attending or teaching classes have three 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 Ashland University website - <https://www.ashland.edu/>.
3. 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.

The decision to cancel evening classes will be made by 3:00pm the day classes are to be held. Note that not all program sites will necessarily close if other centers close.

STANDARD OF CONDUCT

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."

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. Students may acquire an ID card from the Eagle Card Office at Ashland University. All new students will receive an email from the [Eagle Card Office](#) with instructions to upload a photo for their ID card.

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 Seminary Registrar and are mailed or sent electronically to the recipient and via the means supplied by the student making the request. Transcript requests are submitted through our secure, third-party partner National Student Clearinghouse. The

transcript request link and instructions are available on our [website](#).

VETERANS

The Veteran Services 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](#).

WITHDRAWAL/REACTIVATION POLICY

Students who do not attend classes for one academic year (three consecutive terms) will be considered withdrawn from the seminary.. When such students are ready to resume studies, they must reactive their student file with the Office of the Seminary Registrar. 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. *See page 24 for more details.*

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 Seminary 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., 3.5 years for the MDiv degree or 3 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 Assistant Dean for course registrations exceeding 14 hours per semester. The Seminary considers any student carrying 6 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 Assistant Dean oversees the scheduling of all courses in conjunction with department chairs, program directors, and the Seminary 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 as a Directed Study when it is not offered at a time that allows the student to make appropriate progress in the degree, or when exceptional circumstances justify an alternative arrangement. Directed Study is available to both master's-level and Doctor of Ministry students. Institutional degree core and MDiv core courses may not be taken by Directed Study. Students interested in Directed Study should begin by consulting the appropriate Department Chairperson. An additional fee of \$120 per credit hour is required. Master of Arts students may take a combined total of three courses, Master of Divinity students a combined total of four courses, and Doctor of Ministry students no more than two courses by Directed Study or Independent Study unless additional approval is granted by the Executive Dean.

INDEPENDENT STUDY

Independent Study is designed to cover specialized material not usually included in the course offerings listed in the catalog. Independent Study is available to both master's level and Doctor of Ministry students. Students interested in Independent Study should begin by consulting the appropriate Department Chairperson. An additional fee of \$120 per credit hour is required. Master of Arts students may take a combined total of three courses, Master of Divinity students a combined total of four courses, and Doctor of Ministry students no more than two courses by Directed Study or Independent Study unless additional approval is granted by the Executive Dean.

PROGRAM DURATION & STATUTE OF LIMITATIONS

The normal duration of degree programs for full-time students is calculated based on completing 9 credit hours per fall and

spring semesters, and 6 credit hours in the summer semester. Taking more credit hours can shorten the time it takes to get the degree, and taking fewer, or taking a semester off (such as summer) will lengthen the time. An estimated completion time for each degree is given below:

Degree Program	Duration heavy full-time	Duration light full-time
MA in Applied Bible and Theology	2 years or 5 semesters	2 years or 6 semesters
MA (Biblical Studies)	2.5 years or 7 semesters	2.5 years or 9 semesters
MA in Black Church Studies	2.5 years or 7 semesters	2.5 years or 9 semesters
MA (Historical & Theological Studies)	2.5 years or 7 semesters	2.5 years or 9 semesters
MA in Christian Ministries	2.5 years or 7 semesters	2.5 years or 9 semesters
MA in Clinical Mental Health Counseling	3 years or 8 semesters	3 years or 10 semesters
MDiv and MDiv Chaplaincy track	3.5 years or 10 semesters	3.5 years or 12 semesters
DMin	4 years	6 years

The Seminary has imposed a limit of eight consecutive years for students to complete a master's degree program or a Doctor of Ministry 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 program director or Assistant Dean.

REGISTRATION & MATRICULATION

The Seminary enrollment process includes registration and matriculation. New students submit a registration form for their first term to the Seminary Registrar's Office or during New Student Orientation. Returning students register online during the designated registration periods listed in the Academic Calendar. Students are notified before each registration period opens. Enrollment priority is based on seniority, measured by the number of earned credits. Failure to meet registration deadlines may result in a late fee and loss of enrollment priority. A student is officially enrolled for a term only when registration is documented by the Seminary Registrar, financial obligations have been paid or satisfactory payment arrangements have been made, and the student begins attending classes. Auditors are not considered enrolled students.

Schedule Changes

The Assistant 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 Seminary 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 the Assistant Dean including documentation—course material; evaluated course work showing the student's performance; summary of the reason for the appeal. The Assistant Dean will review the documentation, discuss the appeal with the faculty and student and seek to resolve the appeal within thirty days of receiving the appeal. The Assistant Dean makes the final decision in the appeal.

Students in the counseling program may take their concerns initially to the director of the counseling program before taking it to the Assistant 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

Percentage	Grade	Quality Points
97-100	A	4.0
92-96	A-	3.7
89-91	B+	3.3
86-88	B	3.0
83-85	B-	2.7
80-82	C+	2.3
77-79	C	2.0
74-76	C-	1.7

71-73	D+	1.3
68-70	D	1.0
65-67	D-	0.7
64-0	F	0.0

	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 Seminary 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 maintains 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 Seminary Registrar but should remind the faculty to email the Seminary Registrar with the final grade.

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 as well as Hebrew or Greek. 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.

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 must petition the Seminary Registrar’s office for the pass/fail option before the drop deadline, except for Hebrew and Greek, which allow declaration within the first 10 weeks of the course. After gaining the faculty’s approval, the student must submit an email to the Seminary 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 EVALUATION, REMEDIATION, AND DISMISSAL POLICY

Purpose of the Policy

Ashland Theological Seminary is committed to fostering academic excellence, spiritual growth, and professional formation. Recognizing that challenges may arise in these areas, ATS has developed a remediation process designed to

support students in overcoming difficulties through a redemptive, step-by-step approach. This policy outlines how academic, behavioral, and formation concerns are addressed, ensuring transparency, fairness, and accountability.

Scope

This policy applies to all students enrolled at ATS across all programs. It supplements the ATS guidelines on academic probation, dismissal, and the Academic Integrity Policy as documented in the ATS Student Handbook. It also supplements guidelines in the CMHC policy.

Principles

- **Redemptive Intent:** Rooted in our mission, ATS seeks to walk alongside students in difficulty, offering structured support and opportunities for growth.
- **Transparency and Fairness:** Procedures will be communicated clearly, and students will be invited into a collaborative process of discernment and development.
- **Community Accountability:** Faculty and administration bear a shared responsibility for upholding the integrity of seminary education and the well-being of the ATS learning community.

Grounds for Remediation

Remediation may be considered when a student encounters difficulties in one or more of the following areas:

- **Academic Performance:**
 - Cumulative GPA below the thresholds (e.g., below 2.0 in master’s programs or relevant program-specific minimums).
 - Consistent underperformance in courses, failure to complete required work, or a pattern of incomplete assignments.
- **Non-Academic Concerns** - Behavior inconsistent with the seminary’s values or community expectations (see “Dismissal of Students”).
- **Ethical or Moral Conduct** – Breach of professional ethics, including but not limited to violations of the Student Code of Conduct, Title IX policies, or ministerial ethics (refer to the “Academic Integrity Policy”).
- **Personal Well-being** – Observable difficulties (e.g., emotional, relational, spiritual) that impair a student’s ability to participate fully and responsibly in seminary life.

Remediation Process

- **Initial Concern and Documentation:** Concerns may be raised by faculty, advisors, or staff and will be documented through a formal report or academic performance notice.

- **Meeting with the Student:** The student meets with their academic advisor, program director, or Assistant Dean to review their concerns. The aim is to collaboratively determine the need for remediation.
- **Development of a Remediation Plan:** If warranted, a written plan is created outlining expectations, resources, timelines, and criteria for success. Both the student and the administrator responsible sign the plan.
- **Periodic Review:** The student's progress is reviewed at regular intervals. Support may be adjusted as needed, with the goal that the student returns to satisfactory standing.
- **Completion or Escalation:**
 - If the student successfully completes the plan, no further action is needed.
 - If progress is insufficient or the student is non-compliant, the matter may be referred to the Executive Dean for further action, which may include academic probation, suspension, or dismissal.

Appeal Process

Students may appeal decisions related to remediation by following the established appeal procedures in the ATS Student Handbook (e.g., the Grade Appeal Process and Student Judicial Code guidelines). Appeals are directed to the Assistant Dean for review.

Confidentiality and Record-Keeping

All records related to remediation are maintained in accordance with ATS's Confidentiality of Education Records policy. Information is shared only with those who have a legitimate educational interest.

ACADEMIC PROBATION

Students whose academic work is unsatisfactory (cumulative grade point average below the individual program standard) may be referred for remediation and/or 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 who fail three courses or earn two failing grades in the same course will be required to meet with the Assistant Dean and may be placed on academic probation or referred for further action under the Academic Evaluation, Remediation, and Dismissal Policy.

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, or Assistant Dean, as appropriate, to develop a written remediation plan to return to satisfactory academic standing. Failure to successfully complete this plan may result in the loss of federal financial aid eligibility and may lead to further action

under the Academic Evaluation, Remediation, and Dismissal Policy

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 also responsible for the program-specific academic evaluation, remediation, retention, and dismissal standards in the Clinical Mental Health Counseling 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.
5. Submitted a graduation application and fee by prescribed deadline.

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 listed below. When appropriate, concerns that may lead to dismissal should be addressed first through the Academic Evaluation, Remediation, and Dismissal Policy. Serious misconduct, safety concerns, financial matters, academic integrity violations, or non-compliance with a remediation plan may proceed directly to probation, suspension, or dismissal as determined by the Seminary.

A student may be dismissed for the following reasons:

1. Plagiarism of written material or other academic dishonesty (*see* the 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 grade point average according to individual program standards
6. Falsification of admissions application materials
7. Failure to comply with an approved remediation plan.

If the reason for dismissal is academic, the procedure for student appeal is first to the Assistant 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 Seminary Registrar will call attention to deficiencies in a student's program unless those deficiencies are the basis for disciplinary action. Students are also responsible for participating in any advising, review, or remediation process required under the Academic Evaluation, Remediation, and Dismissal Policy.



ASHLAND
THEOLOGICAL SEMINARY
A GRADUATE DIVISION OF
ASHLAND UNIVERSITY

ACADEMIC PROGRAMS

THEOLOGICAL EDUCATION AND SEMINARY PROGRAMS

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 and Columbus. 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.

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 counseling program 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 all degrees (except Master of Arts in Clinical Mental Health Counseling) fully 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 campus boundaries, educating and empowering students and working professionals to serve their own communities. Our three major modalities of online learning are listed below:

Hybrid Course (HBR) – Up to seventy-four (74%) of the course meetings are conducted online. Online course meetings may be synchronous or asynchronous. Students access the course content and engage in instructional activities to facilitate learning through the University's Learning Management System (LMS)

Hybrid Online Course (HOLC) – Seventy-five percent (75%) or more of the course meetings are conducted online. Any campus sessions are noted in the schedule. Students access the course content and engage in instructional activities to facilitate learning through the University's Learning Management System (LMS)

Online Course (OLC) – All of the course meetings are conducted online without any required face-to-face sessions. Students access the course content and engage in instructional activities to facilitate learning through the University's Learning Management System (LMS)

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.

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.

Online Learning Standards

Students are required to apply the same standards in an online learning environment as they do in any in-person class setting. Students should present themselves in a professional manner

attending to details such as but not limited to, appropriate attire, discretion in location of course engagement, reasonable prevention of extraneous distractions and interactions.

Additionally, students must attend to technological issues such as having a working camera and microphone, monitoring how their image is projected onto the screen (e.g. screen positioning such that one's entire face is shown), room lighting, and microphone, camera, and monitor placement.

Practical matters:

- Participate in a private room at home, office or church. Public places like coffee shops must be avoided. Do not connect in a car or outside.
- You must be by yourself, without the distraction of others entering and exiting the room.
- Please arrange for child and pet care, as you would for an in-person course.
- Multitasking is a distraction and communicates disconnection and disregard for the class members. Please do not attempt to accomplish other tasks while in class, including eating.
- Sit at a desk or table, not on a sofa or bed.
- Students are considered tardy if they are not connected and ready to begin when class starts.
- Please remain seated with your camera on for the entirety of class. If you must leave your seat for an emergency, please turn off your camera before stepping away from your computer.
- Any accommodation or adjustments to this policy must be filed with the Office of Accessibility Services.
- Failure to comply with the policy will count as an absence enforcing the attendance policy.

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), Master of Arts in Christian Ministries (MACM) and Master of Arts in Black Church Studies (MABCS) 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, MDiv and MABCS degree programs are required to take Field Study courses. MDiv students will take all Field Study courses (4 semesters; 4 credit hours total). MACM and MABCS 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 and MABCS 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. Douglas Van Nest, Assistant Director of Advanced Degree Programs and Field Ed at (419) 289-5706 or dvannest@ashland.edu.

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 website](http://www.acpe.org/).

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.](http://www.bccinc.org/)

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. Douglas Van Nest, Assistant Director of Advanced Degree Programs and Field Ed at (419) 289-5706 or dvannest@ashland.edu.

MASTER OF ARTS IN APPLIED BIBLE AND THEOLOGY

37 Credit Hours

Purpose

The 37-hour Master of Applied Bible and Theology provides a core competency in theology and biblical knowledge while preparing for practical application in a variety of unique personal, work, and ministry contexts. Three open electives (9 hours) allow for a more individual focus on Bible, theology and practical ministry. Students will have regular interaction with a scholarly faculty, who also have significant pastoral or ministry experience.

Degree Learning Outcomes

Having completed the MA in Applied Bible and Theology, students will be able to:

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
2. Demonstrate theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.
3. Establish communal and personal disciplines that nourish Christian spiritual and moral formation.

Requirements for Graduation

Students earning the Master of Arts in Applied Bible Theology degree must complete 37 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.

* *BSG 5501 is a prerequisite for CTH 5520.*

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

*** *Choose from one of five ministry courses: CRE 5501 Forming the People of God, HOM 5511 Proclaiming the Word of God, CLD 6630 Leading the People of God, MSS 7726 Navigating the Multi-Faith Context, or PSC 5520 Person in Ministry*

<u>Spiritual Formation Courses</u>	(4 hours)
SPF 5540 Introduction to Spiritual Formation	4 hours
<u>Core Courses</u>	(24 hours)
BSG 5501 Engaging Texts and Contexts*	3 hours
CHS 5500 Story of the Christian Faith	3 hours
CTH 5520 Christian Theology for the Kingdom of God**	3 hours
ETH 5530 Christian Ethics	3 hours
MSS 5501 Kingdom Mission in a Global Community	3 hours
NTS 5511 Introduction to the New Testament	3 hours
OTS 5511 Introduction to the Old Testament (Part 1)	3 hours
OTS 5512 Introduction to the Old Testament (Part 2)	3 hours
<u>Elective Courses</u>	(9 hours)
Open Elective in Bible/Theology or Ministry	3 hours
Open Elective in Bible/Theology or Ministry	3 hours
Open Elective in Ministry***	3 hours
Total	(37 hours)

MASTER OF ARTS IN APPLIED BIBLE AND THEOLOGY – WESLEYAN TRACK

37 Credit Hours

Purpose

The 37-hour Master of Applied Bible and Theology – Wesleyan Track pathway degree may serve students seeking a focused graduate degree for ministry preparation and provides a clear pathway for Global Methodist students seeking Deacon or Elder Orders. Deacon Order seekers should work with Dr. David deSilva (ddesilva@ashland.edu) to confirm any additional denominational requirements, including History & Polity of the Global Methodist Church (see page 65).

Degree Learning Outcomes

Having completed the MA in Applied Bible and Theology, students will be able to:

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
2. Demonstrate theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.
3. Establish communal and personal disciplines that nourish Christian spiritual and moral formation.

Requirements for Graduation

Students earning the Master of Arts in Applied Bible Theology – Wesleyan Track degree must complete 37 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.

** BSG 5501 is a prerequisite for CTH 5520.*

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

<u>Spiritual Formation Courses</u>	(4 hours)
SPF 5540 Introduction to Spiritual Formation	4 hours
<u>Core Courses</u>	(21 hours)
BSG 5501 Engaging Texts and Contexts*	3 hours
CTH 5520 Christian Theology for the Kingdom of God**	3 hours
ETH 5530 Christian Ethics	3 hours
MSS 5501 Kingdom Mission in a Global Community	3 hours
NTS 5511 Introduction to the New Testament	3 hours
OTS 5511 Introduction to the Old Testament (Part 1)	3 hours
OTS 5512 Introduction to the Old Testament (Part 2)	3 hours
<u>Wesleyan Track Courses</u>	(12 hours)
CWP 5512 Worship and the Community of God	3 hours
HOM 5511 Proclaiming the Word of God	3 hours
PCC 5530 Pastoral Counseling and Care	3 hours
PTS/CTH 7709 Theology of John Wesley	3 hours
Total	(37 hours)

MASTER OF ARTS (BIBLICAL STUDIES)

55 Credit Hours

Purpose

Scripture is foundational, both for our formation as Christian disciples and for the work of ministry. The Master of Arts (Biblical Studies) invites students into a deeper understanding of the message and beauty of Scripture, with its power to shape our faith and our practice. This course of study equips the learner to help others engage Scripture more deeply, whether in church or parachurch ministry. It may also serve as an intermediate degree for those contemplating doctoral studies and an academic career in biblical studies.

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.

*** *These courses will enable students to gain competence in practical skills related to study of the Bible, aided by Bible Software, to conduct exegesis in conversation with original-language resources.*

- *A student may choose to take these courses pass/fail if he or she so indicates during the first 10 weeks of the course.*
- *If, despite valiant effort, a student is unable to earn a passing grade in the first semester language course, he or she may request exemption from the language requirement and take two Biblical Studies electives in their place to earn the six credits.*
- *In some cases, a student may petition the Assistant Dean to be exempted from the language requirement, taking two Biblical Studies electives in their place to earn the six credits. Contact the Academic Coordinator (419-289-5695 or djohnso8@ashland.edu) for details.*

**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 is a prerequisite for CTH 5520.*

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

<u>Summative Coursework</u>	(3 hours)
OTS/NTS 7798 Senior Seminar <u>or</u> OTS/NTS 7799 Thesis	3 hours
<u>Spiritual Formation Courses</u>	(4 hours)
SPF 5540 Introduction to Spiritual Formation	4 hours
<u>Core Courses</u>	(24 hours)
BSG 5501 Engaging Texts and Contexts*	3 hours
CHS 5500 Story of the Christian Faith	3 hours
CTH 5520 Christian Theology for the Kingdom of God**	3 hours
ETH 5530 Christian Ethics	3 hours
MSS 5501 Kingdom Mission in a Global Community	3 hours
NTS 5511 Introduction to the New Testament	3 hours
OTS 5511 Introduction to the Old Testament (Part 1)	3 hours
OTS 5512 Introduction to the Old Testament (Part 2)	3 hours
<u>Biblical Studies Courses</u>	(18 hours)
<i>Two semesters of Greek or Hebrew (NTS/OTS 5501-5502)***</i>	6 hours
OTS/NTS Elective	3 hours
OTS/NTS Elective	3 hours
OTS/NTS Elective	3 hours
OTS/NTS Elective	3 hours
<u>Elective Courses</u>	(6 hours)
Open Elective	3 hours
Open Elective	3 hours
Total	(55 hours)

MASTER OF ARTS IN BLACK CHURCH STUDIES

55 Credit 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. 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 is a prerequisite for CTH 5520.*

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

<u>Summative Coursework</u>	<u>(3 hours)</u>
FLD 6611 Field Study Introduction	1 hour
FLD 6612 Field Study (2)	1 hour
FLD 6614 Field Study Capstone	1 hour
<u>Spiritual Formation Courses</u>	<u>(4 hours)</u>
BCS 5540 Spiritual Formation in the Black Tradition	4 hours
<u>Core Courses</u>	<u>(24 hours)</u>
BSG 5501 Engaging Texts and Contexts*	3 hours
CHS 5500 Story of the Christian Faith	3 hours
CTH 5520 Christian Theology for the Kingdom of God**	3 hours
ETH 5530 Christian Ethics	3 hours
MSS 5501 Kingdom Mission in a Global Community	3 hours
NTS 5511 Introduction to the New Testament	3 hours
OTS 5511 Introduction to the Old Testament (Part 1)	3 hours
OTS 5512 Introduction to the Old Testament (Part 2)	3 hours
<u>Black Church Studies</u>	<u>(15 hours)</u>
BCS 5500 Introduction to Black Church Studies	3 hours
BCS 5505 History of the Black Church	3 hours
BCS 5511 Black Theology	3 hours
BCS 5515 African American Biblical Interpretation or BCS 5530 Womanist Hermeneutics and Literature	3 hours
BCS 5527 Dynamics of the Black Church, Black Family & Black Minister	3 hours
<u>Elective Courses</u>	<u>(9 hours)</u>
Open Elective	3 hours
Open Elective	3 hours
Open Elective	3 hours
Total	(55 hours)

MASTER OF ARTS (HISTORICAL & THEOLOGICAL STUDIES)

55 Credit Hours

Purpose

The Master of Arts (Historical and Theological Studies) equips students to think critically about the historical and theological foundations of the Christian faith, using an integrative approach that links history and theology with ethics and spiritual formation. Students learn how to research important issues, evaluate truth claims, and bring their own faith tradition into conversation with other perspectives. The degree is appropriate for all Christians who desire a deeper understanding of their faith. It also serves the more specialized purpose of preparing Christians to teach in their local church, denominational and parachurch settings, and faith-based schools or to pursue further graduate study in history, theology, or ethics. Degree requirements can be completed fully online or through a combination of online and face-to-face courses. 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 is a prerequisite for CTH 5520.*

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

<u>Summative Coursework</u>	<u>(3 hours)</u>
CHS/CTH 7798 Senior Seminar <u>or</u> CHS/CTH 7799 Thesis	3 hours
<u>Spiritual Formation Courses</u>	<u>(4 hours)</u>
SPF 5540 Introduction to Spiritual Formation	4 hours
<u>Core Courses</u>	<u>(24 hours)</u>
BSG 5501 Engaging Texts and Contexts*	3 hours
CHS 5500 Story of the Christian Faith*	3 hours
CTH 5520 Christian Theology for the Kingdom of God**	3 hours
ETH 5530 Christian Ethics	3 hours
MSS 5501 Kingdom Mission in a Global Community	3 hours
NTS 5511 Introduction to the New Testament	3 hours
OTS 5511 Introduction to the Old Testament (Part 1)	3 hours
OTS 5512 Introduction to the Old Testament (Part 2)	3 hours
<u>Historical and Theological Studies Courses</u>	<u>(18 hours)</u>
CHS 6620 Varieties of Early Christian Thought <u>or</u> NTS 6652 New Testament Theology	3 hours
CTH 6633 Anabaptist Theology <u>or</u> CHS/CTH 7750 History and Thought of the Christian Peace Position	3 hours
CHS 6630 History and Thought of the Reformation	3 hours
CHS 6640 Contemporary Theological Perspectives	3 hours
CHS/CTH Elective	3 hours
CHS/CTH Elective	3 hours
<u>Elective Courses</u>	<u>(6 hours)</u>
Open Elective	3 hours
Open Elective	3 hours
Total	(55 hours)

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 that do not require an MDiv.

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. 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 is a prerequisite for CTH 5520.*

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

<u>Preliminary and Summative Coursework</u>	<u>(3 hours)</u>
FLD 6611 Field Study Introduction	1 hour
FLD 6612 Field Study (2)	1 hour
FLD 6614 Field Study Capstone	1 hour
<u>Spiritual Formation Courses</u>	<u>(4 hours)</u>
SPF 5540 Introduction to Spiritual Formation	4 hours
<u>Core Courses</u>	<u>(24 hours)</u>
BSG 5501 Engaging Texts and Contexts*	3 hours
CHS 5500 Story of the Christian Faith	3 hours
CTH 5520 Christian Theology for the Kingdom of God**	3 hours
ETH 5530 Christian Ethics	3 hours
MSS 5501 Kingdom Mission in a Global Community	3 hours
NTS 5511 Introduction to the New Testament	3 hours
OTS 5511 Introduction to the Old Testament 1	3 hours
OTS 5512 Introduction to the Old Testament 2	3 hours
<u>Ministry Courses</u>	<u>(12 hours)</u>
CLD 6630 Leading the People of God	3 hours
CWP 5512 Worship and the Community of God	3 hours
PSC 5520 Person in Ministry	3 hours
PSC 5530 Pastoral Counseling and Care	3 hours
<u>Christian Ministries Courses</u>	<u>(6 hours)</u>
Choose 2 of the following 3 courses:	
CRE 5501 Forming the People of God	3 hours
HOM 5511 Proclaiming the Word of God	3 hours
EVG 5513 Evangelistic Practices	3 hours
<u>Elective Courses</u>	<u>(6 hours)</u>
Open Electives	6 hours
Total	(55 hours)

MASTER OF ARTS IN CHRISTIAN MINISTRIES – WESLEYAN TRACK

55 Credit Hours

Purpose

The Master of Arts in Christian Ministries - Wesleyan Track is designed to equip graduates for effective ministry and competent leadership primarily in congregational settings. This degree provides a pathway for ordination preparation within the Global Methodist Church. Elder Order seekers should work with Dr. David deSilva (ddesilva@ashland.edu) to confirm any additional denominational requirements, including Wesleyan Discipleship & Spiritual Formation (see page 65).

Degree Learning Outcomes

Having completed the MACM, students will be able to:

7. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings
8. Establish communal and personal disciplines that nourish Christian spiritual and moral formation
9. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts
10. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry
11. Develop ongoing just and moral practices that bear witness to the full scope of the kingdom of God
12. Exhibit effective ministry skill sets related to intended areas of service

Requirements for Graduation

Students earning the Master of Arts in Christian Ministries – Wesleyan Track 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 is a prerequisite for CTH 5520.*

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

<u>Preliminary and Summative Coursework</u>	<u>(3 hours)</u>
FLD 6611 Field Study Introduction	1 hour
FLD 6612 Field Study (2)	1 hour
FLD 6614 Field Study Capstone	1 hour
<u>Spiritual Formation Courses</u>	<u>(4 hours)</u>
SPF 5540 Introduction to Spiritual Formation	4 hours
<u>Core Courses</u>	<u>(24 hours)</u>
BSG 5501 Engaging Texts and Contexts*	3 hours
CHS 5500 Story of the Christian Faith	3 hours
CTH 5520 Christian Theology for the Kingdom of God**	3 hours
ETH 5530 Christian Ethics	3 hours
MSS 5501 Kingdom Mission in a Global Community	3 hours
NTS 5511 Introduction to the New Testament	3 hours
OTS 5511 Introduction to the Old Testament 1	3 hours
OTS 5512 Introduction to the Old Testament 2	3 hours
<u>Ministry Courses</u>	<u>(12 hours)</u>
CLD 6630 Leading the People of God	3 hours
CWP 5512 Worship and the Community of God	3 hours
HOM 5511 Proclaiming the Word of God	3 hours
PCS 5530 Pastoral Counseling and Care	3 hours
<u>Wesleyan Track Courses</u>	<u>(12 hours)</u>
PTS 6630 Church Finance and Administration	3 hours
CTH/SPF 6642 The Holy Spirit	3 hours
CHS Elective	3 hours
NTS Elective Book Course (NTS 6601-6625)	3 hours
Total	(55 hours)

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

64 Credit 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, and advocate for, 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 Licensed Professional Counselor (LPC) and Licensed Professional Clinical Counselor (LPCC). 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 settings and correctional agencies, and church-based and parachurch 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 campus 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 campus (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.

Italics 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. Tony Donofrio, Counseling Department Chair, at (419) 289-5180 or adonofri@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
 - b. what your cumulative GPA is once the semester’s grades are recorded.

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 fall below 3.0, you will be placed on academic probation;
 - a. A written notice of probation, signed by the Program Director and the Assistant 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 Seminary 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.

¹Students are eligible to begin taking Clinical Content courses upon completion of CLC 5501, CLC 5508, CLC 5509, and all prerequisites.

²Prerequisites include: CLC 5504, CLC 5508, CLC 5509, CLC 5511, CLC 5520, CLC 5530, CLC 5531, CLC 6692, CLC 7729, CLC 7787, and CLC 7795

³Prerequisites include: CLC 6636

<u>Instructional Courses</u>	<u>(6 hours)</u>
BSG 5510 Fundamentals of Biblical Interpretation	2 hours
CTH 5510 Fundamentals of Christian Theology	2 hours
CLC 5501 Spiritual Themes in Clinical Counseling	2 hours
<u>Core Counseling Courses</u>	<u>(32 hours)</u>
CLC 5504 Introduction to Clinical Mental Health Counseling	2 hours
CLC 5508 Counseling Techniques	3 hours
CLC 5509 Counseling Theories	3 hours
CLC 5511 Human Growth and Development	3 hours
CLC 5520 Social and Cultural Issues in Counseling	3 hours
CLC 5522 Lifestyle and Career Counseling	3 hours
CLC 5530 Group Dynamics I	1.5 hours
CLC 5531 Group Dynamics II	1.5 hours
CLC 6691 Introduction to Research Methods & Design	3 hours
CLC 6692 Assessment	3 hours
CLC 7729 Differential Diagnosis	3 hours
CLC 7770 Professional Ethics and Responsibilities	3 hours
<u>Practicum and Internship</u>	<u>(6 hours)</u>
CLC 6636 Practicum in Counseling ²	2 hours
CLC 7796 Internship in Counseling ³	4 hours
<u>Clinical Content Courses¹</u>	<u>(15 hours)</u>
<i>CLC 7721 Crisis Counseling</i>	3 hours
<i>CLC 7751 Special Issues in Abnormal-Personality Disorder or CLC 7756 Introduction to Substance Abuse</i>	3 hours
<i>CLC 7761 Personality Assessment</i>	3 hours
<i>CLC 7787 Cognitive Behavioral Treatment of Depression and Anxiety Disorders</i>	3 hours
<i>CLC 7795 Treatment Planning Principles and Practice</i>	3 hours
<u>Elective-Advanced Clinical Content Courses</u>	<u>(5 hours)</u>
Total	(64 hours)

MASTER OF ARTS IN PASTORAL CARE STUDIES

37 Credit Hours

Purpose

The 37-hour Master of Arts in Pastoral Care Studies (MAPCS) provides academic and professional training needed in order for persons to provide ministerial support and care to individuals, couples, and families within diverse ministry settings. The degree program is designed to equip students with the skills necessary to effectively integrate theology and pastoral education into their ministerial practice.

Degree Learning Outcomes

Having completed the MA in Pastoral Care Studies, students will be able to:

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
2. Demonstrate theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.
3. Establish communal and personal disciplines that nourish Christian spiritual and moral formation.
4. Exhibit effective ministry skill sets related to pastoral care.

Requirements for Graduation

Students earning the Master of Arts in Pastoral Care Studies degree must complete 37 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.

<u>Summative Coursework</u>	<u>(3 hours)</u>
FLD 6611 Intro to Field Experience	1 hour
FLD 6612 Field Study 2	1 hour
FLD 6614 Field Study Capstone	1 hour
<u>Spiritual Formation</u>	<u>(4 hours)</u>
SPF 5540 Introduction to Spiritual Formation	4 hours
<u>Core Biblical and Theological Courses</u>	<u>(4 hours)</u>
BSG 5510 Fundamentals of Biblical Interpretation	2 hours
CTH 5510 Fundamentals of Christian Theology	2 hours
<u>Core Pastoral Care Courses</u>	<u>(15 hours)</u>
PCS 5511 Lifespan Human Development	3 hours
PCS 5520 Person in Ministry	3 hours
PCS 5525 Special Issues in Pastoral Care	3 hours
PCS 5530 Introduction to Pastoral Care	3 hours
PCS 7761 Small Groups as Context for Spiritual Formation and Pastoral Care	3 hours
<u>Advanced Pastoral Care Courses</u>	<u>(5 hours)</u>
PCS 7721 Pastoral Care in Times of Crisis and Trauma	3 hours
PCS 7726 Healing the Stories we Live By	2 hours
<u>Elective Courses (2 of the 5 options)</u>	<u>(6 hours)</u>
CLD 6630 Leading the People of God	3 hours
CRE 5501 Forming the People of God	3 hours
PCS 6653 Chronic Illness, Dying and Grieving	3 hours
PCS 6657 Marriage, Family, and Relational Issues	3 hours
PCS 7728 Care of Soul/Formational Prayer	3 hours
Total	<u>(37 hours)</u>

MASTER OF DIVINITY – GENERAL DEGREE

80 Credit 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. 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 is a prerequisite for CTH 5520.*

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

**** These courses will enable students to gain competence in practical skills related to study of the Bible, aided by Bible Software, to conduct exegesis in conversation with original-language resources.*

- *A student may choose to take these courses pass/fail if he or she so indicates during the first 10 weeks of the course.*
- *If, despite valiant effort, a student is unable to earn a passing grade in the first semester language course, he or she may request exemption from the language requirement and take two Biblical Studies electives in their place to earn the six credits.*

- *In some cases, a student may petition the Assistant Dean to be exempted from the language requirement, taking two Biblical Studies electives in their place to earn the six credits. Contact the Academic Coordinator (419-289-5695 or djohnso8@ashland.edu) for details.*

<u>Summative Coursework</u>	<u>(4 hours)</u>
FLD 6611 Field Study Introduction	1 hour
FLD 6612 Field Study (2)	1 hour
FLD 6613 Field Study (3)	1 hour
FLD 6614 Field Study Capstone	1 hour
<u>Spiritual Formation Courses</u>	<u>(4 hours)</u>
SPF 5540 Introduction to Spiritual Formation	4 hours
<u>Core Courses</u>	<u>(24 hours)</u>
BSG 5501 Engaging Texts and Contexts*	3 hours
CHS 5500 Story of the Christian Faith	3 hours
CTH 5520 Christian Theology for the Kingdom of God**	3 hours
ETH 5530 Christian Ethics	3 hours
MSS 5501 Kingdom Mission in a Global Community	3 hours
NTS 5511 Introduction to the New Testament	3 hours
OTS 5511 Introduction to the Old Testament (Part 1)	3 hours
OTS 5512 Introduction to the Old Testament (Part 2)	3 hours
<u>Ministry Courses</u>	<u>(12 hours)</u>
CLD 6630 Leading the People of God	3 hours
CWP 5512 Worship and the Community of God	3 hours
PSC 5520 Person in Ministry	3 hours
PSC 5530 Pastoral Counseling and Care	3 hours
<u>Practical Studies Courses</u>	<u>(15 hours)</u>
Two semesters of Greek or Hebrew (NTS/OTS 5501-5502)***	6 hours
CRE 5501 Forming the People of God	3 hours
EVG 5513 Evangelistic Practices	3 hours
HOM 5511 Proclaiming the Word of God	3 hours

Elective Courses	(21 hours)
CHS/CTH/ETH Elective	3 hours
CHS/CTH/ETH Elective	3 hours
Open Elective	3 hours
Open Elective	3 hours
Open Elective	3 hours
Open Elective	3 hours
Open Elective	3 hours
Total	(80 hours)

MASTER OF DIVINITY – CHAPLAINCY TRACK

80 Credit Hours

Purpose

Institutional chaplaincy recognizes that those preparing to serve as professional chaplains need specialized training. To that end, the Master of Divinity Chaplaincy track 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 track 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 track, 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 track 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.

**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 is a prerequisite 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.*

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

<u>Summative Coursework</u>	<u>(4 hour)</u>
FLD 6611 Field Study Introduction	1 hour
FLD 6612 Field Study (2)	1 hour
FLD 6613 Filed Study (3)	1 hour
FLD 6614 Field Study Capstone	1 hour
<u>Spiritual Formation Courses</u>	<u>(4 hours)</u>
SPF 5540 Introduction to Spiritual Formation	4 hours
<u>Chaplaincy Courses</u>	<u>(21 hours)</u>
CHP 5501 Introduction to Chaplaincy***	3 hours
CHP 6650 Advanced Ethics for Ministry Practitioners	3 hours
CHP 7726 Navigating the Multi-Faith Context	3 hours
CHP 6613 Cultural Competencies	3 hours
Practical Theology Elective	3 hours
Pastoral Care Elective	3 hours
Pastoral Care Elective	3 hours
<u>Core Courses</u>	<u>(24 hours)</u>
BSG 5501 Engaging Texts and Contexts*	3 hours
CHS 5500 Story of the Christian Faith	3 hours
CTH 5520 Christian Theology for the Kingdom of God**	3 hours
ETH 5530 Christian Ethics****	3 hours
MSS 5501 Kingdom Mission in a Global Community	3 hours
NTS 5511 Introduction to the New Testament	3 hours
OTS 5511 Introduction to the Old Testament (Part 1)	3 hours
OTS 5512 Introduction to the Old Testament (Part 2)	3 hours

<u>Ministry Courses</u>	<u>(12 hours)</u>
CLD 6630 Leading the People of God	3 hours
CWP 5512 Worship and the Community of God	3 hours
PSC 5520 Person in Ministry	3 hours
PSC 5530 Pastoral Counseling and Care	3 hours
<u>Elective Courses</u>	<u>(15 hours)</u>
Open Elective	3 hours
Open Elective	3 hours
Open Elective	3 hours
Open Elective	3 hours
Open Elective	3 hours
Total	(80 hours)

DOCTOR OF MINISTRY

36 Credit Hours

Purpose

The Doctor of Ministry (DMin) degree is a 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.

This 36-hour 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.

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 an academic advisor appointed by the Assistant Director of Advanced Degree Programs and Field Ed.

- 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 of the project and research. The project thesis is a document of approximately 100-250 pages.

Black Church Studies (BCS)

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.

<u>Core Courses</u>	<u>(19 hours)</u>
DMN 9910 Introduction to the Doctor of Ministry Program and Research	3 hours
DMN 9980 What is Black Church Studies?	4 hours
DMN 9981 Primary and Secondary Readings in African American Religious History	4 hours
DMN 9982 Wealth, Poverty and the Black Church Alignments	4 hours
DMN 9983 Ethical Leadership in the Black Church Tradition	4 hours
<u>Track Courses (2 of the 3 options)</u>	<u>(8 hours)</u>
DMN 9985 Call to Ministry and the Black Church	4 hours
DMN 9986 Black Liberation Theology	4 hours
DMN 9989 Special Topics in BCS	4 hours
<u>Project Thesis Courses</u>	<u>(9 hours)</u>
DMN 9997 DMN Project Thesis	3 hours
DMN 9998 DMN Project Continuation	2 hours
DMN 9998 DMN Project Continuation	2 hours
DMN 9999 DMN Project Completion	2 hours
Total	(36 hours)
<i>For Additional Time:</i> DMN 9998 DMin Project Continuation can be repeated up to 7 additional semesters <u>prior</u> to taking DMN 9999 Project Completion.	

Biblical Interpretation and Culture (BIC)

Purpose: This program is designed for students who desire to immerse themselves more fully in the texts and contexts of the Bible with a view to reinvigorating their ministries of teaching and preaching. It offers students a deeper understanding and more refined practice of the skills necessary for effective interpretation of Scripture in the modern world by bridging ancient and contemporary contexts.

<u>Core Courses</u>	<u>(11 hours)</u>
DMN 9910 Introduction to the Doctor of Ministry Program and Research	3 hours
DMN 9975 The Bible as Mirror, Lamp, and Spectacles	4 hours
DMN 9976 The Bible in History and Theology	4 hours
<u>Track Courses</u>	<u>(12 hours)</u>
DMN 9972 The World of the Hebrew Bible/Old Testament	4 hours
DMN 9973 The World of the New Testament	4 hours
DMN 9974 The Bible on the Ground	4 hours
<u>Elective Courses</u>	<u>(4 hours)</u>
DMN 9977 Elective	4 hours
<u>Project Thesis Courses</u>	<u>(9 hours)</u>
DMN 9997 DMN Project Thesis	3 hours
DMN 9998 DMN Project Continuation	2 hours
DMN 9998 DMN Project Continuation	2 hours
DMN 9999 DMN Project Completion	2 hours
Total	(36 hours)
<i>For Additional Time:</i> DMN 9998 DMin Project Continuation can be repeated up to 7 additional semesters <u>prior</u> to taking DMN 9999 Project Completion.	

Chaplaincy (CHAP)

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.

<u>Core Courses</u>	<u>(15 hours)</u>
DMN 9910 Introduction to the Doctor of Ministry Program and Research	3 hours
DMN 9975 The Bible as Mirror, Lamp, and Spectacles	4 hours
DMN 9912 People in Relationship to God	4 hours
DMN 9913 Leading the Church in the 21 st Century	4 hours
<u>Track Courses (options to get to 12 hours)</u>	<u>(12 hours)</u>
DMN 9950 Chaplaincy Leadership and Administration	4 hours
DMN 9951 Chaplaincy Systems	4 hours
DMN 9953 Chaplaincy Ethics	4 hours
CPE units *	4 hours each
<u>Project Thesis Courses</u>	<u>(9 hours)</u>
DMN 9997 DMN Project Thesis	3 hours
DMN 9998 DMN Project Continuation	2 hours
DMN 9998 DMN Project Continuation	2 hours
DMN 9999 DMN Project Completion	2 hours
Total	(36 hours)
<i>For Additional Time:</i> DMN 9998 DMin Project Continuation can be repeated up to 7 additional semesters <u>prior</u> to taking DMN 9999 Project Completion.	

* Students may transfer up to 2 CPE's for credit using the criteria specified in Doctor of Ministry Program.

Rural and Small-Town Church (RST)

Purpose: To support and equip ministry leaders in rural and small-town churches through focused theological reflection, contextual understanding, and missional application. It seeks to affirm and develop the inherent strengths of rural and small-town churches while assisting leaders in navigating common challenges. This specialized track also equips leaders to assess and understand their community and the church's role within it.

<u>Core Courses</u>	<u>(3 hours)</u>
DMN 9910 Introduction to the Doctor of Ministry Program and Research	3 hours
<u>Track Courses</u>	<u>(24 hours)</u>
DMN 9914 Understanding the Rural and Small-Town Church: A Biblical, Theological, and Historical Reflection	4 hours
DMN 9915 Shepherding the Rural and Small-Town Congregation	4 hours
DMN 9916 Shifting Landscapes: Current and Future Challenges for Rural and Small-Town Churches	4 hours
DMN 9917 Renewing and Sustaining Healthy Churches and Leaders	4 hours
DMN 9918 The Rural and Small-Town Church as a Discipling Community	4 hours
DMN 9919 The Rural and Small-Town Church on Mission	4 hours
<u>Project Thesis Courses</u>	<u>(9 hours)</u>
DMN 9997 DMN Project Thesis	3 hours
DMN 9998 DMN Project Continuation	2 hours
DMN 9998 DMN Project Continuation	2 hours
DMN 9999 DMN Project Completion	2 hours
Total	(36 hours)
<i>For Additional Time:</i> DMN 9998 DMin Project Continuation can be repeated up to 7 additional semesters <u>prior</u> to taking DMN 9999 Project Completion.	

Spiritual Formation (SF)

Purpose: To equip ministry leaders with the opportunity to engage the rich biblical, theological, and historical resources of spiritual formation for the sake of personal transformation and ministry application. Drawing from multiple streams of the Christian tradition, the program considers the principles and practices of spiritual growth, both individual and communal, equipping students to support others in their spiritual journey.

<u>Core Courses</u>	<u>(11 hours)</u>
DMN 9910 Introduction to the Doctor of Ministry Program and Research	3 hours
DMN 9975 The Bible as Mirror, Lamp, and Spectacles	4 hours
DMN 9901 The Brethren Way	4 hours
<u>Track Courses</u>	<u>(16 hours)</u>
DMN 9902 Spiritual Formation in the Christian Tradition	4 hours
DMN 9903 Rhythms of the Spiritual Life	4 hours
DMN 9904 Formational Pathways	4 hours
DMN 9905 The Ministry of Spiritual Direction	4 hours
<u>Project Thesis Courses</u>	<u>(9 hours)</u>
DMN 9997 DMN Project Thesis	3 hours
DMN 9998 DMN Project Continuation	3 hours
DMN 9999 DMN Project Completion	3 hours
Total	(36 hours)

Transformational Leadership (TL)

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.

<u>Core Courses</u>	<u>(15 hours)</u>
DMN 9910 Introduction to the Doctor of Ministry Program and Research	3 hours
DMN 9975 The Bible as Mirror, Lamp, and Spectacles	4 hours
DMN 9912 People in Relationship to God	4 hours
DMN 9913 Leading the Church in the 21 st Century	4 hours
<u>Track Courses</u>	<u>(12 hours)</u>
DMN 9964 Personal Leadership: Character, Self-Awareness and Power	4 hours
DMN9968 Relational Leadership: Mentoring, Coaching, and Empowering for the Future	4 hours
DMN 9969 Cultural Leadership: Embracing Personal Ministry Context	4 hours
<u>Project Thesis Courses</u>	<u>(9 hours)</u>
DMN 9997 DMN Project Thesis	3 hours
DMN 9998 DMN Project Continuation	3 hours
DMN 9999 DMN Project Completion	3 hours
Total	(36 hours)

Questions about the Doctor of Ministry program?

Contact: Dr. Douglas Van Nest, Assistant Director of Advanced Degree Programs and Field Ed at (419) 289-5706 or dvannest@ashland.edu



ASHLAND
THEOLOGICAL SEMINARY
A GRADUATE DIVISION OF
ASHLAND UNIVERSITY

GLOBAL METHODIST STUDIES

ATS is recognized by the Global Methodist Church (GMC) to prepare their candidates for ministry. ATS offers degree pathways and individual course options for students preparing for Deacon or Elder Orders. Dr. David deSilva provides guidance and support for GMC students as they plan their coursework.

Degree Pathways

Option 1: Master of Arts in Applied Bible and Theology – Wesleyan Track

The MAABT Wesleyan Track is a 37-hour degree pathway that combines spiritual formation, the Seminary core, and ministry/Wesleyan coursework. It includes biblical studies, Christian theology, ethics, mission, worship, preaching, pastoral care, and Theology of John Wesley. This degree may serve students seeking a focused graduate degree for ministry preparation and provides a clear pathway for Global Methodist students seeking Deacon or Elder Orders. Deacon Order seekers should work with the Director of GMC Studies to confirm any additional denominational requirements, including History & Polity of the Global Methodist Church.

Option 2: Master of Arts in Christian Ministries – Wesleyan Track

The MACM Wesleyan Track is a 55-hour degree pathway that includes field study, spiritual formation, the Seminary core, practical theology, and Wesleyan Track directives. It provides broader ministry preparation in preaching, worship, pastoral care, leadership, administration, field education, mission, church history, New Testament study, and Holy Spirit. The MACM Wesleyan Track also creates a stackable pathway for students who complete the MAABT Wesleyan Track and later continue toward the larger degree. Elder Order seekers should work with Dr. David deSilva to confirm any additional denominational requirements, including Wesleyan Discipleship & Spiritual Formation.

Option 3: Master of Divinity

Students seeking Elder Orders may also complete the Master of Divinity (MDiv), making sure their course plan includes all courses required by the GMC and any other requirements established by their ecclesial governing body. Students should seek guidance from Dr. David deSilva to ensure they are fulfilling both ATS degree requirements and GMC formation expectations.

Individual Course Enrollment

ATS no longer offers a separate Course of Study program. However, students who need individual courses for their own course of study may apply as guest students and enroll for academic credit in the specific ATS courses they need. After the course is completed, ATS will provide an official transcript to the student's ecclesial governing body as proof of completion. Students are responsible for confirming with their ecclesial governing body which courses are required before enrolling.

To learn more about the Global Methodist Studies Program and to discuss which option is best for you, please contact Dr. David deSilva, at ddesilva@ashland.edu or 941.273.5688 (cell).



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COURSE DESCRIPTIONS

COURSE NUMBERING SYSTEM

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

Department / Discipline Key			
Biblical Studies Department		Practical Theology Department	
BCS	Black Church Studies	CHP	Chaplaincy
BSG	Biblical Studies General	CLD	Christian Leadership
NTS	New Testament Studies	CRE	Christian Education
OTS	Old Testament Studies	CWP	Christian Worship
Christian History, Theology, Philosophy Department		EVG	Evangelism
CHS	Church History	FLD	Field Study
CTH	Christian Theology	HOM	Homiletics
ETH	Ethics	MSS	Missions
Counseling Department		PCS	Pastoral Care Studies
CLC	Clinical Counseling	PTS	Studies in Practical Theology
PCS	Pastoral Care Studies	SPF	Spiritual Formation

COURSE PREFIXES & TRACK ABBREVIATIONS FOR THE DOCTOR OF MINISTRY PROGRAM

DMN Doctor of Ministry
BIC Biblical Interpretation and Culture
BCS Black Church Studies
CHAP Chaplaincy
RST Rural and Small-Town Church
SF Spiritual Formation
TL Transformational Leadership

NUMERICAL CLASSIFICATION SYSTEM

The four-digit number refers to the following classifications:

4495 Transferred Credit
5000 Foundational and Introductory level courses
6000 Specialized areas of study and seminars, generally presupposing some preparation
7000 Upper-level seminars, internships, capstones, independent studies, pilot courses, and thesis courses
9000 Doctor of Ministry courses

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 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.

BIBLICAL STUDIES DEPARTMENT

BCS, BSG, ITS, NTS, OTS

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 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.

BCS 5511 Black Theology (3 hours)

Cross-listed with CTH 5511

This course examines the development of the discipline of Black Theology in America since 1960. Focus will highlight the works of the founder of Black Theology, James Cone, the early voices such as J. Deotis Roberts and Gayraud Wilmore, as well as other evolving contemporary voices, such as Dwight Hopkins, Jacquelyn Grant, Kelly Brown Douglas and Delores Williams. 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)

Prerequisite: BGS 5501

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)

Prerequisite: BGS 5501

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 5540 Spiritual Formation in the Black Tradition (4 hours)

This course explores primary and secondary sources in the African American religious experience in an effort to uncover indigenous material that reflects a distinctively Black spiritual formation tradition. Students will explore different genres—slave narratives, conversion narratives, call narratives, prayers, sermons, art – as well as the life and works of selected personalities. In addition, this course may include a seminar, workshop and/or retreat as part of the modalities of delivery.

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

Prerequisite: BGS 5501

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 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)

Prerequisite: BGS 5501

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 6687 The Third Economy: An Equitable Model for Church and Personal Investing (3 hours)

This course will explore biblical economic equity, as foundational for equitable personal and corporate capital accumulation, management and utilization. In addition to biblical and theological foundations for equitable capital accumulation and utilization, the student will be introduced to sound financial strategies for personal and corporate capital accumulation and utilization. The course will include step by step strategies for how to do sound investing personally and corporate for the church.

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).*

BSG 5505 Literature of the Biblical World (3 hours)

Prerequisite: BSG 5501

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.

BSG 5510 Fundamentals of Biblical Interpretation (2 hours)

Mental health professionals will often encounter clients operating from within a Christian worldview. This course seeks to provide these professionals with a framework for examining how an individual's interpretations of discrete Scriptures position him or her for greater or diminished mental and relational health. In particular, the course seeks to equip future counselors to help disentangle interpretations of Scripture that perpetuate dysfunction and to help construct interpretations that are both sound and healthful.

BSG 5515 African American Biblical Interpretation (3 hours)

Prerequisite: BSG 5501

Cross-listed with BCS 5515

This course will examine the historical roots of hermeneutical ideologies and methodologies that have ignored and/or denied the influence of people of African descent in the Bible and upon the Bible. Emphasis will be placed on the African American hermeneutics project that launched the movement, as well as various evolving contemporary voices and expressions such as African presence in the Bible, responses to white supremacist interpretations, cultural and ideological interpretations, particularly those addressing issues of race, gender, class and sexual orientation.

BSG 5530 Womanist Hermeneutics and Literature (3 hours)

Prerequisite: BSG 5501

Cross-listed with BCS 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.

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

Prerequisite: BSG 5501

Cross-listed with BCS 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.

BSG 6637 Social-Scientific and Rhetorical Approaches to Biblical Study (3 hours)

Prerequisite: BSG 5501

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.

BSG 6638 Critical Approaches to Biblical Interpretation (3 hours)

Prerequisite: BSG 5501

A survey of the methods and approaches that constitute contemporary biblical scholarship, with special attention given to the historical-critical method, social-scientific approaches, and literary and postmodern reading stances. Students are introduced to the assumptions, objectives, and operations of each approach.

BSG 6644 Apocrypha and the Christian Church (3 hours)

Prerequisite: BSG 5501

Cross-listed with CHS 6607 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 to the impact of these texts upon, and formation as a collection within, the early church.

BSG 6652 Old Testament Archaeology (3 hours)

Cross-listed with OTS 6652

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

BSG 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.

INTERDISCIPLINARY STUDIES (ITS)

ITS 7790 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.

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.

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.

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.

NTS 6606 Romans (3 hours)

Prerequisite: BSG 5501 Cross-listed with NTS 7706

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 6611 Letter to the Ephesians (3 hours)

Prerequisite: BSG 5501 *Cross-listed with NTS 7711*

In Ephesians, Paul celebrates God's activity (past, ongoing, and future) on behalf of all who had responded in trust and faithfulness toward Jesus throughout the eastern Roman empire, then instructs early Christians regarding their individual and collective identity in Christ. This course leads students in an exploration of how first-century audiences in Roman Asia would have understood and embraced those attitudes, pursuits, and practices that constitute an appropriate response of gratitude for so costly a deliverance and so magnificent a destiny. The course also facilitates exploration of the ways in which the letter engages the modern contexts of contemporary Christians who continue to wrestle with Paul's vision for Christian discipleship and human community.

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 benefits, 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)

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 6649 Life and Literature Between the Testaments (3 hours)

Prerequisite: BSG 5501 *Cross-listed with OTS 6649*

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

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)

This course invites students into the many ways in which archaeology illumines the lived contexts of the first audiences of the New Testament. The course gives attention both to the settings and material culture of Jesus' ministry and that of his earliest followers (the archaeology of Galilee, the Decapolis, Samaria, and Judea) as well as those of the broader eastern Mediterranean context of the early Christian mission, particularly the Pauline mission (the urban centers of Cyprus, Turkey, Greece, and Italy). We will be attentive throughout to the ways in which the material informs both the interpretation of particular texts and the imaginative reconstruction of biblical scenes and situations in general.

NTS 6661 Parables of Jesus (3 hours)

Prerequisite: BSG 5501 *Cross-listed with NTS 7761*

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.

NTS 7701-7704 Exegesis of (3 hours)

Prerequisite: BSG 5501, NTS 5501, NTS 5502

Cross-listed with NTS 6601-6604

The student is given the opportunity to engage in the exegetical and interpretive study of any of the four Gospels. This course is built around the exegesis of the Greek texts and involves the grammatical, historical and linguistic tools of exegetical procedure. Special attention is given to the translation of selected passages related to the twentieth century idiom.

NTS 7705 Greek Exegesis of Acts (3 hours)

Prerequisite: BSG 5501, NTS 5501, NTS 5502

Cross-listed with NTS 6605

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

NTS 7706 Greek Exegesis of Romans (3 hours)

Prerequisite: BSG 5501, NTS 5501, NTS 5502

Cross-listed with NTS 6606

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 grasp of the book as a whole, as well as its parts. Emphasis will be placed upon the basic content of the book in relation to the Christian faith and the church.

NTS 7707 Greek Exegesis of 1 and 2 Corinthians (3 hours)

Prerequisite: BSG 5501, NTS 5501, NTS 5502

Cross-listed with NTS 6607

This course is a careful and detailed study of Paul's letters to the Corinthians with attention to the development of Paul's thought. The relation of the books to the whole of Pauline theology will be noted along with an emphasis on the formational importance of the letters for modern Christian discipleship and community.

NTS 7710 Greek Exegesis of Galatians (3 Hours)

Prerequisite: BSG 5501, NTS 5501, NTS 5502

Cross-listed with NTS 6610

The letter to the Galatians will be studied in the Greek text. 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 7711 Letter to the Ephesians (3 hours)

Cross-listed with NTS 6611

In Ephesians, Paul celebrates God's activity (past, ongoing, and future) on behalf of all who had responded in trust and faithfulness toward Jesus throughout the eastern Roman empire, then instructs early Christians regarding their individual and collective identity in Christ. This course leads students in an exploration of how first-century audiences in Roman Asia would have understood and embraced those attitudes, pursuits, and practices that constitute an appropriate response of gratitude for so costly a deliverance and so magnificent a destiny. The course also facilitates exploration of the ways in which the letter engages the modern contexts of contemporary Christians who continue to wrestle with Paul's vision for Christian discipleship and human community. These goals are pursued on the basis of the close study of the Greek text of the epistle.

NTS 7717 Greek Exegesis of the Book of Hebrews (3 hours)

Prerequisite: BSG 5501, NTS 5501, NTS 5502

Cross-listed with NTS 6617

The book of Hebrews will be studied upon the basis of 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.

NTS 7722 Greek Exegesis of Johannine Literature (3 hours)

Prerequisite: BSG 5501, NTS 5501, NTS 5502

Cross-listed with NTS 6622

Selected epistles are studied upon the basis of the Greek text. The perspective of the course will be to gain a grasp of the Gospel and the Epistles of John as wholes, as well as their parts. Emphasis will be placed upon the basic content of these texts in relation to the Christian faith and the church.

NTS 7723 Greek Exegesis of Revelation (3 hours)

Prerequisite: BSG 5501, NTS 5501, NTS 5502

Cross-listed with NTS 6623

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

NTS 7725 Greek Exegesis of Luke-Acts (3 hours)

Prerequisite: BSG 5501, NTS 5501, NTS 5502

Cross-listed with NTS 6625

This course will focus on Luke's two-volume work, the Gospel of Luke and its sequel, The Acts of the Apostles. The student is

given the opportunity to engage in the exegetical and interpretive study of the two books. The course is built around the exegesis of the Greek text and involves the grammatical, historical and linguistic tools of exegetical procedure. This course will also engage the narrative, thematic, and theological content of each book.

NTS 7761 Greek Exegesis of the Parables of Jesus (3 hours)

Prerequisite: BSG 5501, NTS 5501, NTS 5502

Cross-listed with NTS 6661

This course examines the nature and use of parables in the Gospels and early Jewish literature. It will include a survey of interpretive 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 the exegetical examination of parables and their usage in ministry settings.

NTS 7771 Israel Study Tour (3 hours)

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)

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.

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.

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 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.

OTS 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.

OTS 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.

OTS 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.

OTS 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.

OTS 6647 The Social and Literary World of the Old Testament (3 hours)

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.

OTS 6649 Life and Literature Between the Testaments (3 hours)

Prerequisite: BSG 5501 *Cross-listed with NTS 6649*

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

OTS 6651 Old Testament Theology (3 hours)

Prerequisite: BSG 5501 *Cross-listed with CTH 6651*

An exploration of the theological vision of the Old Testament as a whole, addressing fundamental topics such as the portrayal of God and God's relationship with Israel and topics of contemporary interest, such as the care of creation, the violence of God, the pursuit of justice, and God's interaction with the nations of the world.

OTS 6652 Old Testament Archaeology (3 hours)

Prerequisite: BSG 5501 *Cross-listed with BSG 6652*

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

OTS 6654 Joshua and Judges (3 hours)

Prerequisite: BSG 5501 *Cross-listed with OTS 7754*

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

OTS 6660 Wisdom Literature (3 hours)

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.

OTS 7700 Hebrew Exegesis of Genesis (3 hours)

Prerequisite: BSG 5501, OTS 5501, OTS 5502

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.

OTS 7707 Hebrew Exegesis of Ruth (3 hours)

Prerequisite: BSG 5501, OTS 5501, OTS 5502

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.

OTS 7708 1-2 Samuel (3 hours)

Prerequisite: BSG 5501, OTS 5501, OTS 5502

Cross-listed with OTS 6608

A comprehensive consideration of the literary structure, content and theological perspective of 1-2 Samuel.

OTS 7714 Hebrew Exegesis of Psalms (3 hours)

Prerequisite: BSG 5501, OTS 5501, OTS 5502

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.

OTS 7718 Hebrew Exegesis of Isaiah (3 hours)

Prerequisite: BSG 5501, OTS 5501, OTS 5502

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.

OTS 7754 Hebrew Exegesis of Joshua and Judges (3 hours)

Prerequisite: BSG 5501, OTS 5501, OTS 5502

Cross-listed with OTS 6654

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

OTS 7760 Hebrew Exegesis of OT Wisdom Literature (3 hours)

Prerequisite: BSG 5501, OTS 5501, OTS 5502

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)

Cross-listed with NTS 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.

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

CHRISTIAN HISTORY, THEOLOGY, PHILOSOPHY DEPARTMENT

CHS, CTH, ETH, ITS

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)

Prerequisite: BSG 5501

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 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 Assistant Dean's office.

CHS 7711 History and Polity of the Global Methodist Church (3 hours)

Cross-listed with PTS 7711

This course examines the history of Methodism and Global Methodist polity. The History portion of the course will give special attention to Methodism's rise in England, its transition to America, its missionary character, and the issues that led to its many splits and mergers including the formation of the Global Methodist Church. The polity portion will cover the forming of Global Methodist polity, particularly as it applies to pastoral and church practices.

CHS 7750 History and Thought of the Christian Peace Position (3 hours)

Cross-listed with CTH 7750 and ETH 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)

Prerequisite: BSG 5501

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.

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 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

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)

Prerequisite: BSG 5501

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)

Prerequisite: BSG 5501

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)

Prerequisite: BSG 5501

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.

CTH 6645 Person and Message of Jesus (3 hours)

This course focuses on the identity, life, and teachings of Jesus as understood in biblical, historical, and contemporary

contexts. Students will be challenged to engage with Christ as the center of Christian faith and practice.

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)

Prerequisite: BSG 5501

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 6665 Women Theologians of the Church (3 hours)

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

CTH 6670 Christian Apologetics (3 hours)

Cross-listed with ETH 6670

An introduction to issues surrounding the defense of the faith, with an emphasis upon practical methodology.

CTH 6690 Life and Works of Martin Luther King, Jr. (3 hours)

Cross-listed with BCS 6650 and CHS 6690

This course examines in detail the enormous contribution of one of the greatest religious leaders of the 20th century. King's life and contribution to the Black church and the Civil Rights Movement will be addressed. His work as a theologian and an ethicist will be studied with reference to his primary works, such as his speeches, sermons, essays and books. The course will discern the major themes of King's works, such as his doctrine of life and his ethic of non-violent resistance.

CTH 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 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 Assistant Dean's office.

CTH 7709 Theology of John Wesley (3 hours)

Cross-listed with PTS 7709

This course offers in in-depth exploration of the theology of Methodism's founder, John Wesley, pursued through engaging primary texts (John Wesley's *Standard Sermons* and the hymns of Charles Wesley) as well as important secondary literature. The course's emphasis falls on Wesley's distinctive understanding and proclamation of soteriology ("the way of salvation"), though it will also explore his movement's fundamental alignment with Niceno-Constantinopolitan and Anglican theology.

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 and ETH 7750

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

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

Cross-listed with SPF 7775

A study of the theology of suffering and pain together with the Christian response of grace and hope. Examination of biblical

and theological sources such as the book of Job, Karl Barth, C.S. Lewis and Jurgen Moltmann.

CTH 7790 Pilot Course in Christian Theology (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.

CTH 7792 Conference/Seminar in Christian Theology (1-3 hours)

Credit is available for those who attend approved conferences and seminars. Students should check with the department chairperson for reading and writing requirements associated with attendance at approved conferences and seminars.

CTH 7794 Independent Study in Christian Theology (3 hours)

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

CTH 7798 Senior Seminar in Church History (3 hours)

Prerequisite: BSG 5501

Cross-listed with CHS/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.

CTH 7799 Thesis (3 hours)

Cross-listed with CHS 7799

This course represents the credit awarded for the successful completion of a master's thesis. Students will consult regularly with their thesis advisors through the drafting and revising process until the thesis advisor determines that the thesis is acceptable. Students will then present the results of their research to fellow students and members of the department during May of the year they graduate.

ETHICS (ETH)

ETH 5530 Christian Ethics (3 hours)

Prerequisite: CTH 5520

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.

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

Cross-listed with CHP 6650

This course provides an in-depth and focused study of contemporary ethical issues and Christian moral responses.

ETH 6670 Christian Apologetics (3 hours)

Cross-listed with CTH 6670

An introduction to issues surrounding the defense of the faith, with an emphasis upon practical methodology.

ETH 7750 History and Thought of the Christian Peace Position (3 hours)

Cross-listed with CHS 7750 and 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.

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 scheduled.

ETH 7792 Conference/Seminar in Ethics (1-3 hours)

Credit is available for those who attend approved conferences and seminars. Students should check with the department chairperson for reading and writing requirements associated with attendance at approved conferences and seminars.

ETH 7794 Independent Study in Ethics (3 hours)

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

INTERDISCIPLINARY STUDIES (ITS)

ITS 7790 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.

COUNSELING DEPARTMENT

CLC, PCS

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 confrontation and immediacy. Personal growth goals are set and pursued and process awareness skills are sharpened.

CLC 6636 Practicum in Counseling 1 (2 hours)

Prerequisites: CLC 5504, CLC 5508, CLC 5509, CLC 5511, CLC 5520, CLC 5530, CLC 5531, CLC 6692, CLC 7729, CLC 7787, CLC 7795

The Practicum is an opportunity for students to acquire additional counseling skills, experience, and other expertise as counselor trainees. For the first time, students will have the opportunity to employ learned techniques, theoretical knowledge, and other abilities to help actual clients. Clinical skills emphasized in this course include, but are not limited to, establishing a therapeutic relationship, assessment, diagnosis (using the DSM-5), case conceptualization, counseling techniques, utilization of supervision and case consultation, and case presentation skills. Students will be presented with further opportunities to improve self-awareness within the counseling process, including the identification of strengths, limitations, and challenges for further development.

CLC 6637 Practicum in Counseling 2 (2 hours)

Prerequisite: CLC 6636

The Practicum is an opportunity for students to acquire additional counseling skills, experience, and other expertise as counselor trainees. For the first time, students will have the opportunity to employ learned techniques, theoretical knowledge, and other abilities to help actual clients. Clinical skills emphasized in this course include, but are not limited to, establishing a therapeutic relationship, assessment, diagnosis (using the DSM-5), case conceptualization, counseling techniques, utilization of supervision and case consultation, and case presentation skills. Students will be presented with further opportunities to improve self-awareness within the counseling process, including the identification of strengths, limitations, and challenges for further development. In CLC 6637 the student will continue the experience of an "on-the-job" practicum in professional counseling under the oversight of an on-site supervisor.

CLC 6691 Introduction to Research Methods and Design (3 hours)

Provides the student with a review of the basic concepts and methods of social/behavioral research. Material to be covered includes: questionnaire construction, interview techniques, observational methods and statistical analysis.

CLC 6692 Assessment (3 hours)

Prerequisite: CLC 5508

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 (3 hours)

Prerequisite: CLC 7729

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 7728 Spiritual Interventions in Clinical Counseling (3 hours)

Prerequisites: CLC 5501, CLC 5508, CLC 5509, CLC 5511, and CLC 7729

This course is designed to equip students with the understanding and competency necessary to provide explicitly spiritual interventions to clients who have requested these interventions as a part of their treatment. Attention will be given to the place of the ethical use of spiritual direction, pastoral care, and basic counseling skills. Special attention will be given to the ethical use of formational prayer as a clinical intervention. As such students will explore the qualifications and preparation necessary to implement these interventions.

CLC 7729 Differential Diagnosis (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 7731 Developing and Maintaining a Private Practice in Counseling (2 hours)

This course equips graduate counseling students with the tools to launch and manage a private counseling practice. Students will explore LLC development, insurance paneling, billing, marketing, and referral-building strategies, with a focus on integrating Christian values and ethical considerations into entrepreneurial practices. The course follows CACREP 2024 standards and prepares students to ethically enter the private practice field with confidence, competence, and faith-informed professionalism.

CLC 7751 Special Issues in Abnormal-Personality Disorders (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 7752 Meaning, Personhood, and Purpose in Counseling

Prerequisite: CLC 7729

This course focuses on fundamental questions of who we are and how we make our way through human existence. In particular, we will focus on how humans understand/crat/receive/re-create a concept of self, how human selves shape motivation, behavior, and mental health. The course is seminar-style and largely based on in-class discussions of course reading.

CLC 7753 Special Issues in Counseling Adolescents (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 (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 (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 (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 7759 Special Issues in Counseling Men (3 hours)

Prerequisites: CLC 5511 and CLC 7729

Men are consistently under represented as counseling clients, in part, because traditional approaches to counseling are not seen as helpful. This course examines common presenting issues of male clients as well as assessment, differential diagnosis, treatment planning, and treatment implementation specific to male clients.

CLC 7761 Personality Assessment (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 (3 hours)

Prerequisite: CLC 5508, CLC 5509, CLC 5511

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 Couples Counseling (3 hours)

Prerequisites: CLC 5508, CLC 5509, 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 (3 hours)

Prerequisite: CLC 5508, CLC 5509, 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 5508, CLC 5509, 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 (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 (3 hours)

Prerequisites: CLC 5508, CLC 5509, 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 paraphiliac 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 Cognitive Behavioral Treatment of Depression and Anxiety Disorders (3 hours)

Prerequisite: CLC 7729

This course focuses on the theory, research, and counseling interventions related to the treatment of depression 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 Introduction to Trauma Informed Care (3 hours)

Prerequisite: CLC 5511

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 (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 (2 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 (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.

PASTORAL CARE STUDIES (PCS)

PCS 5511 Lifespan Human Development (3 hours)

This course explores human development from a lifespan perspective—conception to death—integrating current research in developmental psychology with theological reflections on what it means to be human. Grounded in a Christian worldview, the course uses *The Reciprocating Self* to offer a theological lens through which to interpret and engage the developmental processes discussed in *Life-Span Human Development*.

PCS 7721 Pastoral Care in Times of Crisis and Trauma (3 hours)

This course equips students to provide theologically grounded and psychologically informed pastoral care during times of acute crisis, trauma, and grief. Topics include trauma response, suicide intervention, grief care, theological meaning-making, and spiritual support during disaster and loss. The course integrates principles of crisis intervention with Christian theology, preparing students to respond compassionately and competently to those in pain.

PCS 7726 Healing the Stories That We Live By (2 hours)

This course explores how individuals construct and live by personal narratives and how these stories can be healed and reshaped through therapeutic and theological engagement. Drawing from developmental psychology, narrative therapy, and Christian theology, students will examine how meaning is formed across the lifespan and how pastoral care can support individuals in re-authoring redemptive stories. Students will be equipped to integrate faith-based perspectives with clinical tools for narrative healing.

PCS 7761 Small Groups as a Context for Pastoral 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 care. 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.

PCS 7794 Independent Study in Pastoral Care (3 hours)

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

PRACTICAL THEOLOGY DEPARTMENT
CHP, CLD, CRE, CWP, EVG, FLD, HOM, MSS, PTS, SPF

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.*

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 (3 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.

CHP 7726 Navigating the Multi-Faith Context (3 hours)

Cross-listed with 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.

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 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.

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 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.

EVANGELISM (EVG)

EVG 5513 Evangelistic Practices (3 hours)

This course explores the praxis of evangelism from the context of the individual faith-sharer and the local church. The course examines the biblical, theological, and historical foundations for evangelism, church growth, and church planting to include various concepts, models, techniques, and methods used by disciple-making congregations. Students will also explore how the local church partners in world evangelization.

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.

FIELD STUDY (FLD)

FLD 6611 Field Study Introduction DLS (1 hour).

This course introduces students to the Field Study program and helps them launch into their Field Study at a Site with a Mentor. This class prepares students for the rigors of self-directed field education. *100 hours of field ministry required.*

FLD 6612 Field Study 2 DLS (1 hour)

Prerequisite: FLD 6611

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 Site and meet with their Mentor. *100 hours of field ministry required. After completing FLD 6612 Field Study 2, MACM and MABCS students may register for FLD 6614 Field Study Capstone*

FLD 6613 Field Study 3 DLS (1 hour)

Prerequisite: FLD 6612

This course allows students to delve deeper into ministry practice. Students will continue in their Field Study with their 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 MABCS; FLD 6613 for MDiv

Students conclude their Field Study through final evaluation and reflection upon their entire seminary experience. Graduating 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 Field Education setting to which they are called. The Final project will include reflection on artifacts from courses in the program. *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.

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 Assistant Dean.

MSS 7726 Navigating the Multi-Faith Context (3 hours)

Cross-listed with CHP 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.

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.

PASTORAL CARE STUDIES (PCS)

PCS 5520 Person in Ministry (3 hours)

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.

PCS 5525 Special Issues in Pastoral Care (3 hours)

This course explores the complex and often nuanced dimensions of pastoral care through the lenses of suffering, meaning-making, spirituality, emotional and psychological healing, and integrative theological reflection. Emphasizing the unique role of the caregiver in addressing suffering, the course equips students with tools for discerning theologically and psychologically informed responses to pain, trauma, and existential crisis. Integrating insights from psychology, theology, and spirituality, this course will engage with themes such as grace, identity, sin, forgiveness, and vocational purpose in the context of Christian caregiving.

PCS 5530 Introduction to Pastoral Care (3 hours)

This course is designed to introduce students to the historic practices of pastoral care 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 care, helping students to practice basic caregiving skills and mobilize lay people in the local church to engage in a broad range of care giving ministries.

PCS 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 to care for the terminally ill and those who suffer from grief and loss.

PCS 6657 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, and counseling family dynamics from a pastoral perspective. 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.

PCS 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 caregiving 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.

PCS 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. 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, conflict resolution, ministry to the grieving, spiritual warfare, formational counseling, group process, spiritual direction, basic marriage and family caregiving skills, crisis care, 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.

PCS 7794 Independent Study in Pastoral 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 6630 Church Administration and Finance (3 hours)

This course intends to equip ministry leaders with the organizational principles, skills and behaviors necessary to oversee administrative responsibilities and financial accountability in the local church. Development of character, competencies, and spiritual disciplines will be explored as foundational for faithful and effective stewardship of resources.

PTS 7700 History of the Brethren Church (2 hours)

Cross-listed CHS 7700

This course considers the historical development of the Brethren movement from its origins in Anabaptism and Pietism to the present day. Special attention is given to the Brethren Church since the 1880s. 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 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 Assistant 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 Assistant 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 Assistant Dean's office.

PTS 7709 Doctrine and Theology of the Global Methodist Church (3 hours)

Cross-listed with CTH 7709

This course offers in in-depth exploration of the theology of Methodism's founder, John Wesley, pursued through engaging primary texts (John Wesley's *Standard Sermons* and the hymns of Charles Wesley) as well as important secondary literature. The course's emphasis falls on Wesley's distinctive understanding and proclamation of soteriology ("the way of salvation"), though it will also explore his movement's fundamental alignment with Niceno-Constantinopolitan and Anglican theology. *(PTS 7709 fulfills denominational requirements for Methodist Theology for those seeking ordination in the Global Methodist Church.*

PTS 7711 History and Polity of the Global Methodist Church (3 hours)

Cross-listed with CHS 7711

This course examines the history of Methodism and Global Methodist polity. The History portion of the course will give special attention to Methodism's rise in England, its transition to America, its missionary character, and the issues that led to its many splits and mergers including the formation of the Global Methodist Church. The polity portion will cover the forming of Global Methodist polity, particularly as it applies to pastoral and church practices. *(PTS 7711 fulfills the Global Methodist History and Polity requirement)*

PTS 7791 Fulfilling Your Entrepreneurial Calling (3 hours)

This course will serve as a capstone for the FBE graduate certificate pulling together elements and concepts from the first three courses and guiding students toward the fulfillment of their entrepreneurial calling. Students will establish their vision, mission, core values, strategies, tactics and implementation. Students will utilize the approach developed in their previous courses and apply it to their proposed project using the Co-development Action Learning process. The result will disclose a solid plan to begin the implementation and fulfillment of their entrepreneurial calling.

PTS 7792 Conference/Seminar in Practical Theology (1-3 hours)

Credit is available for those who attend approved conferences and seminars. Students should check with the department chairperson for reading and writing requirements associated with attendance at approved conferences and seminars.

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 5543 Spiritual Formation in the Wesleyan Tradition (3 hours)

The early Methodist movement called people not merely to a decision for Christ but to a life of growth into Christ-likeness, to walking before God ever more fully in holiness, righteousness, and love. This course introduces students to, and makes room for practical experience of, the streams of Catholic and Anglican spirituality that gave shape and practical direction to John Wesley's vision for spiritual formation and discipleship as well as to the practices and mechanisms that the Wesleys put in place to facilitate such formation and that fueled the Methodist movement throughout its periods of flourishing.

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)

Prerequisite SPF 5540

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

DMN

CORE COURSES (DMN)- ALL TRACKS

DMN 9910 Introduction to the Doctor of Ministry Program and Research (3 hours)

This course introduces students to the Doctor of Ministry degree and to research at the Doctor of Ministry level. It familiarizes students with the kinds of projects that typically fulfill the learning outcomes of the program in its various tracks, helps students begin to formulate ideas for their own projects, and guides students to think about how the six doctoral seminars and their assignments might be strategically used to lay the theoretical foundations for their final project. Students are introduced to the expectations and style guide for written work in the program, to ethical considerations and reporting in regard to research involving human participants, and to proper expectations for (and limitations on) what the D. Min. degree will allow the successful candidate to do professionally.

DMN 9997 Project Thesis Writing Seminar (3 hours)

The purpose of this seminar is to prepare the students to implement their ministry project and write an acceptable final paper for the Doctor of Ministry degree. As a part of the course, students will finalize and submit the formal research proposal for approval. Students will also learn the expectations and design of each chapter in the project thesis. The project thesis is an academic report of the student's ministry project. The class will include instruction in academic writing and research.

DMN 9998 Project Continuation (3 hours)

Registration for subsequent semester after DMN 9997 Project Thesis Writing Seminar for students to complete the ministry project and begin writing the project thesis.

DMN 9999 Project Completion (3 hours)

Registration for subsequent semester after DMN 9998 Project Continuation for students to complete and defend the project thesis.

DMN 9994 Project Extension (2 hours)

Registration, only if needed, for subsequent semesters after DMN 9999 Project Completion for students to complete and successfully defend the project thesis. The course may be taken up to 9 times (3 years).

BIBLICAL INTERPRETATION AND CULTURE

DMN 9972 The World of the Hebrew Bible/Old Testament (4 hours)

Students are introduced to material designed to increase their awareness of the geographical and cultural settings in which the Hebrew Bible arose, and which significantly impact how its writings is interpreted. Readings and lectures will be supplemented through museum work. These resources will illustrate the distance between the Bible's original context and our own, while also providing tools to aid in spanning this distance in ways that benefit today's church. Consistent attention will be given throughout these courses to how particular backgrounds enhance a close reading of particular texts.

DMN 9973 The World of the New Testament (4 hours)

This course increases student awareness of the historical, political, religious, material, and cultural settings in which the early church took shape and the New Testament writings arose and which significantly impact the interpretations of the latter. The course will inculcate an awareness of the distance between the Bible's original context and our own, while also providing tools to aid in spanning this distance in ways that benefit today's church. Consistent attention will be given throughout this course to how particular backgrounds enhance a close reading of particular texts.

DMN 9974 The Bible on the Ground (4 hours)

This course is designed to provide first-hand contact with lands and cultures of the Bible through a study tour focused on one or more of the lands central to the biblical narrative (Egypt, Israel, Jordan, Cyprus, Turkey, Greece, Italy). Pre-travel readings and online presentations will prepare students for the experience, positioning them to use their time on the ground most effectively. The course will also provide guidelines for organizing similar experiences for groups in each student's sphere of ministry/influence.

DMN 9975 The Bible as Mirror, Lamp, and Spectacles (4 hours)

BIC core course

This course introduces the array of critical approaches and methods that comprise biblical interpretation in modern cultural and global contexts. Students will explore hermeneutical questions, approaches, and assumptions that will enable them to interpret Scripture faithfully in changing ministry environments. Attention will be given throughout the course to how each approach illumines the interpretation of particular texts from the Old and New Testaments.

DMN 9976 The Bible in History and Theology (4 hours)

BIC core course

This course will introduce students to major landmarks in the reception history of representative texts, studying the ways in which Scripture has been interpreted in the midst of particular church-historical or world-historical debates. It will also introduce students to the goals and methods involved in the contemporary re-emergence of the theological interpretation of Scripture as well as the challenges to formulating a “biblical theology.” The goal is to equip students to think critically and constructively as they engage the historical and theological elements of their project.

DMN 9977 Elective (4 hours)

Students may select from any regularly offered Biblical Studies book study electives, working with the instructor to craft appropriate changes and additions to the syllabus (readings, assignments, one-on-one engagement) to allow for doctoral-level engagement with the text with a view to integrating our work in the socio-cultural and geographical world of the Bible, close readings of texts using a variety of appropriate exegetical approaches, and application.

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. (4 hours)

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

This course is a general introduction to call to ministry from an African American. The call phenomenon is one of the central tenets in the Black Church experience. It has been called to ministry that focused the churches ministry on the existential plight of African Americans. We will examine the biblical, theological and historical basis of call to ministry from a Black perspective, especially what are the changing dynamics that the church faces in the post-Civil Rights era.

DMN 9986 Black Liberation Theology (4 hours)

This course will be an introduction to Black Theology and the work of James Cone and others where the focus will be on racism and on the ways in which scripture challenges the church to work against racial bias and racist policies even within the Christian church. It will progress to consider Latin American Liberation Theology where the focus will be on poverty, much of which has been caused by the racist views and practices of European conquerors and later by United States-based corporations. The course will return to the United States and the fusion of racism and poverty in urban America. The course will then shift to Feminist Theology and the issue of gender bias as it impacts the aspiration of women in ministry. After that, the course will look at Womanist Theology and the intersection of race, poverty (class) and gender. The course will then focus on what is called Queer Theology and the effects of homophobia upon the LGBTQ community in society and within the church. Finally, the course will consider Native American Sovereignty Theology where the issue is about indigenous forms of spirituality and about the intersection of Christianity and Native American communities and their cultures over the last 400-years.

DMN 9987 The Third Economy (4 hours)

This course will explore biblical economic equity, as foundational for equitable personal and corporate capital accumulation, management and utilization. In addition to biblical and theological foundations for equitable capital accumulation and utilization, the student will be introduced to sound financial strategies for personal and corporate capital

accumulation and utilization. The course will include step by step strategies for how to do sound investing personally and corporate for the church.

DMN 9989 Pilot/Special Topics in Black Church Studies (4 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.

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.

RURAL AND SMALL-TOWN CHURCH TRACK (DMN)

DMN 9914 Understanding the Rural and Small-Town Church: A Biblical, Theological, and Historical Reflection (4 hours)

An introduction to the life and ministry of the rural and small-town church that provides a biblical, theological, and historical framework for understanding the nature and importance of these faith communities. Special emphasis will be given to understanding the inherent strengths of rural and small-town churches and how these unique gifts can be celebrated, nurtured, and developed.

DMN 9915 Shepherding the Rural and Small-Town Congregation (4 hours)

The goal of this course is to form, equip, and empower the leaders of rural and small-town churches. Starting from a theology of pastoral leadership, the course will address issues of pastoral care, preaching, and worship through the lens of the rural and small-town context. Effectively leading a congregation through change is a specific focus, along with the role and unique challenges of co-vocational ministry.

DMN 9916 Shifting Landscapes: Current and Future Challenges for Rural and Small-Town Churches (4 hours)

This course will address some of the common challenges currently faced by rural and small-town churches and their communities while also looking toward the future. As population shifts, cultural changes, and economic pressures continue to mount, rural and small-town churches face both unique obstacles and opportunities. The goal is to help church leaders and churches formulate a biblical and theological response to current and potential challenges, effectively furthering both church health and community development efforts.

DMN 9917 Renewing and Sustaining Healthy Churches and Leaders (4 hours)

A course that seeks to define church health for rural and small-town churches and leaders in a way that moves beyond the typical metrics of the broader American church. Approaching the issue from a variety of perspectives, including spiritual formation, family systems, intergenerational engagement, and community involvement, the class helps church leaders understand, renew, and sustain both their personal wellbeing and the wellbeing of the church.

DMN 9918 The Rural and Small-Town Church as a Discipling Community (4 hours)

This course reflects on the principles and practices for forming the rural and small church into an effective discipling community. Various approaches will be considered, including the place of house church and micro-group models in rural and small-town contexts. Additionally, the class will speak to developing a church body that engages their surrounding community, building connections and genuine relationships with their neighbors.

DMN 9919 The Rural and Small-Town Church on Mission (4 hours)

This course will provide the methods and tools necessary to assess the needs and resources of both the community and the congregation, as well as discerning the church's missional response. Through assessment tools and theological reflection, the course equips pastoral leaders of rural and small-town churches to discover and implement their church's unique vision and place within the community. Specific attention will be given to the principles and best practices of church-based, Christian community development.

SPIRITUAL FORMATION TRACK (DMN)

DMN 9901 Being, Becoming, Belonging: A Live of Formation and Community

This course is an examination of spiritual formation and community life through the lens of different Christian traditions. Consideration will be given to Pietistic and Anabaptist spirituality, as well as voices from a variety of traditions that speak to both personal and communal formation.

DMN 9902 Spiritual Formation in the Christian Tradition (4 hours)

This course provides a biblical, theological, and historical framework for understanding spiritual formation within the Christian tradition. Additionally, students will be given an introduction to the important devotional literature throughout the history of the Church, acquainting them with the major authors and their works.

DMN 9903 Rhythms of the Spiritual Life (4 hours)

A course that examines historic Christian practices and disciplines of spiritual formation, with specific focus on formative patterns of prayer, Scripture reading, and Sabbath. Attention will be given to both individual and community practices, emphasizing the essential need for community in the journey of spiritual formation.

DMN 9904 Formational Pathways (4 hours)

This course engages various models or pathways of wholistic spiritual formation. Drawing from multiple traditions, including contemplative, holiness, justice, and evangelical, it assists students in understanding and implementing intentional pathways of spiritual formation for communities of faith.

DMN 9905 The Ministry of Spiritual Direction (4hours)

This course will introduce students to the history and practice of spiritual direction in the Christian tradition. Drawing from biblical, classical, and contemporary models, the course will assist students in developing the skills of listening, discernment, and spiritual direction. The development of these skills will contribute to the student's own spiritual growth while also equipping them to serve as faithful mentors to others.

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.



ASHLAND
THEOLOGICAL SEMINARY
A GRADUATE DIVISION OF
ASHLAND UNIVERSITY

SEMINARY PERSONNEL

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Associate Professor of Practical Theology

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

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

Paul Overland
PhD Brandeis University
Professor of Old Testament and Semitic Languages
Department Chair of Biblical Studies

Tony Donofrio
PhD University of Akron
Professor of Counseling
Director of Counseling (MACMHC)

Sarah Thomas
MLIS Kent State University
MA Ashland Theological Seminary
Theological Librarian

Jennifer Dougall
PhD University of Akron
Assistant Professor of Counseling

Jayne Wilcox
ThD LaSalle University
Assistant Professor of Theology

EMERITI FACULTY

David W. Baker

*Professor Emeritus of Old Testament and
Semitic Languages*

Brenda Colijn

*Professor Emeritus of Biblical Interpretation
and Theology*

Wyndy Corbin-Reuschling

Professor Emeritus of Ethics and Theology

Jerry R. Flora

*Professor Emeritus of Theology and Spiritual
Formation*

L. Daniel Hawk

*Professor Emeritus of Old Testament and
Hebrew*

Walter J. Kime

Associate Professor Emeritus of Field Education

Douglas M. Little

Professor Emeritus of Counseling

Marvin A. McMickle

Professor Emeritus of Homiletics

William P. Payne

*Professor Emeritus of Evangelism and World
Missions*

Michael Reuschling

Professor Emeritus of Counseling

John 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

*Professor Emeritus of Christian Theology and
Spiritual Formation*

Lee Wetherbee

Professor Emeritus of Counseling

STAFF

Andrew Bailey

Smetzer Counseling Center Clinician

Laura Bedocs

*Registrar of Ashland Theological Seminary
Associate Registrar of Ashland University*

Michelle Frederick

Administrative Assistant, Grants

Teresa James

*Administrative Assistant to the Director of
Counseling*

Donna Johnson

Academic Coordinator

Bryan Jones

Seminary Maintenance

Daniel O'Brien

Circulation and Digital Services Librarian

Rachel Pierce

Office Manager / Assistant to the Executive Dean

Elizabeth Shold

*Director of Smetzer Counseling Center
Coordinator of Professional Practice*

Douglas Van Nest

*Assistant Director of Advanced Degree
Programs and Field Education*

PROFESSIONAL FELLOWS

Biblical Studies

Tim Crow
Russell Morton

Church History, Theology, and Philosophy

Allan Bevere
Brenda Buckwell
Onalee Pierce

Counseling

Tracy Whiteside
Todd Yordy

Practical Theology

William Beachy
Thomas Gilmore
Crystal Walker

ADJUNCT INSTRUCTORS 2026-2027

Biblical Studies

Tim Crow
AG Miller
Douglas Smith
Crystal Walker

Church History, Theology, and Philosophy

Allan Bevere
Onalee Pierce
Hank Spaulding

Counseling

Shekyra DeCree
Sharon Jeffries
Joan Tucker
Tracy Whiteside
Todd Yordy

Practical Theology

Bill Beachy
Matt Bevere
Brenda Buckwell
Thomas Gilmore
Stephanie Lobdell
Tim Turner

Doctor of Ministry

Walter Fluker
Thomas Gilmore
AG Miller
R. Drew Smith

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 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).

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

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Tony Donofrio, ext. 5180; adonofri@ashland.edu

Counseling Department Chair:

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Administrative Assistant:

Teresa James, 419-289-5472; tjames9@ashland.edu

DOCTOR OF MINISTRY PROGRAM

Assistant Director of Advanced Degrees and Field Education:

Douglas Van Nest, ext. 5706; dvannest@ashland.edu

ENROLLMENT, AND STUDENT SERVICES:

Seminary Registrar:

Laura Bedocs, ext. 5907; ats-registrar@ashland.edu

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Donna Johnson, ext. 5695; djohnso8@ashland.edu

FACULTY PERSONNEL

Executive Dean: Yvonne Glass ext. 5163 (ats-dean@ashland.edu)

Academic Coordinator:

Donna Johnson, ext. 5695; djohnso8@ashland.edu

FIELD EDUCATION

Assistant Director of Advanced Degrees and Field Education:

Douglas Van Nest, ext. 5706; dvannest@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

Executive Dean of the Seminary:

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Office Manager/Assistant to the Executive Dean:

Rachel Pierce, ext. 5485; rpierce6@ashland.edu

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Help Desk, ext. 5405; academic-technology@ashland.edu

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Theological Librarian

Sarah Thomas, ext.5168; stthomas4@ashland.edu

Digital Services Librarian:

Daniel O'Brien, ext. 5146; dobrien1@ashland.edu

MAIN DESK

Michelle Frederick, ext. 5161; mfrederi@ashland.edu

REGISTRAR (CLASS REGISTRATION, CHANGE OF CONCENTRATION, TRANSCRIPTS, INTERNATIONAL STUDENT INFORMATION, LOAN DEFERMENTS)

Seminary Registrar/Associate Registrar, Ashland University

Laura Bedocs, ext. 5907; ats-registrar@ashland.edu

SCHOLARSHIPS

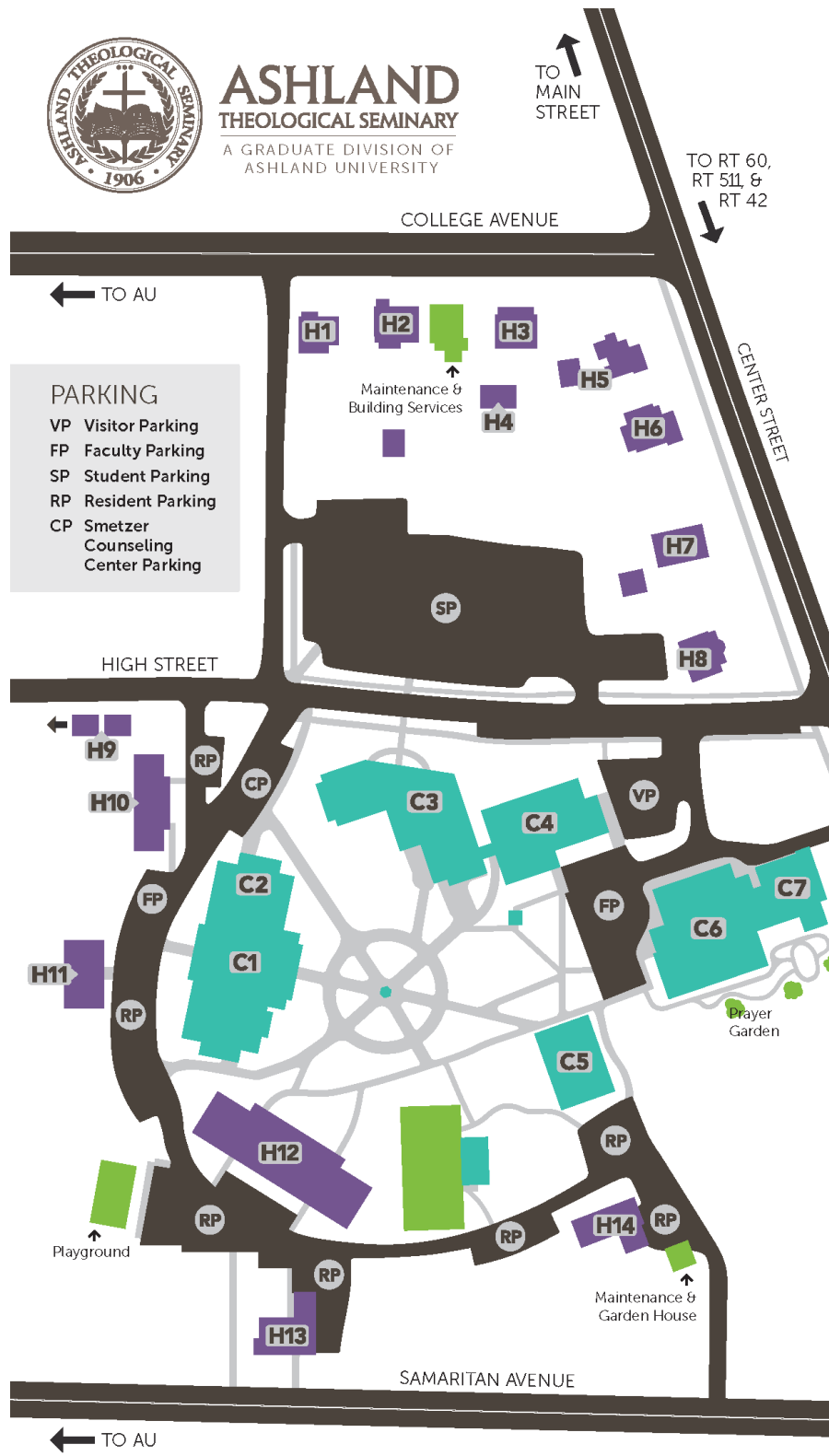
Rachel Pierce, ext. 5485; rpierce6@ashland.edu

SMETZER COUNSELING CENTER

Director of the Smetzer Counseling Center:

Elizabeth Shold, ext. 5995; eshold@ashland.edu

SEMINARY CAMPUS MAP



CAMPUS BUILDINGS

- C1 Sandberg**
Admissions, Registrar
(Classrooms 300–304)
- C2 Smetzer Counseling Center**
- C3 Gerber Academic Center, Smetzer Auditorium, Munson Lounge**
Computer Lab – room 203
(Classrooms 201–203)
- C4 Brethren National Office Shultz Building**
Student Center – lower level
- C5 Ronk Memorial Chapel**
- C6 Library**
- C7 Administration**
Administration and Faculty Offices, Archaeology Room, Bible Museum

HOUSING

- H1 Student Housing**
31, 33 College Ave
- H2 Allison House**
25, 27 College Ave
- H3 Walther House**
15 College Ave
- H4 Student Housing**
15 1/2 College Ave
- H5 Flora House**
800 Center St
- H6 China House**
812 Center St
- H7 Miller House**
824 Center St
- H8 Mossey Building**
836 Center St
- H9 Student Housing**
235, 237 High St
- H10 Rodkey Apartments**
107, 109, 111 High St
- H11 Schmeidt Hall**
105 High St
- H12 Hoseck Apartments**
82, 84 Samaritan Ave
- H13 Holsinger House**
80 Samaritan Ave
- H14 Mack Manor**
36 Samaritan Ave

