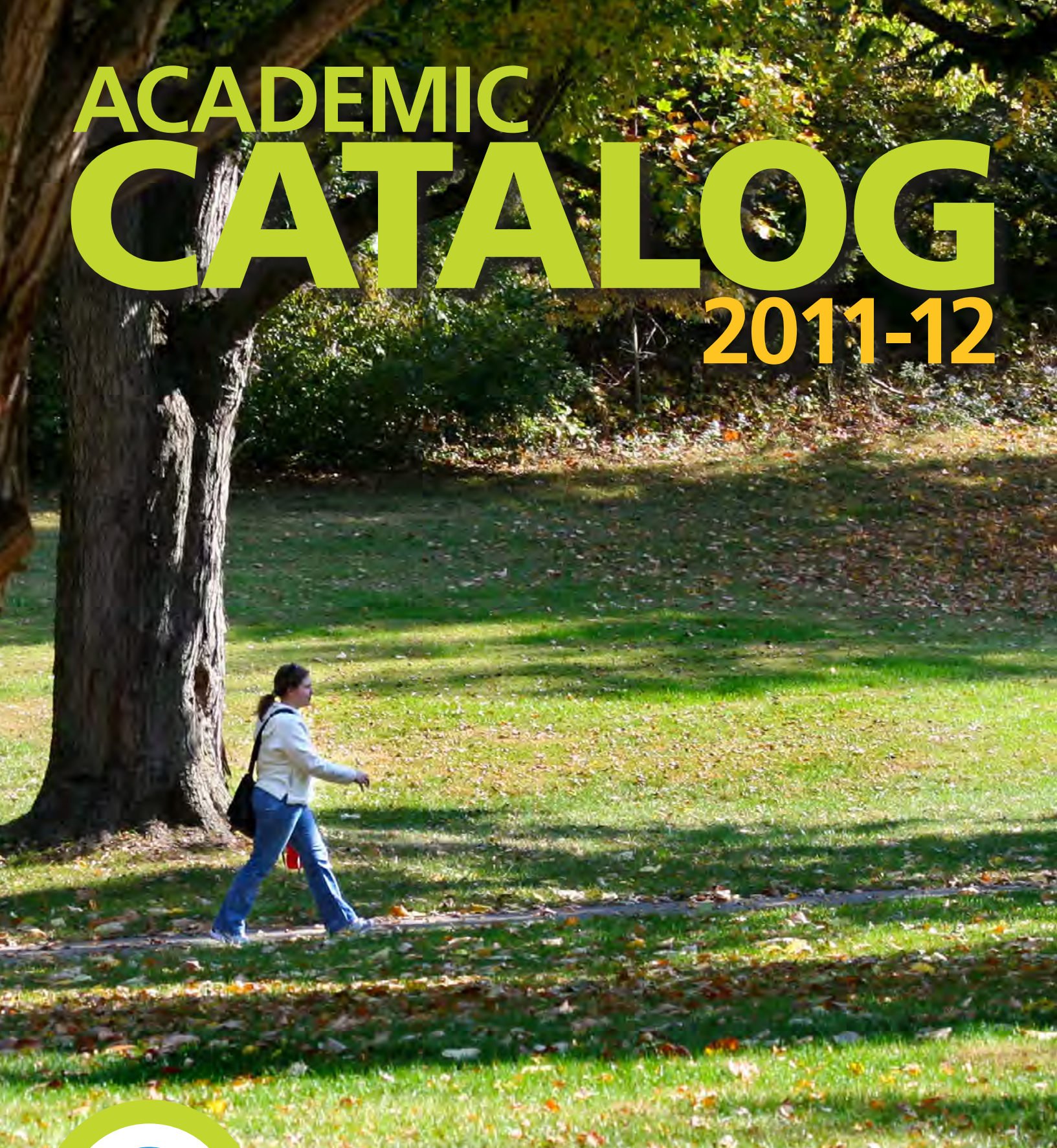


ACADEMIC CATALOG

2011-12



Methodist Theological School in Ohio

www.mtso.edu

MTSO

Academic Catalog 2011-12

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MTSO information

Our Aspiration

In response to the grace and call of God in Jesus Christ, Methodist Theological School in Ohio will prepare and invigorate transformational leaders to engage the church and the world in leadership and service.

Our Identity and Purpose

Methodist Theological School in Ohio is a center for rigorous theological inquiry, spiritual formation and professional development which is rooted in the scriptures and traditions of the Christian faith. We provide a vibrant learning environment for the preparation of skilled, passionate transformational leaders for churches, religious institutions, emerging faith communities, and the wider world. Grounded in our Wesleyan tradition and influenced by our ecumenical and interfaith commitments, we attend to the theological, spiritual, and vocational formation of a diverse group of students involved in a wide range of pursuits. Expecting active participation in our community of learning, we maintain an atmosphere of mutual respect and openness, teaching how to engage in conversation with the past and with others so that new and faithful perspectives may emerge. We strive for our graduates to demonstrate a deep understanding of the heritage disciplines of religious study, to be highly competent in areas of practical theology, and to show evidence of thoughtful reflection. We are committed to individual wholeness, social justice, inclusiveness, and religious diversity. We take seriously our responsibility for stewardship of the intellectual life of the church and our commitment to a just and sustainable world.

Accreditation

Methodist Theological School in Ohio is accredited by the Association of Theological Schools in the United States and Canada (www.ats.edu, 412-788-6505), and by the Higher Learning Commission of the North

Central Association of Colleges and Schools (www.ncahlc.org, 800-621-7440 or 312-263-0456). Our degree programs are also authorized by the Ohio Board of Regents and approved by the University Senate of the United Methodist Church.

Ecumenism and equal opportunity

Formally affiliated with The United Methodist Church, we are multi-denominational in relationship and ecumenical in both spirit and practice. We do not unlawfully discriminate in the administration of our employment, education and admissions policies.

Contract disclaimer

Please note that this catalog is not a contract between the school and the student. Also, particular program information and requirements that are subject to state of Ohio licensure oversight are subject to change. Students should regularly seek the most current information from the directors of such programs.

Contact us

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www.mtso.edu

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Financial Aid	finaid@mtso.edu
Library	library@mtso.edu
Registrar	registrar@mtso.edu
Alumni Relations	alum@mtso.edu
Development	instadv@mtso.edu

A rigorous examination of Christianity's role



A message from President Jay Rundell

As students, as educators and as people of faith, we live in a time of bracing challenges and invigorating opportunities. The world, more than ever, needs what this school equips religious leaders to do. A society addicted to consumption, in which even faith can become a commodity, is now changing. A healthier, more faithful spiritual equilibrium is possible but by no means guaranteed.

The faculty and staff of Methodist Theological School in Ohio are privileged to guide the students who are preparing to take on this challenge.

MTSO is a graduate professional school committed to educational excellence, spiritual vitality, engagement of church and society, and a vibrant Christian faith. As a community, we embrace diversity for the wealth of perspectives it brings to a rigorous examination of Christianity's role and responsibilities in the 21st century. Ours is a campus where people from different backgrounds with different views thrive and contribute daily, preparing to take a broad and academically grounded perspective into the wider community.

I invite you to consider what you can offer in such an environment and what you could gain from such an experience. Together, we can respond to God's call to serve a church and a world that are waiting for inspired, insightful leadership.



Theological scholarship at the intersections

A message from Dr. Randy Litchfield
Academic Dean

Welcome to Methodist Theological School in Ohio, a learning community with vigorous Christian commitment where faculty and students practice theological scholarship and discernment at the intersections of life. As a school, we live at the intersections of academic disciplines, the church and the world. As individuals, we move between home, work, faith communities, classes and social networks. Socially, we exist in a network of differing cultural and ecological locations where diverse beliefs, practices, traditions and spiritualities meet. Within religious traditions, we continually negotiate a faith received and a faith renewed. Living faithfully and justly in such intersections does not allow us to assume the role of spectators – demands and callings are placed on us. I invite you to shape your response by digging deeply into the academic and spiritual resources of our community.

The degree programs described in this catalog illustrate the ways we prepare transformational leaders for churches, religious institutions, emerging faith communities and the wider world. Our academic areas – Bible, Theology, Ethics, Church History, Study of Religion and Interreligious Relations, Leadership, Pastoral Care and Counseling, Christian Religious Education, Homiletics, Liturgics, and Mission and Evangelism – individually play important roles in forming conversations with history and tradition so that new perspectives may emerge. The connections between these individual disciplines form a rich network of ideas and practices to explore.

The intersections that make up theological education do not always form an easy or comfortable space. This space is invigorating, challenging, inspiring and, at times, tense. Yet I am describing transformative educational space – not space to be feared – where assumptions are examined and new commitments emerge. We find it in classrooms, chapels, public events, field placements and travel.

As you explore this space, you can be confident in the expertise of MTSO's faculty, the resources and support within the campus, and the witness of graduates who are changing their worlds. I invite you to share my sense of hope, based in a historical witness that God is faithful and travels with us as we seek to be responsive partners in God's acts of reconciliation and peacemaking. We look forward to learning with you in the midst of these exciting intersections.

Admissions

Admission requirements for master's degree, certificate and non-degree programs

For admission to Methodist Theological School in Ohio, master's degree, certificate and non-degree applicants are expected to have earned, at minimum:

- a bachelor's degree from an accredited college or university;
- a cumulative grade point average of at least 2.7 on a 4.0 scale.

Although there is no required undergraduate major for seminary preparation, a course of study that includes a broad representation of studies in the human experience, including social and natural sciences, language, literature, religion, history, and philosophy, is recommended.

Decisions regarding admission to master's-level study will be based on consideration of an applicant's cumulative grade point average, personal references (as required), the written statement of rationale and vocational goals, a personal interview, and the applicant's graces, gifts and fitness for ministry. Other relevant factors for admission will also be considered.

The application process

All materials submitted in support of admission to any program are considered the sole and confidential property of Methodist Theological School in Ohio. Admission files are not accessible to applicants.

Required materials

A complete application file for all master's degree and certificate programs will include:

- the completed and signed application form;
- a written statement of 1,000-2,000 words explaining the applicant's vocational goals and rationale for seeking graduate theological education at MTSO;
- official transcripts of all undergraduate and graduate credits earned. Official transcripts must be sent directly to the MTSO admissions office from the institutions attended.
- a current resume or curriculum vita listing the applicant's work history, honors and awards, etc.;
- background check authorization;
- three reference letters on official letterhead, with form, mailed or faxed directly to the MTSO Admissions Office.

Letters of reference

- An academic reference is a professor who has taught the applicant in class and can attest to the applicant's research, writing and academic abilities. An academic letter of reference must be received on the letterhead of the referee's institution.
- A clergy/personal reference is someone who can attest to the applicant's personal qualities that make the applicant an excellent candidate for the program to which he or she is applying.

- A professional reference is an academic, clergy or lay supervisor familiar with the applicants work habits and vocational responsibilities.

Reference requirements vary by program of application and are listed below.

- Master of Divinity: one academic, one professional and one clergy reference.
- Master of Arts in Counseling Ministries: one academic, one professional and one clergy or personal reference.
- Master of Arts in Practical Theology: one academic, one professional and one clergy or personal reference.
- Master of Theological Studies: two academic references, plus one professional, clergy or personal reference (three total).

If the applicant has been out of school longer than 10 years and is unable to submit an academic reference, he or she may submit two professional references and one personal reference. The applicant also must submit an additional essay of 1,500 – 2,000 words on a topic to be assigned by the director of admissions. This is separate from the required written personal statement. To receive an essay topic, he or she should email admissions@mtso.edu with a request.

Interviews

Applicants for the Master of Arts in Counseling Ministries program must complete an interview with the program director. Applicants for other programs and non-degree applicants may also be contacted for an interview with the director of admissions or other school officials prior to a decision regarding the applicant’s admission.

When all materials have been received and reviewed, an admissions office representative will inform applicants of the Admissions Committee’s decision. Once an applicant is approved for admission to a master’s degree program at Methodist Theological School in Ohio, an offer of admission will be extended, contingent upon the results of a criminal background check. Once accepted, applicants will be asked to confirm their intention to enroll by submitting a \$100 tuition deposit within thirty days. This nonrefundable deposit will be applied as a credit toward the applicant’s first billing statement as a new student.

Timelines for application

New students are admitted in Fall and Spring semesters.

- **College students** should apply for admission late in their junior year, or as early as possible in their senior year.
- **College graduates** or transfer students from another graduate school should apply four to six months prior to the beginning of the term in which they intend to enroll.
- **International students** are urged to apply at least one year prior to enrollment. Completed applications are due by March 1 for enrollment in the following Fall Semester.

Admission requirements for Doctor of Ministry degree program

New cohorts of five to fifteen students begin each July. The application due date for July matriculation is April 20. Courses run the last week of July and the second week in January. The minimum requirements for admission include:

- A Master of Divinity degree from an ATS accredited school, or its educational equivalent including at least one year of theological study. Contact the director for information about equivalency. Applicants who do not hold an M.Div. degree must submit evidence of their professional degree and/or advanced training and experience at time of application.
- Three years of professional ministry experience following graduation from theological school.
- Current engagement in some form of formal ministry.
- Completion of the paper application form and submission of a \$50 non-refundable application fee.
- Evidence of ability to undertake advanced professional study. Evidence would include (a) official transcripts of all course work completed at the college level or higher; (b) references from a judicatory supervisor, a person with leadership responsibility in the ministry setting, and a professional colleague; (c) an essay of 1,000 to 1,250 words tracing professional growth through continuing education since graduation from theological school, and identifying areas of professional strength and challenge in ministry; (d) a 1,000- to 1,250-word statement of the initial goals for the Doctor of Ministry study.
- Cumulative grade point average of at least a 3.0 (on a 4.0 scale) in all graduate work. Students with less than a 3.0 cumulative GPA may apply to the program with the understanding that their application will be evaluated by the entire D.Min. committee and the Academic Dean. Additional materials may be required of applicants in this situation. MTSO will not consider D.Min. applicants whose cumulative graduate GPA is lower than 2.7. Students who took their academic work in a pass/fail grading system should provide letters of reference from professors testifying that their performance is rated at A or B level coursework.

International students

International students can enroll in the Fall Semester. International applicants are expected to meet all the admissions requirements listed above for degree-seeking students. Methodist Theological School in Ohio is authorized under federal law to enroll nonimmigrant students. The U.S. Citizenship and Immigration Services have established certain health insurance coverage requirements that must also be documented.

International applicants are also required to show evidence of English language proficiency at a level that is adequate for success in graduate theological study. International applicants must be able to document official results of the Test of English as a Foreign Language. The minimum score required will be 75% of the perfect total in all different tests (a score of 563 for the paper-based test, or a score of 85 for the Internet-based test.) International applicants may also be required to successfully complete a summer class of English as a Second Language.

International applicants also must be able to document that they have sufficient financial resources available to support all study and living expenses throughout the chosen degree program.

Admission to degree programs

Degree student

A degree student is anyone who will follow a program leading to one of the degrees offered by Methodist Theological School in Ohio: Master of Divinity (M.Div.), Master of Arts in Practical Theology (MAPT), Master of Arts in Counseling Ministries (MACM), Master of Theological Studies (MTS) or Doctor of Ministry (D.Min.). The Master of Divinity program can be combined as a dual program with any of the other master's degrees to provide additional competency. Please read more about each degree program in the "Degree requirements" section of this catalog.

Provisional admission

Applicants who are granted provisional admission for master's-level study meet the regular criteria for admission except that they are in the process of completing the final requirements for their bachelor's degree, and they must provide evidence of completion prior to beginning study at Methodist Theological School in Ohio.

Transfer admission

Transfer students must meet the same criteria as other applicants. Methodist Theological School in Ohio may grant credit for work completed at other theological schools accredited by the Association of Theological Schools or, when relevant, other regionally accredited graduate programs. Applicants must make requests for consideration of transfer credit at the time they are admitted, and prior to enrollment. Transfer credits are evaluated on a case-by-case basis by the Office of the Registrar. A maximum of one-half of the required credits needed for a master's degree or certificate can be awarded from transfer credits; however, there are limiting factors that may result in a lesser amount of transfer credit awarded. Courses taken more than 10 years ago cannot transfer to any degree program, except in special circumstances.

Doctor of Ministry students may not normally receive transfer credit for courses completed prior to matriculation.

Early admission

This is an exceptional situation in which an undergraduate institution agrees to allow high-achieving students to begin graduate study prior to completion of a bachelor's degree and apply the credits toward the bachelor's degree. Applicants can be granted this status only with documentation of high academic performance, unusual potential for ministry and permission for this arrangement from the undergraduate institution. Students admitted under this policy must receive the bachelor's degree before they can be awarded any master's degree or certificate from Methodist Theological School in Ohio.

Under the Seminary Preview Program, junior and senior students with a GPA of 3.0 or above from United Methodist colleges and universities in the state of Ohio are permitted to enroll in up to six hours of courses tuition-free. More information about this program is available upon request.

Conditional admission

When all other criteria for admission are strong but past academic performance is weak, students may be admitted with the condition that they will be required to prove their academic ability in the completion of their first nine credit hours at MTSO. Conditional admission is also offered when unusual circumstances warrant that specific conditions be attached to admission.

Conditionally admitted students are usually limited to enrollment in 10 credit hours per semester.

Preliminary admission

Once a master's degree-seeking applicant has been accepted by the Admissions Committee, preliminary admission will be granted based on successful completion of a background check. An applicant's signed permission statement will provide the appropriate agreement necessary to perform a basic background check on the following items: criminal records (national and regional); civil records; Social Security number validation/verification; educational credentials; and professional credentials (if applicable).

Admission to non-degree programs

Certificate programs

Methodist Theological School in Ohio offers three academic certificates: the Certificate in Basic Theological Education, the Certificate in Deacon Studies and the Certificate in the Advanced Course of Study.

The admission requirements and application process for the Certificate in Basic Theological Education, Certificate in Deacon Studies and the Certificate in the Advanced Course of Study are the same as admission to master's degree programs, with the exception that personal references are not required. An additional requirement for admission to the Advanced Course of Study program is completion of the United Methodist Church's five-year Course of Study program.

See the section titled "MTSO certificate programs" for more information about these programs.

Occasional student

Admission as an occasional student is an option for those who want to enroll in classes at Methodist Theological School in Ohio for academic credit but are not presently applying for admission to one of the school's degree or certificate programs. Admission as an occasional student requires:

- the completed and signed occasional application form;
- a written statement of 200 to 300 words explaining the applicant's vocational goals and rationale for seeking graduate theological education at MTSO;
- one official transcript showing attainment of an undergraduate degree. Official transcript must be sent directly to the MTSO admissions office from the institution attended.

Once admitted, occasional students can take up to 27 semester hours without having to declare a program. After that, occasional students must seek admission to one of our degree or certificate programs in order to continue their enrollment.

Guest registrant

Degree students at other graduate institutions outside the Theological Consortium of Greater Columbus (or another institution with whom Methodist Theological School in Ohio has a standing consortium agreement) who want to take courses at Methodist Theological School in Ohio for transfer credit to their home institution may apply to be guest registrants at MTSO. The required materials for guest applicants are the same as for other non-degree applicants, with the exception that the applicant's current academic transcript from the home institution is sufficient (rather than transcripts from all post-secondary institutions attended).

In lieu of the current transcript, a statement of good academic standing from the academic dean of the student's home institution may be provided. Guest registrants must work with their home institutions to ensure that credit for any courses taken at MTSO will be accepted for transfer to the home institution.

Denial of admission or discontinuation of enrollment

Methodist Theological School in Ohio reserves the right to deny admission to any applicant or to discontinue the enrollment of any student whose personal actions are deemed to be detrimental to its community or whose academic performance is below requirements. The school also reserves the right to determine, in its sole judgment, whether an applicant is a suitable candidate for a specific degree program or for the vocation which the program represents.

The Course of Study Program of the United Methodist Church

Methodist Theological School in Ohio is home to the Course of Study School of Ohio, a program for part-time or full-time local pastors in the United Methodist Church. The Course of Study School of Ohio offers classes at Methodist Theological School in Ohio and United Theological Seminary. Those interested must apply through the Course of Study office. Applicants can contact the MTSO office by calling 740-362-3120 or sending an email to cos@mtso.edu. See the section of this catalog titled "United Methodist Church educational programs offered at MTSO" or the Web site at www.courseofstudyschoolofohio.com for more details.

Financial aid

The financial aid process

Methodist Theological School in Ohio's admissions and financial aid representatives will work in partnership with students to support their theological education. Financial assistance may come from the seminary or outside sources in several forms: scholarships, grants, employment and loans. These resources, combined with personal resources such as savings and earnings, provide the framework for financing an education at Methodist Theological School in Ohio. Most sources of assistance are based upon information about the student's financial need as documented on the Free Application for Federal Student Aid (FAFSA) application, which is available in the Office of Financial Aid, or online at our Web site: www.mtso.edu.

Special programs have been established at Methodist Theological School in Ohio through the generosity of individuals, churches, foundations and organizations to provide support for the school's grants and scholarship programs. The FAFSA form, the scholarship application and the MTSO financial aid application serve as the application for many of these programs, although separate application procedures may be required for some scholarship programs.

Eligibility

Students can be awarded financial assistance when they:

- have been accepted into one of our master's degree programs;
- have completed the FAFSA and supporting documents;
- have demonstrated financial need;
- plan to enroll at least half-time (4.5 or more credit hours per semester).

Students admitted as non-degree students or to the Doctor of Ministry program are not eligible for financial assistance from MTSO.

Students must make satisfactory academic progress (SAP) to continue receiving financial assistance. Our SAP policy is explained in the Methodist Theological School in Ohio Student Handbook, which is distributed at New Student Orientation.

Scholarships

Scholarships are financial gifts that do not have to be repaid and are awarded on a competitive basis. Prospective student applicants generally must hold a cumulative GPA of 3.0 for all post-secondary education. Some scholarships are available to returning students; application for these scholarships requires a 3.3 GPA for all MTSO coursework. In selecting recipients among similarly qualified applicants, MTSO will seek to award scholarships to students whose contributions will enhance the diversity of the school's learning community. For more information, contact the Office of Financial Aid at 800-333-6876 or finaid@mtso.edu.

Employment

MTSO offers students employment opportunities on campus. Students are paid twice a month and work no more than 20 hours per week, which is determined by eligibility. Students must be registered at least half-time (4.5 credit hours) each semester (Fall and Spring) to be eligible to work on campus. To be selected for a job on campus, a student must fill out the required financial

aid documents and an employment application. When departments have openings, they will be posted at on the Academic SharePoint website under Student Employment. Once hired, students must complete tax paperwork in the Office of Financial Aid prior to beginning work.

In addition, the Office of Field Education receives and publicizes information about ministry placements for student pastors, Christian educators, and music and youth ministers. Students can learn more about these by contacting the Office of Field Education at 740-362-3340 or checking the MTSO website for the current job postings at www.mtso.edu/academics/field-education.

Loan funds

Students may be eligible for one or more of the following loan programs available to help finance their seminary education. Our Office of Financial Aid has information on federal loan programs.

The Federal Stafford (Subsidized) Loan Program makes low-interest loans available to students to help pay their seminary costs. Graduate students may borrow up to \$8,500 per academic year, depending on financial need. The current interest rate is a fixed rate at 6.80%. Both interest accrual and repayment are deferred until the student ceases to be at least a half-time student. The Office of Financial Aid will provide the loan request form with the student's financial aid award notification. Students must file a FAFSA each year and attend an entrance and exit loan counseling session if they receive a loan award through this program.

The Federal Stafford (Unsubsidized) Loan Program makes loans available that are not based on financial need. This loan program is used to supplement needs not completely met by the Subsidized Stafford. Loan maximums and the interest rates are the same as the Subsidized Stafford plus an additional amount of \$12,000 for graduate and professional students. However, the amount cannot exceed a combined total of \$20,500 or the calculated cost of education minus all other financial assistance received. The federal government does *not* pay the interest during the in-school, grace and deferment periods. Repayment begins six months after you drop below half-time study or graduate. However, interest is payable from the time of disbursement and, if deferred, will be capitalized to the loan proceeds after the in-school and grace period ends. The application process and conditions listed above for the Subsidized Stafford apply to the Unsubsidized Stafford as well.

Federal loan refund policy

The federal government has a mandated "Return of Title IV Funds" policy. This policy affects those students who have withdrawn from all classes and receive federal financial aid. Students who receive federal financial aid, including Federal Subsidized Stafford Loans and Federal Unsubsidized Stafford Loans, should contact the Office of Financial Aid before withdrawing from classes. Withdrawing under this policy most likely will result in a balance being owed to Methodist Theological School in Ohio. If student loans have been borrowed while in attendance at MTSO, exit counseling would also be required.

Withdrawal date

A) A student's withdrawal date is the date the student notifies the institution in writing of his/her intent to withdraw.

B) Unofficial withdrawals encompass all other withdrawals where official notification is not provided to the school. This includes students who have not passed at least one of their classes at the end of the semester. The withdrawal date is the midpoint of the payment period or period of enrollment, or the last date of an academically related activity that the student participated in.

Please note that withdrawing from the school will also affect a student's Satisfactory Academic Progress and may impact future federal financial aid eligibility.

Satisfactory Academic Progress (SAP)

Students must be making Satisfactory Academic Progress to be eligible to receive financial assistance from federally based or MTSO-controlled funds.

MTSO's policy on SAP is stated as follows:

- All students must earn 67% of their total hours attempted. The hours attempted will be determined from the last day to drop a class for each term enrolled. The hours will be reviewed at the end of each academic year.
- Students can attempt up to 150% of the semester hours required for the degree.
- Students must achieve a 2.5 cumulative grade point average upon the completion of each academic year to meet this requirement.

All financial assistance awards are made contingent on Satisfactory Academic Progress. If MTSO makes an award and subsequently discovers that the awarded student did not make Satisfactory Academic Progress, the award will be withdrawn.

The SAP requirements are applicable to federal financial assistance and MTSO aid. Programs run by private agencies are governed by the specific policies of those agencies. SAP decisions are made on a yearly basis. If a student is placed on academic probation, the student's progress will be checked at each disbursement interval.

Students on special scholarship from MTSO may have additional requirements in order to retain that scholarship. Refer to the "Guidelines for Special Scholarships" document for specific criteria in each program.

Questions regarding SAP should be directed to the Office of Financial Aid. Decisions regarding satisfactory academic progress may be appealed to the Financial Assistance Committee on Academic Progress, which consists of the Academic Dean, Financial Aid Officer and Registrar. Appeals may be granted if there are extenuating circumstances.

Denial of aid

Students who have been denied financial assistance due to lack of Satisfactory Academic Progress may re-establish progress by meeting both the appropriate number of semester hours and cumulative grade point average in coursework taken at MTSO at their own expense.

Transfer students and SAP

Transfer students are evaluated in accordance with their standing at the point they enter MTSO for purposes of determining SAP. Therefore, a student who transfers 18 semester hours to MTSO from prior work would be considered to have completed one academic year at MTSO, and future progress would be considered from that point.

SAP appeals process

Students who are suspended from financial assistance eligibility are entitled to an appeal if extenuating circumstances have affected their academic progress. Appeals must be submitted in writing and addressed to the Financial Assistance Committee on Academic Progress, c/o the Financial Aid Officer. The Financial Aid Officer will inform the student of the decision in writing.

Academic and residential fees for 2011-12

Tuition

Master's Level Tuition	Full academic year	One semester
Per credit hour	\$555/hr.	\$555/hr
Full-time = 27 credit hours (for illustration purposes)	\$14,985	\$7,777

Doctor of Ministry Tuition and Fees	Program Tuition	Installments
Entire program, if completed in four years	\$12,000	\$1,575
<i>Payment of \$1,575 due prior to each term for eight terms (includes \$75 technology fee per term).</i>		

Course fees

Courses are \$555 per credit hour with the following exceptions:

Supervised clinical practicum (PC400)	\$475
Supervised internship (PC410)	\$950 (\$475 per term, two terms)
Audit fee (regular)*	\$200
Audit fee (senior citizens 60 and older)	\$75

*Full-time students, spouses of degree-seeking students, members of Parish Partner churches, and current and former employees of MTSO may audit one course per term at no charge.

Other fees (non-refundable)

Doctor of Ministry application fee	\$50
Enrollment deposit	\$100 (refunded with first tuition invoice)
Administrative services fee*	\$175 (new degree students, one time only)
Administrative services fee*	\$50 (new non-degree students, one time only)
Technology fee	\$75 per semester
Late registration fee	\$30 (degree students only)
Interest charge on 61-day overdue balance	1% per month
Student health insurance	Rates received in August for new academic year
Cross cultural reserves (M.Div. only)	\$500 per semester for six semesters

Fee used for travel and program expenses for cross cultural trip requirement Returned to student at time of trip. Please refer to the cross cultural handbook for more information.

*One-time fee for transcripts, background check and graduation expenses.

Institutional refund policy

Requests to add or drop courses can be processed only after the appropriate paperwork is submitted to the office of the registrar.

For Fall and Spring semesters – weekly or bi-weekly courses

Before the start of classes or by the end of Week One	100%
By the end of Week Two	75%
By the end of Week Three	50%
By the end of Week Five	25%
After Week Five	0%

For Fall and Spring semesters – weekend courses

Before the start of classes or by the end of Week Three	100%
By the end of Week Five	25%
After Week Five	0%

For J-term and summer term – intensive courses

Before the start of classes or by the eighth class day of the term 100%
After the eighth class day of the term 0%

Housing

Housing charges include all utilities, waste removal, local telephone service, cable TV and high speed internet connection. Laundry facilities are available to all campus housing residents at no additional cost. Dewire Residence Hall room charges do not include break weeks or meals.

The Café at Dunn Dining Hall is open Tuesdays, Wednesdays and Thursdays for lunch and dinner, with a la carte pricing. The dining hall is not open during break weeks.

Fall and Spring semesters

<u>Dewire Residence Hall</u>	<u>Semester*</u>	
Four nights	\$2,688	
Three nights	\$2,016	
Two nights	\$1,344	
One night	\$672	
<u>Helen Werner Apartment Building</u>	<u>Semester*</u>	<u>Month**</u>
Efficiency	\$1,880	\$470
One-bedroom	\$2,200	\$550
<u>Kleist Manor Apartments</u>	<u>Semester*</u>	<u>Month**</u>
One-bedroom	\$2,640	\$660
Two-bedroom	\$3,080	\$770

January, summer, weekend and nightly rates in Dewire Residence Hall

January and summer terms, fall and spring weekends \$48 per night
“Weekend” is considered Friday through Sunday nights.

Guest rooms for non-students

Dewire Residence Hall – alums/MTSO connection	\$48 per night
Dewire Residence Hall – no MTSO connection	\$58 per night
Helen Werner Apartment	\$68 per night
Kleist Manor Apartment	\$88 per night

Deposits

Key deposit – all residents	\$25 per set
Damage deposit – Helen Werner Apartments	\$175 per unit
Damage deposit – Kleist Manor Apartments	\$200 per unit

* Semester rates charged for Fall Semester (September through December) and Spring Semester (February through May).

** Monthly rates charged for January, June, July and August.

Approved by the Board of Trustees March 4, 2011. Effective July 1, 2011.

Institutional policies and information

The following items of information represent an overview of some important policies that will be of interest to new members of the MTSO Community. The Student Handbook is the governing document of institutional policies. Each student receives a copy of the Student Handbook upon matriculation and can find more details there on these and other policies.

Americans with Disabilities Act

MTSO supports students in their efforts to reach their potential by encouraging self-advocacy and facilitating student accommodations; empowering students to help themselves; and providing the safe environment in which to do so. We commit to an inclusive learning environment and will make every effort to support reasonable, documented requests for accommodations and learning adaptations. More information is available by contacting the director of student services and from a separate ADA handbook.

Campus safety and security

MTSO is proud of its safe campus environment. Both the natural setting and the community of people here invite feelings of wellbeing. The director of buildings and grounds acts as the chief security officer, and regularly patrols campus grounds for safety issues and is accessible by cellular phone. A full report of campus crime statistics and our security policy is available from the vice president for administrative services upon request.

Communications

Campus residents receive free local and extended calling area (to Columbus) telephone service, and can make long-distance calls from their rooms with credit or calling cards.

Each enrolled student is assigned a campus mailbox. Mailboxes are located on the lower level of Werner Hall. Mail is processed on campus every weekday except holidays. Students also can use campus mail to send items to faculty, staff and fellow students.

Every enrolled student is assigned an MTSO email address. Students are required to check their MTSO email account frequently, as notifications of deadlines, class cancellations etc. might be posted. Students may have MTSO emails automatically forwarded to a non-MTSO account, but the student is responsible for the creation and maintenance of this link, as well as the maintenance of the original MTSO account.

All members of the MTSO community are encouraged to register for the MTSO Alert system at www.mtso.edu/alert. This is an emergency notification system that can send registered users information about school closings or other urgent campus-related news. Subscribers have the option of receiving MTSO alerts via text message, email, voice mail, or all three ways.

Declaration of Inclusiveness

From the Declaration of Inclusiveness adopted by the faculty and the Board of Trustees as a covenant of the school in 1983:

- I. We shall be intentional in being fully inclusive regarding work, education and social participatory responsibilities.
- II. We shall be intentional in being fully inclusive regarding social leadership responsibility and participation in all aspects of the life of the church.
- III. We shall be intentional in proclaiming God's inclusiveness of all persons, guarding against any temptation or tendency toward classism, sexism, racism, ageism, or the exclusion of or discrimination against persons based on lifestyle or handicapping conditions.

In August 2009, the school supplemented the existing Declaration of Inclusiveness to incorporate the following Aspirations for Inclusive Community:

Methodist Theological School in Ohio has long pursued inclusion and justice, and seeks to continue this legacy as we find new expressions for inclusion and justice in our contemporary setting.

Methodist Theological School in Ohio seeks to be a community of learning in an environment of faith, in which inclusive thought, language, and action are valued, honored and encouraged.

Methodist Theological School in Ohio seeks to address the impact of race, gender, sexuality, difference, culture, and privilege on teaching and learning dynamics.

Methodist Theological School in Ohio seeks to provide an opportunity for individuals to explore their unique sense of self and their place in a larger community in preparation for a life of leadership and service.

The full Declaration of Inclusiveness is available in the Student Handbook.

Drug-free, smoke-free and weapon-free

MTSO prohibits the unlawful use, possession or distribution of illegal drugs while on the MTSO premises.

All inside areas on the campus – including personal residences – are designated as non-smoking areas. Some designated outdoor smoking areas are provided. Smoking is prohibited within 30 feet of all doors and windows on campus.

Pursuant to the Ohio Revised Code, no person shall knowingly possess, have under the person's control, convey, or attempt to convey a deadly firearm or dangerous ordnance on the property of MTSO. It is important to note that a valid license does not authorize the licensee to carry a weapon onto the school premises.

Health insurance

All master's degree students taking at least 4.5 credit hours in the Fall and Spring semesters are required to enroll in one of the health insurance plans offered through MTSO unless they show proof of coverage with another provider.

There are three options offered through MTSO for students to choose from: the Cost Share Option, Core Option, and Enhanced Option. For the 2011-12 school year, premium costs for student coverage are as follows: \$1,309 for the Cost Share Option, \$2,412 for the Core Option, and \$3,108 for the Enhanced Option. Part-time students may only choose the Cost Share Option and pay an annual premium of \$1,435 for student coverage. Premium costs are adjusted each July, so these prices are subject to change. Coverage for a spouse and dependents is also available, with varying costs depending on plan selection. The insurance year is Aug. 15 to Aug. 14. Students are normally assessed the cost of a full year's coverage at the start of each academic year.

Students with coverage through another provider can elect to waive the school's insurance coverage online at the plan administrator's Web site. Students who do not waive coverage through the online process will be billed for a full year of student coverage under the Cost Share Option (\$1,309 full time, \$1,435 part time) by default. Details of each option, and instructions for waiving, are available in the MTSO Business Office.

School services

Dickhaut Library

The primary mission of the library of the Methodist Theological School in Ohio is to support the information needs of the school's students, faculty and staff. Other individuals, who are also alumni, local clergy, or students/researchers at other theological institutions, may apply to the library director or one of his representatives for limited borrowing privileges.

At the Methodist Theological School in Ohio the central role of the library is quite evident. The library staff is always ready to assist with your research and to do all they can to facilitate the teaching and learning process for faculty and students.

The John W. Dickhaut Library contains over 130,000 volumes and subscribes to nearly 250 periodicals. The Library also offers access to databases, including the ATLA Religion Database, JSTOR, and the OhioLINK Electronic Journal Center; and the Works of John Wesley. Wireless internet access is available throughout the building.

In 2007, Methodist Theological School in Ohio joined the Ohio Private Academic Libraries (OPAL) and OhioLINK consortia along with its partners in the Theological Consortium of Greater Columbus (TCGC), Trinity Lutheran Seminary and the Pontifical College Josephinum. These consortia provide statewide access to a wide variety of print and electronic resources through a unified catalog.

Alumni relations

Methodist Theological School in Ohio has more than 3,000 alumni who are touching lives in a variety of ministries. Pastors, educators, chaplains, counselors, missionaries, authors – these former students are the leaders in today's church and society. The school assists alumni in their ministries and continued studies in several ways. Many graduates are in frequent contact with faculty members, informally drawing on their scholarship and wisdom. More formal assistance, including continuing education events, also is available.

Specially designed seminars, lecture series, workshops, courses through affiliated programs and through the general curriculum, and the annual Schooler Institute on Preaching combine to offer a rich and diverse program for increasing understanding and enhancing ministry skills after graduation. All MTSO alumni are welcome to make use of the resources available from the MTSO library.

Graduates also assist MTSO by recommending prospective students and by contributing to the school's financial programs.

Church or organizational placement

The Field Education office posts student ministry positions on a regular basis as a courtesy to the MTSO community. Also listed are miscellaneous positions and opportunities in other states for those who might be interested. Visit www.mtso.edu/academics/field-education for Field Education placement opportunities.

The Cokesbury Bookstore

The Cokesbury Bookstore, on the lower level of Werner Hall, is a branch of the retail division of The United Methodist Publishing House. Cokesbury offers current textbooks and a wide variety of books and resources for both church-related activities and personal libraries. The store also provides a selection of giftware and school insignia items. Cokesbury staff can place personal or church orders and will ship orders to students, alumni, pastors and local churches. Cokesbury staff work with students, staff and faculty to accommodate as much as possible the schedules and needs of students.

Food services

Food services are provided in the Café at Dunn Dining Hall when classes are in session during the Fall and Spring semesters. The Café is open from 10:30 a.m. to 6:00 p.m. on Tuesday, Wednesday, and Thursday. During times when the dining hall is closed, residents can use the kitchen facilities located on the lower level of the Dewire Residence Hall. Units in the Helen Werner Apartment Building and Kleist Manor residences each contain kitchens. The Werner Hall Coffee Shop, offering snacks and beverages from vending machines, is a traditional gathering place for all members of the MTSO community.

Community life

Academic coursework and community life together constitute the MTSO educational experience. The rich network of resources and opportunities for relationships, service and spiritual growth makes participation in community life an important part of seminary education.

Student organizations

There is a lively structure of student organization on campus. Students have representation on most of the standing committees of the school and on the Board of Trustees. Representation on these bodies is taken seriously, and students have an impact on the decisions these bodies make. There is a strong network of formal student groups and informal student support structures that undergird campus life. The Student Leadership Council represents the student body and responds to student initiatives.

Health and fitness

The school offers opportunities for outdoor exercise on campus. A large field near the residence facilities provides ample space for for softball, soccer and other games, and a disc golf course winds through much of the campus. Children enjoy the Diane Holloway Memorial Playground, located behind Kleist Manor Apartments. Students also use the mile-long MTSO Walking Trail. The MTSO Walking Club is open to students, their families, faculty and staff.

Indoor fitness training is available in the exercise room located in the basement of Dewire Hall. This room features elliptical trainers, a treadmill, a recumbent bike and weight equipment.

Worship

The opportunity to worship together is one of the most important aspects of community life. The Associate Dean directs the chapel schedule and provides resources for regularly scheduled services of preaching, prayer and communion. Students are encouraged to attend whenever they are on campus. Faculty, students and community groups are involved in planning and leading services, providing the opportunity to experience a variety of worship styles.

In addition to these scheduled times for community worship, there are many opportunities for individual meditation and spiritual growth through prayer groups and Bible studies formed at student initiative. MTSO has two meditation chapels – the Frazer Meditation Room in Gault Hall and a room located on the first floor of the Dewire Residence Hall – as private places for personal prayer. The class of 2007 created a Sabbath Space in the lower level of Werner Hall for students to rest and reflect between classes.

The campus provides several outdoor locations for spiritual reflection. The Dee Ann Chiles Memorial Garden commemorates the spirit of a long-time administrator who led the business office for many years. A labyrinth, near the pond, was created for the community by the classes of 2001 and 2004. The Gene Vest Memorial Outdoor Chapel, a gift of the class of 2000, honors a long-time superintendent of buildings and grounds and is used for formal and informal services as well as individual meditation.

Special lectures and other events

Lecture on World Religions and Interreligious Dialogue

The Lecture on World Religions and Interreligious Dialogue, begun in 2005, is sponsored by the Theological Consortium of Greater Columbus, a collaborative effort of MTSO, Pontifical College Josephinum and Trinity Lutheran Seminary. Hosted by one of the three consortium schools each year, the lecture presents representatives of and experts on a variety of religious traditions.

Past lecturers include Paul Numrich, R. Scott Appleby, Ishmael Nokl, Hermen Shastri, Dennis D. McManus, Yahya Hendi, David Fox Sandmel, Venerable Yifa and Sister Judith Sutera.

Mission and Evangelism Institute

The Mission and Evangelism Institute is a shared ministry of the East Ohio Conference Evangelism Committee, the West Ohio Conference Evangelism Team and Methodist Theological School in Ohio. A three-day event, it is designed to assist both clergy and lay people to be genuinely motivated and equipped for a faithful, informed and effective practice of evangelism and involvement in mission. The renewal of the church requires a radical transformation in our understanding of its nature and mission. The Mission and Evangelism Institute thus seeks to present the church's identity and calling as "missional," and to provide pathways for congregations to become missional churches in the North American context. It also intends to recover the biblical sense of evangelism as belonging to the whole community of faith, exploring integral and creative approaches to faith-sharing.

Schooler Institute on Preaching

Annually, the campus is filled with pastors and others who come to enrich their understanding and enhance their preaching skills at the Schooler Institute on Preaching. The institute was established in 1989 by a generous grant from the Schooler Family Foundation, in recognition of the importance of effective preaching in the life of the church. The institute brings renowned speakers to campus to share their expertise and insights with a wide audience that includes clergy and seminary students alike. In addition to lectures, the institute features concurrent workshops around the institute theme, dialogue with speakers and workshop leaders, and a worship service which features a sermon delivered by the keynote speaker. Over the years, the Schooler Institute has featured the following speakers: Fred Craddock, James Forbes, Edwina Hunter, Leontine Kelly, Donald English, Walter Brueggemann, Peter Gomes, Tex Sample, William Sloane Coffin, Peter Storey, Joseph Roberts, Ruth Duck, Philip Wogaman, Zan Holmes, Cecil Williams, William Willimon, Marjorie Suchocki, Thomas Troeger, John Kinney, Sharon Ringe and Dale Andrews.

Williams Institute

The Williams Institute is a time-honored tradition at MTSO. This lecture series began in 1981 as a way to honor the late Dr. Ronald L. Williams, professor of theology from 1971 until his death in 1981. It brings to campus speakers from many backgrounds, including theologians, ethicists, poets, biblical scholars, historians, pastoral psychologists and Christian educators. The event includes two lectures as well as opportunities for extensive dialogue and community discussion. Past lecturers have included Fernando Segovia, Robert Wuthnow, Jacquelyn Grant, Rabbi Michael Cook, Bishop C. Joseph Sprague, Rebecca Chopp, James Cone, John Cobb, Virgilio Elozondo, Mary E. Hunt, Charles Kammer III, Mercy Amba Oduyoye, Thomas Ogletree, Gene

Outka, Philip Wogaman, Maria Asai-Diaz, James Evans, Jr., Beverly Harrison, Kathryn Tanner, Maria Harris, Martin Marty, Schubert Ogden, Richard Rohrbaugh, Katherine Doob Sakenfield, Christine M. Smith, Samuel Terrien, Barbara Wheeler, Justo Gonzalez, Mark Trotter, David Lowes Watson, Gardner Taylor, John Collins, Lee Johnson, Edward Wimberly and Luis Pedraja.

Faculty lectures

Faculty members are invited to present special lectures on areas of interest within their disciplines. The academic dean schedules such lectures annually.

Academic information and services

This catalog 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 directors of each program. The governing document on academic policies for students is the Student Handbook, which contains more details on many of the policies listed below. There is also a handbook for the Doctor of Ministry program, and there are handbooks related to field education and cross-cultural programs for Master of Divinity students.

Enrollment requirements, registration and matriculation

The enrollment procedure at MTSO involves two steps: registration and matriculation.

New students register for courses via the Office of the Registrar and confirm their registration at New Student Orientation. Returning students register during the designated times listed on the Academic Calendar. All returning students are required to meet with their academic advisors before registering. Priority in enrollment for each course is based on seniority. Failure to observe registration deadlines may result in assessment of a late fee, as well as forfeiture of the enrollment priority associated with seniority.

For a student to be officially enrolled in each term, that student must be enrolled in courses for credit with registration documented in the Office of the Registrar. **Auditing participants are not considered to be enrolled students.**

Matriculation occurs when a student is properly registered for classes, cleared by the business office and begins to attend classes. Clearance from the Business Office comes when financial obligations have been paid or satisfactory arrangements for payment have been made. Students are expected to pay their bills before the beginning of classes each term or as soon thereafter as they receive their bills. If a student is blocked by the business office because of failure to meet financial obligations at the beginning of a term, their registration is cancelled. If students wait until after the first week of the term to apply for financial aid for the purpose of removing this block, they will not be permitted to register for the term.

Enrollment limits and status

Master's degree or certificate students can enroll in a maximum of 14 credit hours in any Fall or Spring semester and a maximum of 3 credit hours in January Term. In the summer, students may complete 9 credit hours but are limited to enrollment in 3 credit hours in each of the two summer terms. The remaining 3 credit hours would normally consist of coursework from cross-registration, CPE or cross-cultural trips. Fifteen hours is permitted in Fall or Spring semester when the student is enrolled in CR-201, Cross Cultural Pre-Immersion. Any exceptions to these enrollment limits must have the approval of the student's academic advisor and the academic dean.

Enrollment in January Term is combined with enrollment in Spring Semester in determining a student's enrollment status for all matters related to Title IV federal financial aid. Students enrolled in 9 or more credit hours in the Fall and the combined January/Spring terms are considered full-time students in those semesters. Half-time students are those enrolled in at least 4.5 credit hours but less than 9 credit hours in a semester. Enrollment in fewer than 4.5 credit

hours in a semester is considered less-than-half-time. During the summer session, 6 credit hours is considered full-time and at least 3 credit hours is considered half-time.

Doctor of Ministry students are considered to be enrolled half-time in the Fall and Spring semesters as long as they maintain continuous enrollment in the program.

Program length and individual course load

MTSO does not have a time limit for the completion of a degree or certificate program. However, the school does reserve the right to review courses that were completed 10 or more years ago, and recommend supplemental coursework when necessary, if it is determined that those courses should not be applicable to the student's current program.

If a maximal course load is pursued in both semesters and one intensive term each year, students can earn the Master of Divinity degree in three years of full-time study, or the Master of Arts in Practical Theology, Master of Arts in Theological Studies, or Master of Arts in Counseling Ministries (Track I) in two years of full-time study. Track II (Addiction Counseling) requires slightly more than two years of full-time study. Track III (Pastoral and Professional Counseling) requires three years of full-time study. The maximum amount of credit allowed for Fall and Spring semesters is 14 credit hours. Individual circumstances with respect to the demands of coursework, field education setting, church or secular employment, and family responsibilities may result in the decision to extend the length of time for completion.

The Doctor of Ministry program is a cohort program that requires at least four calendar years for completion of all requirements. Students attend intensive courses which are offered primarily in January and Summer terms.

Certificate programs vary widely in the number of required credit hours and thus have no specified length.

Students are responsible for ensuring that their graduation requirements are met. The Office of the Registrar maintains current records on all students and provides annual degree audits. MTSO is not responsible for calling attention to deficiencies in a student's program unless those deficiencies are the basis for disciplinary action.

Class levels

Master's degree students are designated as junior, middler or senior based on their program of study and the number of credit hours earned.

For MACM, MAPT and MTS:

Junior = 0-27 credit hours

Senior = 28 or more credit hours

For M.Div. and all dual degrees

Junior = 0-27 credit hours

Middler = 28-54 credit hours

Senior = 55 or more credit hours

Students in certificate programs are considered to be junior students.

Doctor of Ministry students are considered to be senior students.

Class attendance

Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or

course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions.

Program changes

Those admitted to MTSO are admitted to a specific degree or certificate program. Adding, dropping or changing programs completely involves a process of careful consideration and dialogue with academic advisors, church officials, program directors and the academic dean. The application to make a program change can be obtained from the Office of the Registrar. Additional materials and a review of credentials may be necessary, since different degree programs have somewhat different admissions requirements.

Specializations and concentrations in the Master of Divinity, Master of Arts in Practical Theology, and Master of Theological Studies degree programs must be declared in the Office of the Registrar. Students who wish to drop a specialization must submit that request in writing. Prior to graduation, students in specializations must submit verification from specialization advisors that the specialization requirements have been met.

Changes in registration

Changes in registration after the registration period require documentation to be kept on file in the Office of the Registrar. All changes to registration require the signed or electronic approval of the student and the student's academic advisor. Deadlines and tuition refund percentages vary according to the term and point of withdrawal. Please refer to the "Institutional refund policy" in the "Academic and Residential fees for 2011-12" section of the catalog and the Student Handbook for details on refunds.

Adding a course

Students may add a course within the first week of the semester, if there are open seats in the course, and if their advisor approves. The student is responsible for completing any missed assignments. Students should consult the Office of the Registrar for adjusted add periods for enrollment in courses that do not meet during the first two weeks of the semester. Summer and January-term courses cannot be added after the first day of class.

Dropping a course

Students may drop a Fall or Spring course with their advisor's approval in the first five weeks of the semester. January and Summer terms have different deadlines. Please check with the Registrar to make sure you are following the correct procedure. Students should consult the Office of the Registrar for adjusted drop periods for courses that do not conform to the regular class schedule format. There is a graduated refund policy. Please refer to the "Institutional refund policy" in the "Academic and Residential fees for 2011-12" section of the catalog and the Student Handbook for details on refunds.

Withdrawal from a course

To withdraw from a course after the drop period, students must submit a "Petition to Withdraw from Course(s)" form to the Academic Dean. This form is available in the Office of the Registrar or online. If approved, the course will be listed on the student's permanent transcript with a grade of "WP" (withdrawn passing) or "WF" (withdrawn failing). Grades of "WP" and "WF" will not affect the student's cumulative grade point average. The deadline for withdrawing from a course is on the last day the class meets.

Students who receive Federal Stafford Loans (both subsidized and unsubsidized) should contact the Office of Financial Aid before withdrawal. Under current federal policies, dropping or withdrawing most likely will result in a student account balance owed to MTSO for which the student is responsible.

Leave of absence or withdrawal from school

Students who do not plan to enroll for courses during any Fall or Spring term are required to complete an Application for Leave of Absence. In addition, if the student is withdrawing during a term and after the drop period, she or he must formally withdraw from all courses in which he or she is enrolled by completing a Petition for Withdrawal in Courses form.

Those who intend to withdraw indefinitely must complete a Withdrawal from School form from the Office of the Registrar or the MTSO Web site. The student should also schedule an exit interview with the Office of Student Life. The withdrawal form requires approval signatures from the student's advisor, the academic dean, business office and other officials of the school. These procedures ensure the school that those who might be helpful in the student's planning for the future have been consulted. They also permit MTSO representatives to write subsequent letters of recommendation recording the fact of withdrawal in good standing or to permit the student's return at a later time without reapplication. Only when this form has been properly filed will the individual be considered to have withdrawn in good standing. The student will be contacted for a financial aid exit interview and may also be contacted by the academic dean or the director of student services for an exit interview.

Students who fail to complete either the leave of absence form or the withdrawal form and do not return will be administratively withdrawn which is not considered having left in good standing. Students who do not return after a one-year leave of absence and do not properly withdraw will also be administratively withdrawn.

Students who receive Federal Stafford Loans (both subsidized and unsubsidized) should contact the Office of Financial Aid before withdrawal. Under current federal policies, dropping or withdrawing most likely will result in a student account balance owed to MTSO for which the student is responsible.

Reinstatement policy

A student, who has withdrawn in good standing and has been gone less than three years, may apply for reinstatement through the Office of the Registrar. The "Application for Reinstatement" requires the signed approval of various school offices to ensure that there are no outstanding obligations to MTSO.

Former students who want to re-enroll after more than three years since their last date of attendance must contact the Admissions Office and reapply for admission. Those who separate from the school without following the regular procedure for leave of absence or withdrawal may be required to reapply for admission through the admissions office, even if the absence is less than three years.

Upon re-admission, any changes in requirements or academic policies since the time of initial application will apply to the student's program.

Grading and evaluation processes

Confidentiality

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects a student's educational record. Only designated school officials (academic advisors, staff who need access to information to perform their job duties, etc.) are given access to student records, within the limitations of their need to know. A list of those items that constitute "directory information" at MTSO (those items that it can publish or publicly release) is printed in the Student Handbook along with the complete policy for all student records. Only that information designated "directory information" will be published or publicly released. The seminary has chosen to keep all other student information confidential. Students have the right, under FERPA, to request that no information concerning their educational records is published or publicly released except with their written permission. To keep all information confidential, a student must present a written request to withhold information within the first two weeks of the semester. A request to withhold will stay on file until the student removes it.

Academic advising

Each enrolled student is assigned an academic advisor who is a full-time member of the teaching faculty or the academic dean's office. The relationship between student and advisor is considered central to the educational experience at MTSO. Academic advisors assist students with planning their programs, identifying resources for further consultation and formally approving course selections. While students are required to meet their advisors on only a few occasions each year, faculty members are always willing to schedule additional appointments with students.

Conditional admission, academic probation and procedures for academic dismissal

Students conditionally admitted to MTSO, or who exhibit weak academic performance, are placed on academic probation. The academic probation status places certain restrictions on enrollment. Returning students will be placed on academic probation when their cumulative grade point average falls below 2.50.

Conditionally admitted students or returning students on academic probation are limited to enrollment based on conditions in their admission letter, or if no conditions are specified, in 9 credit hours per semester (or 10 credit hours if one of the credit hours is ES-100, Educated Spirit). These conditions will be lifted upon the successful completion of at least 9 credit hours in the curriculum of MTSO with a cumulative grade point average of at least 2.50. In some cases, conditionally admitted students are asked to take specific courses in addition to meeting the required GPA.

Students admitted conditionally who achieve a cumulative GPA of 3.0 or higher after earning six or more credit hours at MTSO may petition the academic dean for early removal from conditional status. Once the criteria have been satisfied for removal of conditional admission or from academic probation, the registrar will notify the student in writing and make the appropriate status change.

Students who receive or wish to receive financial assistance and who are admitted conditionally or placed on academic probation should discuss their academic status with the Office of Financial Aid because eligibility for assistance may be affected.

Students who are placed on academic probation twice during enrolled semesters and students remaining on conditional admission after 9 credit hours are earned or two consecutive semesters (whichever time period is longer), will have their records reviewed by the academic dean. The dean may make recommendations including (but not limited to) a required leave of absence or academic dismissal. A recommendation for a required leave of absence or academic dismissal is voted upon by the faculty members of the Academic Affairs Committee. Students may appeal the committee's decision to the Executive Faculty by submitting a request in writing to the dean's office.

In the Doctor of Ministry program, the minimum passing grade for a course is B-minus. D.Min. students are placed on academic probation when they fail to earn a B-minus or above in a course. Students are removed from academic probation by earning a B-minus or above in the next class they take. Earning less than a B-minus in two consecutive classes is grounds for academic dismissal. A minimum cumulative D.Min. GPA of 3.0 is required for graduation.

Policy on the use of electronic devices

MTSO, as an institution dedicated to the advancement of learning, is firmly committed to a philosophy of mutual respect. To that end we have established a policy regarding the use of cell phones, pagers, laptop computers and other electronic devices. Instructors have the right to impose appropriate grading penalties for excessive classroom disruptions due to these devices. The complete policy is in the Student Handbook.

Grade scale and deadlines

MTSO uses two grading options: letter grades (A, B, C, D and F, with pluses and minuses as appropriate) and a pass/fail grading option. Letter grades are the default option. Within certain limits, students have the option of taking some courses on a pass/fail basis, with the approval of their academic advisor. Grades of P (pass) earn credit but are not calculated in a student's cumulative GPA. To earn a grade of P, performance in a course must be at a level that would have earned a grade of C-minus or higher in the letter grading system. Students may complete up to 9 semester credit hours on a pass/fail basis. However, there are certain core courses excluded from this option. Students who are seeking ordination are encouraged to check with annual conferences before exercising the pass/fail option in any courses, as conferences may have unique limitations on their own acceptance of pass/fail courses.

The following list describes the grades used at MTSO, and their meaning:

Outstanding work

A+ (plus)	4.0
A	4.0
A- (minus)	3.7

Good work

B+ (plus)	3.3
B	3.0
B- (minus)	2.7

Work meets minimum standards

C+ (plus)	2.3
C	2.0
C- (minus)	1.7

Substandard but passing work

D+ (plus)	1.3
D	1.0
(D minus is not used)	

Failing work

F	0.0
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Other grades

AU	Audit
CR	Credit
INC	Incomplete
IP	In Progress
PASS	Pass (grade would have been C-minus or higher)
WP	Withdrawn Passing
WF	Withdrawn Failing

Grades are available online at the end of each academic term on the Student Portal. The Office of the Registrar will not disclose grades by phone or email, but official copies of grade reports are available upon request. Course instructors are responsible for submitting grades to the Office of the Registrar within one week following the last day of Fall or Spring semester. Grade submission deadlines for intensive terms are usually three weeks after the end of the term. Doctor of Ministry grades are due six weeks from the end of the course. Grades for graduating seniors are due one week early in the Spring Semester.

Grade changes and appeals

Students who feel that they have not been graded fairly should first speak to the instructor who gave the grade. If, after this conversation, the student still feels that the grade is unfair, the student may file a written appeal with the Academic Dean, within 30 days of having received the grade, and set forth the reasons for the appeal. The Academic Dean will consult with both the student and the instructor. If the Academic Dean finds grounds to support the student's claim that the grade is unfair, the Academic Dean may modify the grade. The Academic Dean will render the decision regarding the appeal in writing.

Faculty members may change grades within 30 days after the final grade deadline for the term in which the course was taken. After the 30-day period, no grades will be changed unless there is a petition because of extenuating circumstances.

Faculty comments on student performance

In addition to giving a letter grade, students also receive an End of Course Student Evaluation for each course in which they are enrolled. This is an assessment of the student skills and abilities which MTSO considers important for students to acquire in our degree programs. MTSO recognizes that the full scope of professional development for ministry cannot be adequately captured in the final grade for the class, so this evaluation rubric is an attempt to reflect on that broader range of skills and abilities expected of persons educated at a graduate level. These comments will be kept on file, and each student will receive a copy of his or her evaluation. They will also be shared with the student's advisor and will be used for educational guidance.

A student who believes that all or part of an evaluation is inappropriate should speak first with the faculty member who wrote the evaluation. If there is still a problem after this consultation, the student may submit a written statement to the Academic Dean, to be included in the student's file.

The Academic Dean and a faculty or staff member acting under the Dean's direction may review these comments. The comments may be reviewed by the Student Review Committee and by School committees charged with granting honors scholarships or awards. Members of the faculty who receive requests to write a letter of recommendation for a student also have access to the comments in the student's file.

Pass/fail grading option

Within certain limits, a student may complete up to nine credit hours at MTSO on a pass/fail basis, rather than for a letter grade (A, B, C, D or F). All students seeking ordination are encouraged to check with their annual conferences (or appropriate judicatory) before exercising the pass/fail option in any courses, since they may have limitations on pass/fail courses that are different from those prescribed by MTSO.

1. The following courses may **not** be taken on a pass/fail basis:

CE-101	FE-475	ME-173
CH-101	HB-110	NT-110
CH-102	HM-300	PC-100
CT-149	ME-162	PT-100
DS-360	ME-163	WM-100
DS-365	ME-170	
DS-370	ME-171	

and any 200-level HB or NT course.

2. The decision to exercise this option must be made before the end of the second week of the course, by completing the "Application for Pass/Fail Credit." The deadline for pass/fail applications in weekend courses is prior to the second weekend; for intensive courses, the deadline is by the end of the second day of class. The application is available from the Office of the Registrar or on the MTSO Web site. The form must be signed by the student's academic advisor and returned to the Office of the Registrar. Requests to change to pass/fail grading in a course received after the deadline for these requests will not be accepted.
3. When exercising the pass/fail option, to receive a grade of "pass" the student must do at least the equivalent of C-minus work in the course. (E.g. if the student opts for pass/fail grading and his or her performance in the course would have earned a D-plus grade – and would have earned the student credit for the course within the letter grade system – the student will fail the course and will not receive credit.)
4. Courses that are designated in the MTSO Academic Catalog description as "offered on a pass/fail basis" do not reduce the number of pass/fail hours or options available to a student.
5. A grade of "pass" will earn credit for a student, but does not affect the student's cumulative grade point average. A grade of "fail" in a pass/fail class is calculated as an F in calculating the cumulative grade point average.

Incomplete

The grade of I (incomplete) may be used under special circumstances on a temporary basis when a student needs additional time on course assignments. To receive a course grade of Incomplete, students must petition the professor, their advisor and the academic dean. Students must complete the petition and obtain the appropriate signatures unless they are physically unable.

In Fall and Spring semesters, the signed petition is to be delivered to the Dean's Office before the last day of regularly scheduled classes, before finals week, as listed on the MTSO Academic Calendar.

In intensive terms, the signed petition is to be delivered to the Dean's Office at such time as to ensure approval by the Academic Dean by the deadline for the submission of grades (three weeks following the end of the intensive term for Master's level courses; six weeks following the end of the intensive term for Doctor of Ministry courses). (Note: It is strongly recommended that students deliver the petition to the Academic Dean's office for review at least one week prior to this deadline. Lack of sufficient lead time may result in the denial of the petition).

The Dean may ask to confer directly with the student, advisor, and/or instructor before making a decision.

Any petition submitted without a “date by which all course work will be completed” will be denied. For Master’s level courses in Fall and Spring semesters, the “date by which all course work will be completed” will not be later than four weeks after the last day of the term as listed on the Academic Calendar. For January and Summer Term Courses (Master’s or D.Min.), the “date by which all course work will be completed” will be not later than four weeks following the deadline for the submission of grades in the course. MTS students may have 6 calendar months from the end of the thesis completion term to complete a thesis, and must pay a continuation fee equivalent to the cost of one credit hour of enrollment.

For any incomplete course in which a new letter grade had not been submitted after one week has passed from the “date by which all course work will be completed,” the Registrar will record the grade of F.

Repeated courses

Students are permitted to repeat courses in which they have received a C or lower. Grades for both the original course and the repeated course are retained on the transcript and included in the calculation of the GPA.

Students may repeat courses in which they received previous credit with these conditions:

1. No additional credit will be counted toward the degree but credit will be recorded on the transcript.
2. Both course grades will be recorded independently on the transcript.
3. Both grades will be calculated into the GPA.
4. Students are not eligible to receive financial aid for repeating a course for which they have already received credit (e.g., completed and received a grade of D or higher).

Conferral of degrees and participation in commencement

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

The required cumulative GPA for graduation for all master’s degrees and certificates is 2.5. D.Min. students must have a 3.0 cumulative GPA for graduation.

Graduating students must notify the Office of the Registrar of their intent to graduate by completing a graduation application by the end of the Fall Semester which coincides with or precedes completion of course requirements. The community looks forward to seeing all graduates participate in annual commencement exercises each May. Notification of intent to graduate does not guarantee participation in commencement.

Any student who is unable to attend commencement exercises must notify the Office of the Registrar, requesting permission to graduate in absentia.

Transcripts

Those who wish to order an official transcript must submit a written request with a legal signature. Advance notice of at least one week will enable MTSO to fulfill such requests in a timely manner. Students who have outstanding balances on their student account will not be

permitted to have an official transcript without approval from the business office. Current students may request an unofficial transcript of MTSO coursework from the Office of the Registrar. Transcripts from other institutions contained in student files are the property of MTSO and as such are under the control of the Office of the Registrar. While federal law allows that students may review the contents of their academic files, transcripts from other institutions submitted to MTSO for admission or transfer credit evaluation will not be photocopied or forwarded elsewhere.

Recommendation letters

Permission to Write Letter of Recommendation form

Students requesting a recommendation letter from a faculty member at MTSO must obtain the form "Permission to Write a Letter of Recommendation" from the Office of the Registrar if they want the faculty member to have access to the student's academic information for the purpose of writing the letter. This form gives the writer permission to include information in the letter about the student's grades, GPA, or other personally identifiable information as appropriate, and also gives permission to the Office of the Registrar to provide this information to the writer. This request form will remain on file in the Office of the Registrar for one year. A separate request form must be filed for each instance in which a recommendation letter is requested.

If a person writing a recommendation letter makes reference only to personal observations and knowledge about the student, rather than relying on personally identifiable information from a student's education record, then a written permission form from the student is not necessary.

Recommendations for professional status (e.g. judicatories)

Students requesting a recommendation for professional status (e.g. probationary membership in an annual conference or licensure from an accrediting agency) should bring the request with any necessary forms to the Administrative Assistant to the Academic Dean. **Requests must be submitted to the dean's office at least one month before the deadline listed by the conference or requesting agency.** Formal recommendations for professional status are written by the Student Review Committee, which consists of four faculty members. The Administrative Assistant to the Academic Dean will refer the student's request to the chair of the Student Review Committee. The committee will review the student's records, including transcript, field education reports and faculty comments on the student's performance in courses. Evidence of financial irresponsibility in relation to the school may also be considered. On the basis of this review, a statement of evaluation will be written and sent to the officials indicated by the student. If necessary, the committee may consult other members of the faculty, including the Academic Dean.

Additional program information

Credit hours and contact hours

MTSO is on a semester system. Most courses are worth three semester hours and meet during a three-hour block of time once each week, Monday night through Thursday night. Biblical language courses meet in 90-minute blocks twice a week, and Field Education I meets once every two weeks for a full academic year. Each Fall and Spring semester, some courses are scheduled in a Friday-Saturday format. The January Term is a three-week session during which courses are offered in an intensive format. In the summer there are two separate three-week intensive sessions.

There are 35 contact hours for each three semester hour course. MTSO schedules each course at 170 minutes per week during the Fall and Spring semesters. This includes 150 minutes of class meeting time and 20 minutes of break. Contact hours are adjusted for courses that are less than three semester hours and courses taught during weekends or intensive sessions are scheduled accordingly. Students transferring credit from a quarter-hour school should be aware that for the transfer purposes, one quarter-hour is equivalent to 0.67 semester hours.

Exemption from required courses

Upon satisfactory completion of evaluative consultation and/or examination, students may substitute another course in a division for a required course. The examination/consultation will be administered by faculty members from the appropriate division of the school in consultation with the academic dean. Satisfactory completion will be noted on the transcript. This procedure does not entitle the student to academic credit, and no fees are charged.

Cross-cultural immersion requirement for Master of Divinity students

All students in the Master of Divinity program are required to complete CR-202, an immersion experience, in an approved cross-cultural setting. Completion requires participation in CR-201 and CR-203, both before and after the experience itself.

CR-201: Cross-Cultural Experience: Pre-Immersion Session (1 credit hour)

CR-202: Cross-Cultural Immersion Experience (2 credit hours)

CR-203: Cross-Cultural Experience: Post-Immersion Session (0 credit hours)

MTSO will coordinate at least two approved trips each year, usually in January or summer. Travel, lodging and additional expenses will apply, but can be offset via disbursement from a student's individual cross-cultural account. Consult the MTSO Business Office for more information on accessing these funds. There is also a separate handbook, the Cross-Cultural Immersion Course Student Handbook, which details specific policies related to the completion of the cross-cultural requirement. It is distributed to students at the point when they begin pre-immersion.

Cross-registration and the ecumenical context requirement

MTSO is a member, along with Trinity Lutheran Seminary and the Pontifical College Josephinum, of the Theological Consortium of Greater Columbus. All students are welcome to cross-register for courses at either member seminary in the consortium. In addition, the school has a relationship with two Ohio seminaries based in the Methodist tradition, United Theological

Seminary (UTS) and Payne Theological Seminary, which allows for cross-registration for courses among students at these schools, as well as through the Interprofessional Commission of Ohio (via The Ohio State University). Please note: UTS excludes online coursework from the cross-registration arrangement with MTSO. Tuition for cross-registered courses is paid to MTSO.

Students in the Master of Divinity program must complete the Ecumenical Context requirement, which means they are required to successfully complete at least one course (2 semester credit hours or more) at one of the non-United Methodist schools in the Theological Consortium of Greater Columbus, Payne Theological Seminary (in Wilberforce, Ohio), or through the Interprofessional Commission of Ohio. Transfer students from a non-United Methodist seminary have met this requirement based on their attendance at their former school. Students who attended Ecumenical Theological Seminary in Detroit have also met the ecumenical context requirement. Clinical Pastoral Education (CPE) does not count towards the ecumenical requirement.

The faculty has placed certain requirements and limitations on cross-registration:

1. MTSO students may cross-register for no more than 18 semester hours of academic credit.
2. No more than 6 semester hours may be taken in each of the following areas of the MTSO curriculum: Biblical studies; Historical Studies, Theological Studies (including Christian Ethics/Theology); and Practical Theology Studies. This limit does not include Biblical languages. Students should consult with their advisors to determine whether or not proposed courses intended for cross-registration are appropriate and/or fulfill degree requirements. If a student wishes to exceed these limitations, he/she must show cause in a petition presented to the Academic Dean.
3. Following matriculation at MTSO, students are required to take foundational courses (i.e. required and normally introductory-level courses) in all divisions at MTSO. Foundational courses include the following: CE-101, CH-101, CH-102, CT-149, HB-110, HM-300, NT-110, PC-100, PC-155, PT-100, WM-100, and any 200-level HB or NT course. Master of Divinity students may take one of the two required upper-level courses in the Biblical Studies Division in another Consortium school.
4. There is no limit to the number of courses a student may complete under the auspices of the Interprofessional Commission of Ohio at The Ohio State University. However, the Commission has established enrollment limits, by profession, for all the participant professional schools and the Theological Consortium of Greater Columbus. Therefore, there are limitations to registration by course.

Ecumenical Theological Seminary (ETS) registration

Additional opportunities are available through the Ecumenical Theological Seminary in Detroit. Unlike cross-registration arrangements detailed above, students must apply directly to ETS. Tuition for ETS courses is paid to ETS. Students entering MTSO through the previous ETS cooperative degree program (no longer in existence) must take half of their coursework at MTSO in order to receive an MTSO degree.

Students enrolled at MTSO who did not enter MTSO through the ETS cooperative degree program may apply up to three courses from ETS to their degree program at MTSO. The grades will count in the student's cumulative grade point average.

Once a student has been admitted to either MTSO or ETS, the following guidelines apply for taking courses. The "home" school is defined as the degree granting school.

Course eligibility

The courses that are eligible for cross-registration will be designated at the home school. The list of courses will be reviewed annually. ATS (Association of Theological Schools) procedures for the maximum credit allowed as transfer and/or cross-registration will be followed.

1. Select a course for cross-registration after referring to the most recent course schedule available from the school of host registration. Course schedules are listed on the Web site.
2. Complete and submit the cross-registration form to the Registrar of your home school.
3. Contact the financial aid director of your home school to ensure compliance under the consortium agreement.
4. The home and host schools need to approve the cross-registration in consultation with your advisor.
5. You will need to contact the host school to get the information about textbooks and assignments.

Clinical Pastoral Education

MTSO students may elect to complete a basic unit (400 clock hours) of Clinical Pastoral Education (CPE) for academic credit at a facility accredited by the Association for Clinical Pastoral Education (ACPE). A directory of facilities accredited by ACPE is available on the ACPE Web site, www.acpe.edu. More than 200 centers in North America are accredited by ACPE and available for CPE training. Several centers in the immediate area provide a rich variety of contexts and supervisory styles.

The 400-hour unit is completed through work as chaplains in hospitals, clinics or other institutions, under the close supervision of a trained chaplain/supervisor, with constant accountability to peers and other professionals in the institution. Past participants have found the CPE experience to be an intensive, sometimes emotionally challenging and frequently exhilarating occasion for learning. Here are only some of the powerful outcomes from CPE: honest feedback from fellow students and the chaplain or supervisor; increasing ability for self-disclosure; growing awareness of one's strengths as a person/pastor; and growing clarity about how one's faith as a pastor and as a person in crisis affects healing.

The clinical training movement has clearly proven itself to be in the mainstream of professional education for ministry. Independent of but in growing cooperation with seminaries, CPE is required of students by some denominations, judicatories and seminaries. CPE is not a requirement of MTSO for all programs but has strong faculty support as a vehicle through which many students may learn much about giving pastoral care. This support is evidenced by the school's policy of granting an amount of credit between 3 and 6 credit hours for the completion of a 400-hour unit of CPE with another 3 credit hours possible for an additional unit. This policy reflects respect for the academic and professional validity of CPE.

1. Students pursuing this opportunity must contact the facility directly and follow their procedures for application and admission. Once accepted, a copy of the acceptance letter must be provided to both the Office of the Registrar and the Business Office at MTSO.
2. Students register at MTSO for PC-110, Clinical Pastoral Education and pay tuition to MTSO. MTSO pays the fees charged by the facility, as long as they do not exceed the tuition charged by MTSO. The site's fees are paid upon receipt of an invoice in the MTSO Business Office. Students may apply for financial aid, following stated procedures and deadlines established by the Office of Admissions and Financial Aid.

3. MTSO will award between three and six credit hours for one basic unit of CPE. Credit is awarded once a copy of the final CPE evaluation is received in the Office of the Registrar. Students must request the evaluation from their clinical site. Once credit has been awarded for CPE, a student cannot receive additional CPE credit for the same unit in a subsequent term. CPE is normally graded on a pass/fail basis, but in special circumstances it may be possible to receive a letter grade after making prior arrangements with the CPE supervisor.

Field education

Students enrolled in Field Education can contact the Field Education Office for assistance in finding a Field Education position when they have completed one-third of their degree credit hours. Visit www.mtso.edu/academics/field-education for more information about Field Education and opportunities that are available.

Individual study

Senior students may petition the academic dean to register for an individual study. Students requesting permission for an individual study must have at least a 3.0 GPA, both overall and in courses from the division in which the individual study is proposed. Middler students seeking permission for an individual study must have at least a 3.3 GPA, both overall and in courses from the division in which the individual study is proposed. Junior students are not normally eligible to request permission for individual studies. Students are limited to only one individual study per term. Petitions for individual study are not usually permitted during the January or Summer terms, nor when they duplicate courses listed in the current catalog.

A student may register for an individual study course with a credit value between one and three credit hours, to be supervised by an MTSO faculty member under the following conditions:

The petition form for an individual study may be obtained in the Office of the Registrar or from www.mtso.edu. The student must plan the individual study with the faculty member who agrees to supervise the study. (Faculty members are not required to supervise individual studies and are not permitted to supervise more than two per term.) The student must complete the petition, and the supervising faculty member and the student's academic advisor must sign it. The petition must be accompanied by a timeline for work on the project. It must include a proposed schedule of meetings with the faculty supervisor, and a rationale for the number of credit hours requested (normally, one credit hour requires 45 hours of work). The petition must be presented to the Academic Dean for approval no later than one week following the registration period in the term preceding the proposed term of study, except for Fall Semester when petitions must be submitted by the Wednesday prior to the beginning of Fall term.

MTS thesis proposals

Students in the Master of Theological Studies degree program may elect to complete a thesis. The thesis course is three semester hours and generally counts as one of the courses in the MTS area of concentration. Students must complete the "Proposal for MTS Thesis Project" in conjunction with their advisor. Students may not register for thesis until it has been approved by the Dean.

Purpose: The purpose of the thesis project is to provide an opportunity for the student to engage in serious research in a focused area: to develop, in consultation with a faculty adviser, a research strategy, to demonstrate a mastery of some of the major sources and of significant issues in that area of study, and to articulate a coherent summary of that work with reasoned conclusions drawn from the study. It assumes previous concentrated study in the area of specialization. The student will work with a primary faculty supervisor in the course of the study. In addition, the

completed thesis will be reviewed by a second reader. The thesis is graded pass/fail. A GPA of at least 3.3 is required for participation in this program.

Proposal: The topic for the thesis should normally be identified in the second semester of the MTS program, thereby allowing the student to structure future classes around that topic (whenever possible). In any case, the topic must be identified early in the semester prior to enrolling for the thesis course. The form for the thesis proposal can be obtained from the Office of the Registrar. Proposals are normally 2-3 pages in length. A significant part of the proposal is the proposed bibliography. A thesis proposal must be approved by the faculty thesis supervisor, the student's faculty adviser, and the Academic Dean, and submitted to the Registrar one week before the beginning of the term during which the student is enrolled for the thesis. At the time of approval the Academic Dean will assign a secondary reader, list that person on the form, and notify the student and the thesis supervisor of the selection. Copies of the approved proposal will be sent to the student, the supervisor and the secondary reader.

Length and format: The thesis itself will normally be 40-50 pages in length (double-spaced), including citations and bibliography. The thesis is to be presented in Arial or Times New Roman font, 12 point, with the left margin 1.5 inches and all other margins 1 inch. Page numbers should be placed top right. Footnotes are to be used (not endnotes or in-text notes). The formatting of footnotes and bibliography should conform to *The Chicago Manual of Style*. The thesis should include a title page, an approval page for the signatures of the primary and secondary readers and the Academic Dean, table of contents, at least section headings, a bibliography of works cited and a bibliography of works consulted.

Timeline and consultation with the thesis supervisor: The thesis supervisor will provide the student with a timeline to follow. The process usually begins in the fall, with actual thesis registration in the following spring semester. Normally the student will consult with the supervisor at least four times in the process of research and writing. Additional meetings may be scheduled, as well as conversations with the secondary reader or other faculty--as faculty are able and willing.

Thesis colloquium: Approximately two weeks after submitting a finished draft of the thesis the student will schedule a colloquium with the two readers. (Others may be invited by the students, at his/her choice.) This is not to be understood as a "defense" of the thesis, since the assumption is not that original work will have been produced. It is intended to provide an opportunity for the student to discuss the work of the term and the thesis itself with faculty (and others), as a way to provide a fitting closure to the process.

Completion dates: A penultimate draft (i.e., a finished project, though still open to minor additions and/or changes) must be in the hands of the readers no later than three weeks before the end of the term in which the student anticipates graduation. The thesis colloquium will be scheduled by the student with the two readers normally during the last week of the term.

MTS students may have six calendar months from the end of the thesis completion term to complete a thesis, and must pay a continuation fee equivalent to the cost of one credit hour of enrollment.

Following approval by the primary and secondary readers and the Academic Dean, the student will present an unbound and signed copy of the thesis to the director of the MTSO Library, along with payment for binding services. A signature page template is available from the registrar.

Transfer of credit

Course credit earned at other seminaries accredited by the Association of Theological Schools and other graduate work from regionally accredited institutions can be transferred (with some limitations) if it is appropriate to the student's program at MTSO. An exception to this policy is

that Doctor of Ministry students may not normally receive transfer credit for courses completed prior to matriculation at MTSO. Receipt of an official transcript is an absolute requirement before transfer credit will be evaluated.

The amount of credit transferred will not exceed 50% of the number of credit hours required for completion of the student's academic program at MTSO. Students who enter a master's degree program at MTSO with an earned master's degree from an accredited theological school (MTSO or elsewhere) may transfer a maximum of 28 credit hours of appropriate credit from the earned degree to the MTSO program. Similarly, students enrolled in a dual degree program at MTSO can overlap a maximum of 28 credit hours between two programs.

Students who have completed a MTSO certificate program in Basic Theological Education, Deacon Studies, or Advanced Course of Study, may apply all of the credits from the certificate to their master's degree program at MTSO.

Credits transferred to MTSO will be listed on the student's transcripts as earned credit, with no letter grade assigned, and do not affect the grade point average at MTSO. A grade of "TR" will indicate transfer credit for each course. However, the student must have earned a grade of C or higher in order for a course to be transferred. Courses graded pass/fail may be transferred upon documentation that the passing grade is equivalent to C or higher. Courses completed 10 or more years prior to matriculation at MTSO will not be considered. Exceptions to normal transfer rules can be made by appealing to the Academic Dean.

Transfer credit should be requested from the Office of the Registrar prior to matriculation at MTSO. While scheduling classes, students should use the registrar's transfer credit evaluation in tandem with the guidance of the academic advisor. Once a student matriculates at MTSO, the following introductory courses must be completed at MTSO: CE-101, CH-101, CH-102, CT-149, HB-110, HM-300, NT-110, PC-100, PC-155, PT-100, WM-100, and a 200-level HB or NT course.

As stated above, Doctor of Ministry students cannot normally receive transfer credit for courses completed prior to matriculation at MTSO. However, after a D.Min. student matriculates, a maximum of 6 credit hours of doctoral level course work from other accredited institutions may be considered. Students must present a petition describing how the alternative courses will clearly and rationally substitute for MTSO's prescribed requirements and/or supplement an area of interest within the D.Min. specialization area that no course at MTSO will address. More information on D.Min. transfer policies is available in the Doctor of Ministry Handbook.

Credit from United Methodist Course of Study School or Advanced Course of Study

MTSO will award a maximum of 12 credit hours as a combined total for courses completed as part of the United Methodist Course of Study School or Advanced Course of Study. All other applicable standards for transfer of credit to MTSO remain in effect. Courses from the Course of Study School receive 0.75 credit hours in transfer for each course in which a grade of "high pass" (B-plus or above) was earned. Official COS and/or ACOS transcripts from Nashville must be provided to verify information. Courses from COS can only be used to fulfill electives in the student's academic program, and cannot replace required courses. ACOS courses that are recorded on a transcript by an accredited seminary can be considered separately under the normal standards for acceptance of transfer credit.

Auditing courses

Pastors and others are invited to audit master's level courses at a reduced cost from regular tuition. Full-time students, spouses of degree-seeking students, members of Parish Partner

churches, and current and retired employees of MTSO may audit one course per term at no charge. Senior citizens may audit at a discounted rate.

Auditors must fulfill the requirements for auditors as stated by the instructor of any course audited. These requirements may include readings, class attendance and other appropriate forms of participation. Auditors are neither required nor permitted to submit written work for evaluation, or to take examinations. If any assessment or evaluation is required, auditors must register, pay for full credit and be admitted by the school. Auditors cannot request at a later date to receive academic credit for courses audited.

Availability to audit individual courses is subject to change based on the enrollment of credit-seeking students. Course instructors reserve the right to limit or prohibit auditor participation in their courses. In accordance with the standards of accrediting organizations, the school places limits (no more than 20% of the total class enrollment) in each course on the number of auditors whose educational background would not qualify them for regular admission to graduate study. Doctor of Ministry courses are not open to auditors.

For information about auditing courses, please contact the Office of the Registrar. Currently enrolled students will follow normal registration procedures for auditing courses; others will be asked to complete a brief application. See the "Academic and residential fees for 2011-12" section of this catalog for the current auditing fees.

Academic calendars

2011-12 academic year

Fall Semester 2011

August 26	Fall Semester begins
August 29	New student orientation
September 2	Last day to add a class
September 5	Labor Day (no classes)
September 9	Last day to declare pass/fail status
September 26-30	Last week to drop a class and receive a refund
October 18-21	Midterm Recess (only Monday classes meet)
November 7-18	Registration for January and Spring
November 21-25	Thanksgiving Break
December 9	Last day of regularly scheduled classes
December 12-16	Final Exam Week
December 16	Last day of Fall Semester
December 23	Fall grades due to registrar by noon
December 17 – Jan. 1	Christmas Recess (no classes)

January Term 2012

January 2	January Term begins
January 16	Martin Luther King Jr. Day (no classes)
January 21	Last day of January Term
January 23-27	Recess between terms
February 13	January Term grades due to registrar by noon

Spring Semester 2012

January 27	Spring Semester begins
January 30	New student orientation
February 3	Last day to add classes
February 10	Last day to declare pass/fail status
February 27-March 2	Last week to drop a class and receive a refund
March 26-April 6	Midterm Recess and Holy Week Break (no classes)
April 8	Easter
April 9-20	Registration for Summer and Fall
May 11	Last day of regularly scheduled classes
May 14-18	Final Exam Week
May 18	Last day of Spring Semester
May 18	Graduating senior grades due to registrar by noon
May 19	Commencement
May 25	Spring grades due to registrar by noon

Summer 2012 – Term 1

June 25	Summer Term 1 begins
July 4	Independence Day (no classes)
July 13	Last day of Summer Term 1
August 17	Summer Term 1 grades due to registrar by noon

Summer 2012 – Term 2

July 16	Summer Term 2 begins
August 3	Last day of Summer Term 2
September 7	Summer Term 2 grades due to registrar by noon

2012-13 academic year

Fall Semester 2012

August 24	Fall Semester begins
August 27	New student orientation
August 31	Last day to add a class
September 3	Labor Day (no classes)
September 7	Last day to declare pass/fail status
September 24-28	Last week to drop a class and receive a refund
October 16-19	Midterm Recess (only Monday classes meet)
November 5-16	Registration for January and Spring
November 19-23	Thanksgiving Break
December 7	Last day of regularly scheduled classes
December 10-14	Final Exam Week
December 14	Last day of Fall Semester
December 21	Fall grades due to registrar by noon
December 24 – Jan. 1	Christmas Recess (no classes)

January Term 2013

January 2	January Term begins
January 21	Martin Luther King Jr. Day (no classes)
January 23	Last day of January Term
January 24-25	Recess between terms
February 13	January Term grades due to registrar by noon

Spring Semester 2013

January 25	Spring Semester begins
January 28	New student orientation
February 1	Last day to add classes
February 8	Last day to declare pass/fail status
February 25-29	Last week to drop a class and receive a refund
March 18-29	Midterm Recess and Holy Week Break (no classes)
March 31	Easter
April 8-19	Registration for Summer and Fall
May 10	Last day of regularly scheduled classes
May 13-17	Final Exam Week
May 17	Last day of Spring Semester
May 17	Graduating senior grades due to registrar by noon
May 18	Commencement
May 24	Spring grades due to registrar by noon

Summer 2013 – Term 1

July 1	Summer Term 1 begins
July 4	Independence Day (no classes)
July 19	Last day of Summer Term 1
August 23	Summer Term 1 grades due to registrar by noon

Summer 2013 – Term 2

July 22	Summer Term 2 begins
August 9	Last day of Summer Term 2
September 13	Summer Term 2 grades due to registrar by noon

Degree requirements

Master of Divinity

Mission and goals

We live in a rapidly changing and complex world in need of the reconciling love of God and the liberating message of the gospel. The Master of Divinity program prepares persons who will seek, embody and proclaim God's good news that liberates individuals and communities from brokenness whose sources may be personal or systemic. The program prepares students to practice and lead theological reflection with others in ways that promote ministries of personal wholeness, faithful and hospitable community, and justice - each of which transforms those involved.

1. Graduates will be able to understand, appreciate and respectfully interpret our Christian heritage so it becomes a compelling and transformative vision for the present.
2. Graduates will provide theological leadership to critically engage the contemporary world.
3. Graduates will grow in God's grace personally and spiritually so as to be of prophetic service to church and world.
4. Graduates will develop practices of theological reflection, worship, prophetic leadership and ministerial empowerment appropriate to congregational, denominational and public contexts.

Degree requirements

Master of Divinity students must successfully complete 86 credit hours for graduation with a 2.50 cumulative grade point average. Students must also complete the Ecumenical Context requirement, which means they are required to successfully complete at least one course (two semester credit hours or more) at one of the other schools in the Theological Consortium of Greater Columbus, Payne Theological Seminary (in Wilberforce, Ohio) or the Ecumenical Theological Seminary (in Detroit). More information on the Ecumenical Context requirement and the limitations and requirements of cross-registration is listed in the Academic Policies section of this catalog and in the Student Handbook.

Students should follow one of the six advising sheets when choosing the electives for their M.Div. program. Depending on vocational goals for ordination or community service, different electives may be recommended. The following advising sheets are available from the registrar's office and can be found on the MTSO website.

- Ordination in the United Methodist Church
- Ordination in the United Methodist Church with focus in Biblical Languages
- Ordination in the United Church of Christ
- Ordination in the Presbyterian Church (U.S.A.)
- Ordination (for most other denominations)
- Community Ministry and Non-Profit Organizations

United Methodist students preparing for ordination are encouraged to take courses that meet denominational requirements. Students should check with their annual conference regarding commissioning requirements and eligibility. **In many cases it may be required that two-thirds or all three of the denominational courses must be completed prior to the interview.** These courses are listed in the free electives section below.

Students from denominations other than United Methodist may be able to complete courses in the polity, history and/or doctrine of their denominations at MTSO. Students are encouraged to consult the academic dean regarding special course work for denominational requirements.

All students should seek counsel regarding these requirements in relation to their own study.

Division and course requirements

Integrative Courses (8 credit hours)

1. ES-100, Educated Spirit, must be completed within the first two semesters of enrollment (2 credit hours).
2. CR-201, CR-202 and CR-203, Cross-Cultural Immersion Experience (3 credit hours total). This will be an immersion experience for academic credit of approximately 14 days in an approved cross-cultural setting, with several pre-immersion and post-immersion sessions.
3. FE 475A and B, Field Education I (1.5 hours per semester, 3 credit hours total).

Classical Studies (36 credit hours)

1. CE-101, Introduction to Christian Ethics (3 credit hours)
2. CH-1XX, Any 100-level Church History course (3 credit hours)
3. CT-149, Introduction to Theology (3 credit hours)
4. HB-110, Introduction to the Hebrew Bible (3 credit hours)
5. NT-110, Introduction to the New Testament (3 credit hours)
6. SR-1XX, Any 100-level Study of Religion course (3 credit hours)
7. Classical division electives, to be chosen based on denominational or professional recommendations in consultation with a student's academic advisor (18 hours)

Practical Theology Studies (18 credit hours)

1. HM-300, Introduction to Homiletics (3 credit hours)
2. PC-100, Foundations for Pastoral Care (3 credit hours)
3. PT-100, Leadership, Learning, and Community Formation (3 credit hours)
4. Spirituality - choose one course from: ME-075, Spirituality for Ministry; PT-250, Spiritual Formation and Social Change; or PT-263, Spirituality (3 credit hours)
5. WM-100, Introduction to Worship and Music (3 credit hours)
6. Practical Theology division elective, to be chosen based on denominational or professional recommendations in consultation with a student's academic advisor (3 credit hours)

Free Electives (24 credit hours)

Students should consult the advising sheet most appropriate to their denominational or professional goals for recommendations on electives. For example, students in some denominations may be required to take courses in Church Leadership, Clinical Pastoral Education, or Biblical Languages.

Courses required for ordination in The United Methodist Church that do not meet degree requirements as listed above will serve as free electives in a student's Master of Divinity program. Thus, a United Methodist student may choose to take the following courses as free electives:

1. DS-360, United Methodist History (2 credit hours)
2. DS-365, United Methodist Doctrine (2 credit hours)
3. DS-370, United Methodist Polity (2 credit hours)
4. ME-162, Mission of the Church in the Contemporary World, or ME-163, Mission of the Church in a Multicultural Society, or ME-170, Mission of the Church in Global Context (3 credit hours each)
5. ME-171, The Ministry of Evangelism: Theology and Practice, or ME-173, Biblical Paradigms for the Practice of Evangelism (3 credit hours each)

Master of Divinity with a specialization

Students who wish to pursue a specialization within the Master of Divinity degree must have a conference with the faculty member primarily responsible for that specialization before registering for the third course required in the specialization. Specializations must be officially declared with the Office of the Registrar.

Declaring a specialization with the Master of Divinity degree means committing 12 credit hours to study in one of the six specialization areas listed below. Some overlap between specialization courses and division electives is permitted, but students may not use the same course for both a named division requirement and for the specialization. For all specializations, an integrative project or paper is also required. This project or paper is normally completed in conjunction with the final course for the specialization. Some specializations also require that the student's Field Education placement takes place in an approved setting appropriate to the specialization area.

Specialization in Black Church and African Diaspora Studies

This specialization will do two things. First, it will prepare students to lead within black church traditions. Students will study how to integrate classical and practical theological disciplines from the vantage point of black church traditions. Second, it will equip students with a greater understanding of the diverse experiences and heritages of peoples of African descent. Students will increase their appreciation of the work of justice and understanding across differences, and the contributions of heritages stemming from Africa to the church.

Choose 12 hours from the following list of courses:

- CE-210A, Great Ethicists: Martin Luther King Jr.
- CE-245, Feminist and Womanist Ethics
- CE-259, The Church and Race
- CH-334, African-American Religious History
- ED-155, Christian Education in the Urban Church
- HB-380, Race, Gender, and Power in the Hebrew Bible
- HB/NT/HM-435, The Bible and Preaching in the African-American Tradition
- PC-260, African-American Pastoral Care
- PT-211/CH 311, Howard Thurman
- SR-252, Christian-Muslim Relations
- WM-220, African-American Christian Worship

Specialization in Ecology and Social Change

Out of love and respect for future generations, religious leaders need to provide those they serve with a theological framework for resisting greed, gluttony and the destruction of resources. This specialization equips students to lead others in developing economic, political, social, and technological lifestyles for a more ecologically equitable and sustainable world leading to a higher quality of life for all of God's creation.

Choose 12 hours from the following list of courses:

- CH-336, Julian of Norwich
- CH-367, The Social Gospel Movement
- ED-220, Ecological Religious Education
- HB-315, Genesis
- PT-220, Food, Land and Faith Formation
- PT-230, Practical Theology and Ecology
- PT-250, Spirituality and Social Change
- PT/WM-260, Worship, Ecology and Social Justice
- PT-333, Celtic Spirituality
- PT-340, Dialogues in Faith and Science

Specialization in Feminist and Womanist Studies

The specialization provides the theological and ethical frameworks for social change from women's socioeconomic locations and perspectives. Studies will put emphasis on particularity and diversity. To meet the requirement for this specialization, students will complete four courses from the list below, through which they will study women's roles, social locations and voices.

Choose 12 hours from the following list of courses:

- CE-220C, Contemporary Moral Issues: Human Trafficking
- CE-245, Feminist and Womanist Ethics
- CH-322, Christianity and Social Issues in the U.S.A.
- CL/CE 275, Women and the Ethics of Leadership
- CT-259, Gender, Sin and Addiction
- CT-331, Gender and Theology
- HB-380, Race, Gender and Power in the Hebrew Bible
- NT/SR-230, Gender in Ancient Religion
- PC-321, Gender, Culture and Pastoral Counseling
- WM-240, Feminist, Womanist, and Mujerista Perspectives on Worship

Specialization in Interreligious Contexts

We live in an increasingly multi-religious country. Our diversity requires leaders who will promote positive religious interaction while maintaining the integrity of their own faith traditions. This specialization will equip students to provide leadership in congregational and community settings, with a particular focus on interaction with the broader religious population.

Field Education: The student's Field Education experience should include some aspect of leadership work in an interreligious setting.

Cross Cultural Requirement: When completing the cross cultural requirement, student shall give special attention to exposure to another religious context. Assignments submitted shall also give evidence of engagement with multi-religious issues.

Choose 12 hours from the following list of courses:

- Choose two courses from this list, one of which must be a 200 level course. If a 100 level course is chosen, it cannot also be used to meet the foundational requirement in the Study of Religion and Interreligious Relations):
 - HB/NT/SR-245, Introduction to Rabbinic Literature
 - NT/SR-230, Gender in Ancient Religion

- SR-111, Interreligious Relations
- SR-150, Introduction to World Religions
- SR-153, Multi Religious America
- SR-252, Christian- Muslim Relations
- SR-254, Comparative Study of Religious Ethics
- SR-255, Abrahamic Faiths
- SR-257, Perspectives on Buddhism
- SR-258, Perspectives on Islam
- Choose two courses from this list:
 - CE-280, Religion and Society
 - CH-340, Holocaust Roots, Realities, and Ramifications
 - ED-280, Educating for Peace and Justice
 - HB/NT-241, Dead Sea Scrolls
 - ME-163, The Mission of Church in a Multicultural Society
 - PC-311, Multicultural Perspectives and Issues in Pastoral Counseling

Specialization in Spirituality

This specialization will prepare students to provide more informed spiritual leadership and a more nuanced approach to the care of souls in their place of ministry. They will examine in depth the lived experience of belief, with specific attention to the exploration of spiritual teachings and devotional practices as they are understood and practiced in diverse cultural communities and historical contexts.

Choose 12 hours from the following list of courses:

- CH-329, History of Christian Spirituality (required)
- One of the following courses:
 - CH/WM-312, History of Christian Worship
 - CH-336, Julian of Norwich
 - CH-345, Spiritual Autobiography in the Wesleyan Tradition
 - CH-365, Wesleyan Spirituality
 - CT-334, Theology and Culture
 - HB-360, Psalms
- One of the following courses:
 - ED-230, Intimacy, Vocation and Community: Ministry with Young Adults
 - PC/ED-213, Theories of the Development of the Self and the Life-Cycle
 - PT-250, Spiritual Formation and Social Change
 - PT-333, Celtic Spirituality
 - WM-220, African-American Christian Worship
- One of the following courses (or combination of courses):
 - HM-434, Spirituality as a Foundation for Preaching
 - ME-075, Spirituality for Ministry
 - PC-356, Spiritual Dimensions of Illness and Recovery PLUS PC-372, Integrating Spirituality and Pastoral Care
 - PT-263, Spirituality
 - WM-280, Liturgical Prayer PLUS WM-008, Congregational Song
 - WM/ED-354, Sacraments of Initiation and Eucharist

Specialization in Youth and Young Adult Ministry

The specialization equips students to understand the religious, spiritual, cultural, economic and developmental contexts for youth and young adults. Pastors, youth ministers and community

youth workers will learn to construct spaces for adolescent and young adult faith joining with them in establishing practices for lifelong faith.

Choose 12 hours from the following list of courses:

- Two of the following courses:
 - ED-111, Ministry with/for/by Youth
 - ED-112, Adolescent World
 - ED-230, Intimacy, Vocation and Community: Ministry with Young Adults
 - PT-220, Food, Land and Faith Formation
- One of the following courses or combination of courses:
 - ME-163, Mission of the Church in a Multicultural Society
 - PC/ED-213, Theories of the Development of the Self and of the Life Cycle
 - PC-371, Grief Care and Counseling (1.5 credit hours) PLUS PC-385, Counseling Interventions with Troubled Youth (1.5 credit hours)
 - PT-250, Spirituality and Social Change
 - WM/ED-354, Sacraments of Initiation and Eucharist
- One of the following courses:
 - CE-220c, Contemporary Moral Issues: Human Trafficking
 - CE-240, Ethics of Sex
 - CH-322, Christianity and Social Issues in the USA
 - CH-367, The Social Gospel Movement
 - CT-334, Theology and Culture
 - HB-380, Race, Gender and Power in the Hebrew Bible
 - NT/SR-230, Gender in Ancient Religion

Master of Arts in Practical Theology

Mission and goals

Faith communities are in need of ethical religious educators who honor the past, are curious about the present and creatively envision possible futures. By nurturing personal and public liberating Christian faith, the MAPT program seeks to equip persons to provide leadership for the formation and transformation of individuals and communities. By cultivating abilities for negotiating the dynamic interplay between Christian heritage, congregational culture and contemporary society; between theological, educational and social-science disciplines; and between the diversities of human and creaturely existence, the MAPT program offers formation for the next generation of practical theologians.

1. Graduates will be prepared for leading communities of faithful change.
2. Graduates will be able to negotiate human differences in the formative ecologies of faith communities in ways that foster liberating personal and corporate Christian faith.
3. Graduates will embrace a lifelong commitment to processes that lead to authentic self-understanding and honest theological reflection for themselves and their communities.

Degree requirements

The MAPT degree requires completion of 59 credit hours and a cumulative grade point average of 2.50.

Course requirements

Educated Spirit (2 credit hours)

1. ES-100, Educated Spirit, must be completed within the first two semesters of enrollment.

Classical Division Core (18 credit hours)

1. CE-101, Introduction to Christian Ethics (3 credit hours)
2. CH-1XX, Any 100-level Church History course (3 credit hours)
3. CT-149, Introduction to Theology (3 credit hours)
4. CT-2XX, Any 200-level Christian Theology course (3 credit hours)
5. HB-110, Introduction to the Hebrew Bible (3 credit hours)
6. NT-110, Introduction to the New Testament (3 credit hours)

Practical Theology Core (9 credit hours)

1. PT-100, Leadership, Learning and Community Formation (3 credit hours)
2. PT-101, Theology and Practices of Ministry (3 credit hours)
3. Choose one from the following list:
 - CR-201, CR-202, CR-203, Cross Cultural Immersion (3 credit hours total)
 - ME-170, Mission of the Church in Global Context (3 credit hours)
 - PT-120, Being with the Poor, (3 credit hours)

Specializations (12 credit hours)

Choose one specialization and choose 12 credit hours from the list of courses applicable to that specialization. Specializations must be declared through the registrar's office.

Electives (12 credit hours)

MAPT students may choose an additional 12 credit hours of electives from any division. Denominational requirements, such as United Methodist requirements for ordination as a Deacon, may fit in this area. Students should check with their annual conference regarding commissioning requirements and eligibility. **In many cases it may be required that two-thirds or all three of the denominational courses must be completed prior to the interview.**

United Methodist students may choose to take the following courses as electives:

1. DS-360, United Methodist History (2 credit hours)
2. DS-365, United Methodist Doctrine (2 credit hours)
3. DS-370, United Methodist Polity (2 credit hours)
4. ME-162, Mission of the Church in the Contemporary World, or ME-163, Mission of the Church in a Multicultural Society, or ME-170, Mission of the Church in Global Context (3 credit hours each) (Note: ME-170 may be counted in the Practical Theology Core.)
5. ME-171, The Ministry of Evangelism: Theology and Practice, or ME-173, Biblical Paradigms for the Practice of Evangelism (3 credit hours each)

FE-475A and FE-475B, Field Education (3 credit hours total)

PT-470, Integrative Public Project Seminar (3 credit hours)

Recommended to be taken in the final semester of enrollment, but only after the accumulation of at least 36 semester hours.

Master of Arts in Practical Theology specializations

Specialization in Ecology and Justice

The Ecology and Justice specialization constructs a foundation in practical theology for engaging systems that support thriving of life for future generations. Students will be equipped to seek ways for answering a call to be in gracious and wise relationships with fellow creatures in shared contexts in the natural world. Choose 12 credit hours from the following list of courses.

- CE-261, Christian Social Ethics
- CL-300, Leading Transformational Change
- ED-220, Ecological Religious Education
- PT-220, Food, Land, and Faith Formation
- PT-230, Practical Theology and Ecology
- PT-250, Spirituality and Social Change
- PT/WM-260, Worship, Ecology and Social Change
- PT-340, Dialogues in Faith and Science

Specialization in Parish and Community Ministry

Significant challenges arising from human desire and differences exist in parish and community ministries. Students in this specialization will learn educational and leadership practices enabling them to serve communities of faithful change. Graduates are prepared for a lifelong commitment to authentic self-understanding and honest theological reflection that will ground their teaching and leadership in their contexts of service. Choose 12 credit hours from the following list of courses. (ME-170 or PT-120 may not be used if it is also use in the MAPT core requirements.)

- CH-367, The Social Gospel Movement
- CL-200, Church Growth with Integrity
- CL-250, Conflict Management
- CT-258, Doctrine of the Church
- ED-155, Christian Education in the Urban Church
- ED-277, Curriculum and Life Concerns
- HB-380, Race, Gender and Power in the Hebrew Bible
- ME-162, Mission of the Church in the Contemporary World
- ME-163, Mission of the Church in a Multicultural Society
- ME-170, Mission of the Church in Global Context
- NT/SR-230, Gender in Ancient Religion
- NT-327, The Corinthian Correspondence
- PC-100, Foundations for Pastoral Care and Counseling
- PT-120, Being with the Poor
- PT-121, Congregations and Communities as Partners in Ministry with the Poor
- PT-250, Spiritual Formation and Social Change
- SR-153, Multi-Religious America

Specialization in Spiritual Formation and Small Group Ministry

Spiritual teachings and devotional practices are central to the life of faith. The focus of this specialization is to prepare students provide informed spiritual leadership and a nuanced approach to the care of souls. Graduates are equipped to offer guidance for the spiritual formation of individuals and diverse communities in ways that honor those who have

throughout history sought the creative activity of God's Holy Spirit. Choose 12 credit hours from the following list of courses.

- CH-329, History of Christian Spirituality
- CH-365, Wesleyan Spirituality
- ME-075, Spirituality for Ministry
- NT/SR-230, Gender in Ancient Religion
- PC/ED-213, Theories of the Development of the Self and the Life-Cycle
- PC-265, Pastoral & Psychological Facilitation of Forgiveness
- PC-356, Spiritual Dimensions of Illness and Recovery PLUS PC-372, Integrating Spirituality and Pastoral Care (3 credit hours total)
- PT-211/CH-311, Howard Thurman
- PT-250, Spiritual Formation and Social Change
- PT-263, Spirituality
- PT-333, Celtic Spirituality
- WM-280, Liturgical Prayer PLUS WM-008, Congregational Song (3 credit hours total)
- WM/ED-354, Sacraments of Initiation and Eucharist

Specialization in Youth and Young Adult Ministry

The specialization equips students to understand the religious, spiritual, cultural, economic and developmental contexts of youth and young adults. Students will learn to construct spaces for adolescents and young adults to continue on a journey of lifelong faith. Graduates will form ministries that invite young people into companionship with the generations who have gone before and as pilgrims leading generations to follow. Choose 12 credit hours from the following list of courses.

- CT-334, Theology and Culture
- CT-340, Theology and Film
- ED-111, Ministry with/for/by Youth
- ED-112, Adolescent World
- ED-230, Intimacy, Vocation and Community: Ministry with Young Adults
- ED-270, Teaching and Learning
- ED-277, Curriculum and the Life Concerns of People
- ED-296, Children and the Church
- ED-298, Intergenerational Ministries
- PC/ED-213, Theories of the Development of the Self and of the Life Cycle
- PC-385, Counseling Interventions with Troubled Youth PLUS PC-372, Integrating Spirituality and Pastoral Care (3 credit hours total)
- PT-220, Food Land and Faith Formation

Master of Theological Studies

Mission and goals

The MTS provides a broad foundation in the basic theological disciplines: Bible, Church History, Study of Religion and Interreligious Relations, Theology and Ethics. Beyond the introductory levels of these disciplines, MTS students are required to concentrate in one field and achieve sufficient depth to read its literature with understanding, to intelligently discuss the major topics of that discipline, and to conduct relevant research, writing and nonprofessional teaching at a competent level.

1. Graduates will understand basic issues of biblical authority, hermeneutics and exegetical method, and acquire knowledge of particular biblical content.
2. Graduates will have developed a functional and effective appreciation for the evolution of the Christian tradition in its councils, creeds, institutions, formative figures and insights of faith.
3. Graduates will understand the distinctive character of theological study, its methods, its traditions and some current proposals for reinterpretation.
4. Graduates will be able to reflect upon the principles of Christian character and conduct as they have evolved in dialogue with other approaches to ethics and as they apply to contemporary problems.

Transfer of non-theological graduate credit

MTS students who have previously attended a non-theological graduate school may transfer up to 6 credit hours for courses which clearly and rationally relate to their declared area of concentration.

Degree requirements

MTS students must complete 56 credit hours with a cumulative grade point average of 2.50. Within the required 56 credit hours, a concentration of 12 credit hours is required.

Division and course requirements

Educated Spirit (2 credit hours)

1. ES-100, Educated Spirit, must be completed within the first two semesters of enrollment.

Biblical Studies (12 credit hours)

1. HB-110, Introduction to the Hebrew Bible (3 credit hours)
2. NT-110, Introduction to the New Testament (3 credit hours)
3. Any HB or NT 200-level course (3 credit hours)
4. One additional course in Biblical Studies (3 credit hours)

Historical Studies (6 credit hours)

1. CH-1XX, Any 100-level Church History course (3 credit hours)
2. One additional course in Historical Studies (3 credit hours)

Theological Studies (12 credit hours)

1. CT-149, Introduction to Theology (3 credit hours)
2. Any 200-level course in Christian Theology (3 credit hours)
3. CE-101, Introduction to Christian Ethics (3 credit hours)
4. Any 200-level course in Christian Ethics (3 credit hours)

Study of Religion and Interreligious Relations (3 credit hours)

1. One course from this division (3 credit hours)

Concentration (12 credit hours)

The MTS concentration requires 12 additional credit hours, comprised of courses numbered at the 200 level or higher, in one of these areas: Biblical Studies, Historical Studies, or Theological Studies. MTS students must declare an area of concentration after completing 18 credit hours in the program. Students may change the area of concentration at any time but cannot graduate until all requirements of the degree have been completed.

MTS students who want to concentrate in Biblical Studies may count biblical language courses either as concentration or as elective units.

Thesis option

With approval of the academic advisor and the academic dean, MTS students may contract with a faculty member to supervise the writing of a thesis to comprise 3 credit hours in the area of concentration. Following the approval of a proposal for a thesis, students may enroll in CH, CE, CT, HB, or NT-600, Master of Theological Studies Thesis, for 3 credit hours. The thesis or exam will be graded on a pass/fail basis. More information about the MTS thesis option is available in the MTSO Student Handbook.

Electives (9 credit hours)

Six of these credit hours may be taken within the Practical Theology Division. The remaining three credit hours must be chosen from courses in the Classical Division.

Master of Arts in Counseling Ministries

Mission and goals

Life is sacred. Human problems are complex. Transformation requires wisdom, love and hope. The MACM program seeks to equip persons with broad theological foundations, psychological and behavioral-sciences grounding, and counseling skills to help troubled persons, families and communities find meaning, healing and growth.

1. Graduates will have knowledge of major theories of counseling and psychotherapy, and psychosocial and life-cycle-development concepts.
2. Graduates will have the ability to integrate psychological and behavioral sciences with the wisdom from religion/spirituality in the therapeutic process.
3. Graduates will have the ability to utilize the DSM IV-TR and developmental theory to diagnostically relate to and therapeutically respond to a variety of clients.
4. Graduates will have awareness and sensitivity to multicultural dynamics and issues of difference (race, gender, age, economics etc.).

Degree requirements

The degree requires the completion of 58 credit hours for Track I, 59.5 credit hours for Track II, and 82 credit hours for Track III. All tracks also require a cumulative grade point average of 2.50 and seven courses (19 credit hours) that constitute a theological core. They are:

1. ES-100, Educated Spirit (1 credit hour)
2. HB-110, Introduction to the Hebrew Bible (3 credit hours)
3. NT-110, Introduction to the New Testament (3 credit hours)
4. CH-101, Survey of Global Christian History or CH-102, History of U.S. Christianity (3 credit hours)
5. CE-101, Introduction to Christian Ethics (3 credit hours)
6. CT-149, Introduction to Theology (3 credit hours)
7. CT-259, Gender, Sin and Addiction (3 credit hours)

Students in Tracks II or III may substitute, with their advisor's permission, Study of Religion and Interreligious Relations courses SR-111, SR-150 or SR-153 for HB-110, CH-101 or 102, or CE-101. Only one substitution of this kind is permitted, and this substitution is not allowed in the dual M.Div./MACM degrees.

Track I – Pastoral Care and Counseling

The Pastoral Care and Counseling track provides grounding in the theory and practice of pastoral care and counseling and also allows students to choose special areas of study through the judicious use of electives. The 39 credit hours of the professional core are distributed as follows:

1. PC-100, Foundations for Pastoral Care (3 credit hours)
2. PC-110, Clinical Pastoral Education (2 CPE units -9 credit hours)
3. PC-231, Assessment and Appraisal of Individuals in Counseling (3 credit hours)
4. PC-240, Theories of Counseling and Psychotherapy I (3 credit hours)
5. PC-280, Psychopathology for Counselors or PC-384, Evaluation of Mental and Emotional Disorders (3 credit hours)
6. PC-400, Supervised Clinical Practicum (3 credit hours)
7. Free elective (3 credit hours)
8. Limited electives from courses in the Pastoral Care department, numbered at the 200 level or higher (12 credit hours)

With the approval of the MACM program director, counseling courses at Trinity Lutheran Seminary or Pontifical College Josephinum may be included in the 12 credit hours of limited electives.

Track II – Addiction Counseling

The MACM Addiction Counseling track fulfills the 270 clock hours of chemical dependency-specific education, which is part of the Licensed Chemical Dependency Counselor requirements set by the Ohio Chemical Dependency Professionals Board. Post-graduation eligibility for licensure requirements include: related work experience (a master's degree in a behavioral science may be substituted for 2,000 hours of work experience); and successful completion of the AODA written examination and the case presentation (CPM) examination. For this track the following courses are required (40.5 credit hours):

1. PC-155, Introduction to Chemical Dependency Ministries (3 credit hours)
2. PC/ED-213, Theories of the Development of Self and the Life Cycle (3 credit hours)
3. PC-220, Family Systems Therapy (2 credit hours)
4. PC-230, Research Methods for Counselors (3 credit hours)
5. PC-231, Assessment and Appraisal of Individuals in Counseling (3 credit hours)
6. PC-240, Theories of Counseling and Psychotherapy I (3 credit hours)
7. PC-255, Alcoholism and Other Addiction Counseling (3 credit hours)
8. PC-256, Group Therapy I (2 credit hours)
9. PC-258, Group Therapy II (2 credit hours)
10. PC-280, Psychopathology for Counselors (3 credit hours)
11. PC-311, Multicultural Perspectives and Issues in Pastoral Counseling (3 credit hours)
12. PC-331, Life Planning Assessment and Career Development (3 credit hours)
13. PC-340, Theories of Counseling and Psychotherapy II (3 credit hours)
14. PC-356, Spiritual Dimensions of Illness and Recovery (1.5 credit hours)
15. PC-400, Supervised Clinical Practicum (3 credit hours)

Track III – Pastoral and Professional Counseling

Track III totals 82 credit hours and is intended for those who wish to pursue careers as professional counselors. Track III leads to eligibility to apply to the Professional Counselor Licensing Board for permission to take the licensing examination. For this track the following courses are required (63 credit hours):

1. PC-100, Foundations of Pastoral Care (3 credit hours)
2. PC-155, Introduction to Chemical Dependency Ministries (3 credit hours)
3. PC/ED-213, Theories of the Development of Self and the Life Cycle (3 credit hours)
4. PC-220, Family Systems Therapy (2 credit hours)
5. PC-230, Research Methods for Counselors (3 credit hours)
6. PC-231, Assessment and Appraisal of Individuals in Counseling (3 credit hours)
7. PC-240, Theories of Counseling and Psychotherapy I (3 credit hours)
8. PC-255, Alcoholism and Other Addiction Counseling (3 credit hours)
9. PC-256, Group Therapy I (2 credit hours)
10. PC-258, Group Therapy II (2 credit hours)
11. PC-280, Psychopathology for Counselors (3 credit hours)
12. PC-311, Multicultural Perspectives and Issues in Pastoral Counseling (3 credit hours)
13. PC-331, Life Planning Assessment and Career Development (3 credit hours)
14. PC-340, Theories of Counseling and Psychotherapy II (3 credit hours)
15. Three hours from one of the following choices:
 - a. PC-371, Grief Care and Counseling (3 credit hours)
 - b. PC-272, Trauma and Narrative Counseling (3 credit hours)
 - c. PC-371, Grief Care and Counseling (1.5 credit hours) PLUS PC-372, Integrating Spirituality and Pastoral Care (1.5 credit hours)
 - d. PC-371, Grief Care and Counseling (1.5 credit hours) PLUS PC-385, Counseling Interventions with Troubled Youth (1.5 credit hours)
16. PC-380, Professional Counselor Practices (3 credit hours)
17. PC-382, Diagnosis of Mental and Emotional Disorders (3 credit hours)
18. PC-383, Treatment of Mental and Emotional Disorders (3 credit hours)
19. PC-384, Evaluation of Mental and Emotional Disorders (3 credit hours)
20. PC-405, Supervised Practicum (3 credit hours)
21. PC-410, Supervised Clinical Internship (6 credit hours). This is a 600-credit-hour internship that must be completed over the course of at least two consecutive academic terms.

Dual degree programs

Students may combine any of the four master's degrees to form a dual degree. Dual degrees are normally completed together and students who complete two degrees will receive two diplomas. Generally there is an overlap of approximately 28 semester hours of shared courses between the two degrees. There are some instances where overlap will not be permitted depending upon course choices in specializations and concentrations. For specifics on degree requirements for any of the dual degree combinations, please contact the registrar's office.

Doctor of Ministry

Methodist Theological School in Ohio and Trinity Lutheran Seminary offer a joint Doctor of Ministry program. MTSO students earn their D.Min. from MTSO but have the benefit of studying with both schools' faculties. This partnership widens the scope of the degree ecumenically in terms of teaching and learning opportunities. The D.Min. mission, goals and requirements are the same for all participants.

Mission and goals

In an era of cultural and ecclesial change, the Doctor of Ministry degree at MTSO seeks to provide the church with transformative leaders equipped with advanced skills for critically and theologically engaging issues and their contexts in ways that contribute to vital faith communities and institutions.

1. Graduates will have a broad understanding of contemporary issues in the theology and practices of ministry.
2. Graduates will achieve sufficient expertise in a specialized area of ministry to provide transformative leadership, pastoral care, or preaching in that area.
3. Graduates will have an ethical and collaborative understanding of change dynamics.
4. Graduates will demonstrate expertise in discerning critical ministry issues in a local setting and devising appropriate means for intervention and change.

Degree requirements

The degree requires 31 credit hours and a cumulative grade point average of 3.00. The specific courses which constitute the various phases of the D.Min. program are listed below by number. Please refer to the Course Descriptions section for descriptions of the courses listed below.

Course requirements

Core courses

Core courses provide opportunities to update degree candidates on developments in various fields of study, further develop theological reflection, and provide a shared theological context and vocabulary for each matriculating class. Each course addresses a significant tension/ dialectic facing both academic disciplines and ministry contexts. D.Min. students must complete three core courses (9 credit hours):

1. DM-901, Continuity and Change (3 credit hours)
2. DM-902, Particularity and Diversity (3 credit hours)
3. DM-903, Communities and Society (3 credit hours)

Research methods

D.Min. students must complete one course in research methods in three parts throughout the program (3 credit hours):

1. DM-904a, Research Methods (1 credit hour)
2. DM-904b, Research Methods (1 credit hour)
3. DM-904c, Research Methods (1 credit hour)

Peer group

These learning communities are designed to provide focused attention to overall learning objectives, issues of praxis and integration, and spiritual maturity. In addition, support and critique of the project phase will occur here. Normally, the peer group will form at the beginning of the program and remain together throughout. Peer group sessions will involve 10 classroom contact hours, with an additional five hours of virtual group contact per unit of credit. The instructor will be the director of the D.Min. Program. D.Min. students must complete three peer group courses (3 credit hours total):

1. DM-905, Peer Group (1 credit hour)
2. DM-906, Peer Group (1 credit hour)
3. DM-907, Peer Group (1 credit hour)

Specialization courses

A specialization consists of four specifically designated courses of three credit hours each. Each specialization requires the approval of the faculty prior to implementation. There are three specializations:

- A. Leadership for Transformational Change (12 credit hours):
 - 1. DM-914, Spirituality and Change (3 credit hours)
 - 2. DM-915, Transforming Mission (3 credit hours)
 - 3. DM-916, Individual and Systems Change: Trends, Tasks, Tensions (3 credit hours)
 - 4. DM-917, Preaching for Change (3 credit hours)
- B. Pastoral Theology and Care (12 credit hours):
 - 1. DM-920, Grief Dynamics and Pastoral Care (3 credit hours)
 - 2. DM-921, Theology and Family Systems Therapy (3 credit hours)
 - 3. DM-922, Pastoral Care in a Multicultural Society (3 credit hours)
 - 4. DM-923, Care of Souls (3 credit hours)
- C. The Mission and Practice of Preaching (12 credit hours)
 - 1. DM-930, Theology and Mission of Preaching (3 credit hours)
 - 2. DM-931, Hermeneutics for Preaching (3 credit hours)
 - 3. DM-932, The Created Word (3 credit hours)
 - 4. DM-933, Preachers as Reflective Practitioners (3 credit hours)

Portfolio review

At the conclusion of coursework and prior to the project proposal, the student submits a portfolio that is representative of work completed throughout the program thus far. Components include designated assignments from core, research, specialization and peer courses with the instructor's evaluative comments. The portfolio includes a summary statement written by the student that integrates what has been learned from the program, describes personal growth, assesses achievement of learning goals, and assesses strengths and weaknesses in anticipation of the project phase. The portfolio is reviewed by the D.Min. director and a selected faculty member. A discussion of the portfolio and faculty response is to be scheduled between the student and the D.Min. director within 30 days of the date of submission.

Formulation of project proposal

The D.Min. project proposal must be prepared after completion of coursework and the portfolio review. The proposal includes specified, measurable objectives that can and will be evaluated at the completion of the project and submitted for approval to the D.Min. Committee. This committee assigns to its members, and/or other elected members of the faculty, evaluation of project proposals.

Project

Students who plan to graduate at the same time form a project group, providing a learning community during project research and writing. Students share and critique drafts of proposals/chapters via the Internet.

The D.Min. project should demonstrate integration of insights and resources from Classical and Practical disciplines. It should grow out of and be related to a particular issue of concern identified in the current place of professional ministerial practice.

The project should utilize qualitative and/or quantitative methodologies to investigate the concern/issue; involve theological reflection; determine creative and appropriate approaches to dealing with the concern/issue; and demonstrate how the approach was undertaken, completed

and evaluated. When research methodology involving human subjects is involved, the project proposal must be approved by MTSO's Research Review Committee.

D.Min. students in the project phase of the program are required to enroll in two project courses (4 credit hours):

1. DM-908, Project Group (1 credit hour)
2. DM-909, Project (3 credit hours)

See the Course Description section of this catalog for a complete description of all courses listed in this section.

Academic enrichment opportunities

The Interprofessional Commission of Ohio

MTSO is a founding member of this unique education program, located at The Ohio State University. Founded in 1973, the commission conducts research, develops and implements graduate curricula and continuing education events, and educates the public about the issues and concerns of an interprofessional approach to human need.

A professional staff, which includes graduates and faculty of MTSO, directs the work of the commission from offices on the OSU campus. An independent board of trustees and advisory council, which includes representatives from the Theological Consortium of Greater Columbus, oversee the commission. Other members of the commission include the OSU colleges of Education, Law, Medicine, Nursing and Social Work; the OSU School of Allied Medical Professions; their corresponding state professional associations; and the Ohio Council of Churches.

In meeting its goal to improve services provided by the human-service professions, the commission has five objectives:

1. to address problems which require delivery of interprofessional services;
2. to respond to changing social problems that challenge the professions;
3. to bring a number of perspectives to bear on complex ethical issues that affect professionals;
4. to explore emerging public-policy issues;
5. to disseminate information about interprofessional collaboration.

Faculty members from each of these schools participate in teaching Interprofessional Course offerings. Member schools may enroll an equal number of students in courses to achieve a balanced representation among the professions. Seminary students register as part of the regular registration procedure. Course descriptions are available in this catalog.

The Commission offers technical assistance throughout the country to communities, agencies and institutions developing collaborative programs. It convenes statewide interprofessional public policy panels on emerging issues and facilitates interprofessional continuing education among its many constituencies. The Commission coordinates the development and dissemination of new information about collaborative professional practice through its research and publications.

The late Van Bogard Dunn, the first academic dean of MTSO, conceived the commission, and its program director for many years was the late Robert L. Browning, professor emeritus of Christian Education at MTSO.

Theological Consortium of Greater Columbus

Since 1973, MTSO, the Pontifical College Josephinum and Trinity Lutheran Seminary have had a cooperative program: the Theological Consortium of Greater Columbus (TCGC). The proximity of the schools has facilitated ecumenical and interprofessional involvements, enabling and encouraging all to participate in the richness and diversity of various confessional traditions. The variety of courses made available, the worship and musical events arranged, the lecture series

shared, and the friendships formed provide unusual opportunities for meaningful interfaith dialogue.

Since 1994, the three seminary presidents have managed the legal entity of the consortium. There are three areas of activities within the consortium:

Joint online catalog

Since 2007, the three libraries of the consortium have been members of two wider consortia: Ohio Private Academic Libraries and OhioLINK. The TCGC libraries' holdings are included in online union catalogs for each of these consortia, representing in total nearly 90 academic libraries statewide. This arrangement provides access for faculty and students to the holdings of all of these libraries and to a number of databases that would not otherwise be available.

Cross-registration

All enrolled students at MTSO have the opportunity to enroll in courses without additional cost at either of the other schools in the Theological Consortium of Greater Columbus. Cross-registration is arranged with the Office of the Registrar. See the Academic Information and Services section for more details on cross-registration.

Prayer and dialogue

The academic deans manage the joint academic programming of the consortium. They sponsor the annual Consortium Day event, designed to facilitate dialogue among the faculties and students of the three member schools.

Other affiliated programs

Below is a listing of programs and institutions with which MTSO maintains an affiliation. For more information about any program, or to suggest a new affiliated program for MTSO, please contact the Office of the Academic Dean.

- The National Capital Semester for Seminarians
- Council for Ethics in Economics
- Forum for Faith in the Workplace
- Ecumenical Theological Seminary

MTSO certificate programs

Certificate in Basic Theological Education (Lay Certificate Program)

This certificate program is intended for those who are interested in enhancing a basic understanding of their faith. To earn this certificate, which is bestowed during our annual commencement ceremonies, students must successfully complete four courses (12 credit hours) with a cumulative grade point average of 2.50 as follows:

1. Three of the following introductory courses (9 credit hours)
 - HB-110, Introduction to the Hebrew Bible (3 credit hours)
 - NT-110, Introduction to the New Testament (3 credit hours)
 - CH-101, Survey of Global Christian History I (3 credit hours) or CH-102, History of U.S. Christianity (3 credit hours)
 - CT-149, Introduction to Theology (3 credit hours)
 - CE-101, Introduction to Christian Ethics (3 credit hours)
2. One Practical Theology Division course at the introductory level (3 credit hours)

Please see the course listings in this catalog for a complete description of each of these courses. These courses carry graduate-level credit and will be recorded on an official transcript. They are offered on a rotating basis so that some courses are available at least once in the evening and once during the day during each academic year. Most students take one course each semester, achieving a certificate in two years, but there is no prescribed pace or time limit for the program.

Certificate in Deacon Studies

Those who have already completed a master's degree in their anticipated area of service to the church may complete 27 credit hours of Basic Graduate Theological Studies as outlined in *The Book of Discipline of The United Methodist Church* in order to meet theological education requirements for ordination as a deacon. The Certificate in Deacon Studies is designed to provide additional theological education. Spiritual formation for ministry is also an important part of the experience for students fulfilling these educational requirements at MTSO.

The required courses are available on a rotating basis on weekends during the regular semester terms and in two-week intensive formats during J-term and the two summer terms.

1. HB-110, Introduction to the Hebrew Bible (3 credit hours)
2. NT-110, Introduction to the New Testament (3 credit hours)
3. CH-101, Survey of Global Christian History I (3 credit hours) or CH-102, History of U.S. Christianity (3 credit hours)
4. CT-149, Introduction to Theology (3 credit hours)
5. One from ME-162, Mission of the Church in the Contemporary World, or ME-163, Mission of the Church in a Multicultural Society, or ME-170, Mission of the Church in Global Context (3 credit hours)
6. One from ME-171, The Ministry of Evangelism: Theology and Practice, or ME-173, Biblical Paradigms for the Practice of Evangelism (3 credit hours)
7. WM-100, Worship and Music in the Church (3 credit hours)
8. DS-360, United Methodist History) (2 credit hours)
9. DS-365, United Methodist Doctrine (2 credit hours)
10. DS-370, United Methodist Polity (2 credit hours)

Upon successful completion of these courses with a cumulative grade point average of 2.50, the Certificate in Deacon Studies will be awarded at our annual commencement ceremonies.

Although each seminary has the responsibility to designate which basic courses meet the core requirements and advise students of these courses, the Conference Board of Ordained Ministry has the final authority to approve academic studies as they apply to ordination in The United Methodist Church. Students are advised to refer to the Section of Deacons and Diaconal Ministries if there are questions about one or more courses. Students should check with their annual conference regarding commissioning requirements and eligibility. **In many cases it may be required that two-thirds or all three of the denominational courses must be completed prior to the interview.**

Certificate in the Advanced Course of Study

Those who have completed the five-year Course of Study may continue by taking seminary courses at MTSO in the Certificate in the Advanced Course of Study (ACOS) program. Unlike the five-year Course of Study program, students are admitted to the ACOS certificate program at MTSO through regular admission procedures and take graduate-level courses that are recorded on an official transcript.

Students must complete 32 credit hours with a cumulative grade point average of 2.50 for the Certificate in the Advanced Course of Study. Of these, 27 credit hours will consist of Basic

Graduate Theological Studies as outlined in *The Book of Discipline of The United Methodist Church* and described below. The remaining 5 credit hours will be electives. The required courses are available on a rotating basis on weekends during the regular semester terms and in two-week intensive formats during J-term and the two summer terms.

1. HB-110, Introduction to the Hebrew Bible (3 credit hours)
2. NT-110, Introduction to the New Testament (3 credit hours)
3. CH-101, Survey of Global Christian History I (3 credit hours) or CH-102, History of U.S. Christianity
4. CT-149, Introduction to Theology (3 credit hours)
5. One from ME-162, Mission of the Church in the Contemporary World, or ME-163, Mission of the Church in a Multicultural Society, or ME-170, Mission of the Church in Global Context (3 credit hours)
6. One from ME-171, The Ministry of Evangelism: Theology and Practice, or ME-173, Biblical Paradigms for the Practice of Evangelism (3 credit hours)
7. WM-100, Worship and Music in the Church (3 credit hours)
8. DS-360, United Methodist History (2 credit hours)
9. DS-365, United Methodist Doctrine (2 credit hours)
10. DS-370, United Methodist Polity (2 credit hours)
11. Electives (5 credit hours)

For more information about ACOS, please visit our Web site or contact the director of the Course of Study School of Ohio.

United Methodist Church educational programs offered at MTSO

The following programs are sponsored by The United Methodist Church. MTSO hosts and teaches courses that can lead to completion of these programs, but the formal recognition of completion comes from the General Board of Higher Education and Ministry.

Course of Study School of Ohio

The Course of Study School of Ohio (COSSO) is a program of the General Board of Higher Education and Ministry (GBHEM) of The United Methodist Church, administered by MTSO in partnership with United Theological Seminary and surrounding annual conferences. The Course of Study School provides education for those pursuing ministry as licensed local pastors rather than as ordained clergy. To begin the Course of Study School, local pastors must be certified and licensed by their annual conference. A spiritual formation program augments all COSSO courses.

As prescribed by The Book of Discipline of The United Methodist Church, each part-time local pastor must complete two courses in an annual conference year; full-time local pastors must complete four. COSSO offers the opportunity to take four courses each year, in sessions of two weekends (Friday-Saturday) and during a two-week session in the summer where students can take two courses on the MTSO campus, or as part of hybrid online/residential courses on the United Theological Seminary campus in Dayton, OH. Both the West Virginia extension (for part-time local pastors) and the Native American Course of Study (for Native American students) offer two sessions each year.

For further information, see the Web site at www.courseofstudyschoolofohio.com.

Certification Programs - General Board of Higher Education and Ministry of the United Methodist Church

The United Methodist Church offers Certification in Specialized Ministries through the General Board of Higher Education and Ministry (GBHEM). This certification is available to all persons, lay and ordained, who meet the standards set by GBHEM. Each graduate professional certification requires five courses that have been designated by GBHEM for each of the areas. The board approves the courses identified by the seminaries as meeting these requirements.

MTSO currently has approval for courses in three of these areas of certification: Christian Education, Youth Ministry, and Engaging in Ministry with the Poor.

Certification in Engaging in Ministry with the Poor is one of the newest certification programs approved by GBHEM and is currently only available through MTSO in partnership with Community Development for All People in Columbus, Ohio. Certification requires a minimum of five courses. Two of those courses are taught on location at Community Development for All People by staff approved as MTSO adjunct faculty:

- PT-120, Being with the Poor
- PT-121, Congregations and Communities as Partners in Ministry with the Poor

In addition, students take three courses on the MTSO campus:

- PT-101, Theology and Practices of Ministry
- PT-110, Engaging the Bible in Congregation and Community
- United Methodist Studies: One of three United Methodist studies courses: DS-360, United Methodist History; DS-365, United Methodist Doctrine; or DS-370, United Methodist Polity.

MTSO also offers courses that meet certification requirements in other areas. Those who are interested in certification programs should contact the faculty member designated as the coordinator for that certification program. The coordinator can identify the particular courses in the curriculum which meet those requirements as outlined by GBHEM. The coordinators also can provide students with information on the "Steps into Certification."

These graduate professional certifications are granted by the GBHEM, to which application must be made. The board has final authority in granting of the certification. For graduate-level certification, however, coursework must be completed at United Methodist seminaries.

Awards and recognition

Graduation Weekend

The events surrounding Graduation Weekend are the high point of each academic year. Baccalaureate is held on Friday evening in the MTSO Centrum, and commencement is held Saturday morning in the Dickinson Courtyard. Each class presents a gift or completes a project that becomes part of its legacy.

Recognition of friends

MTSO may choose to honor an outstanding friend of the school with the presentation of the Presidential Award. The recipient of this award is nominated by the MTSO president and approved by the board of trustees. The honoree must have presented a generosity of time and financial and/or physical resources that have tangibly contributed to the existence and growth of the school. In addition, the honoree must demonstrate through accomplishments, deed or

example a commitment to the core values central to the mission of Methodist Theological School in Ohio. Past recipients of this award include the Bishop Hazen G. and Mrs. Helen E. Werner family; the Thomas H. Taylor family; the Leon A. Beeghley family; John Alford; Paul Donald; Flo and Stan Gault; Peter D. and Eleanore A. Kleist; Beryl Arlene LeSuer; John T. Mount; and Seward Schooler.

Recognition of students

MTSO is also proud to honor outstanding students each year with special awards. Awards are made on the basis of faculty recommendations and are presented as part of the annual closing convocation.

Bishop Judith Craig Prize in Christian Education

The Christian Education faculty recommends this prize recipient. It recognizes an outstanding student graduating with the MAPT degree, either alone or in a dual degree program. The student must show academic excellence, a solid record of service in the local church in a field placement, positive contribution to campus life, and promise or potential for significance in professional ministry. This prize was established by Bill and Judy McCartney to honor Bishop Judith Craig, who began her professional ministry in Christian education and now teaches at MTSO.

Charles A. Dice Fellowship

The purpose of this award is to encourage and assist exceptional graduates in continuing their theological education at another institution of recognized excellence. Except in unusual circumstances, only Master of Divinity graduates are eligible for the fellowship. Awards recommended by the faculty will be in one of two categories: (1) to assist a graduate who is preparing for full-time ministry as the pastor of a church in at least one year of additional study at another school that will enhance his or her ministry; and (2) to assist a graduate who is planning to teach religion or theology in an institution of higher education. Academic excellence, personal character, professional competence and promise of usefulness in the Christian ministry or in the teaching profession will be the chief criteria in making the selection. The value of any annual award is based on the performance of a fund established by Charles A. Dice. If two or more awards are made in a single year, the income is divided equally between the successful applicants.

Fellowship Seminarian Award

This award, sponsored by the Fellowship of United Methodists in Music and Worship Arts, is given annually to a graduating seminary student who displays outstanding leadership in music and/or worship arts, including but not limited to dance, drama, fabric art and liturgical writing.

Gindlesperger Bible Award

This award is presented to one or two graduating seniors on the basis of their academic record with recommendation by the Bible Division. It was established by Dora and Joseph Gindlesperger, Michigan laypersons, who requested that the award be given to students who are humble, diligent and excited about learning and growing in grace all their days.

Hoyt Hickman Award

This award is conferred through the Order of Saint Luke to a graduating student who has given evidence of a high quality of scholarship in the study of liturgy and is an effective leader of Christian worship.

Interpretation Awards

Interpretation: A Journal of Bible and Theology offers one-year subscriptions to graduating seniors who are identified by the faculty as having distinguished themselves in their biblical and theological studies and who intend to pursue careers in parish ministry.

Matey Janata Freedwomen Award

Established and initially funded entirely by the Freedwomen, a former campus group, this award is now offered to honor the memory of MTSO graduate Matey Janata. The award is presented to a graduating student for outstanding work in women's studies. All graduating students at MTSO are invited to submit a paper dealing with women's studies written for any course during their seminary career. A committee established by the faculty each year may recommend a person to receive the award based on its assessment of the individual and paper submitted.

Nystrand Award

The Rev. Dr. Philip O. Nystrand Award in Homiletics was established in 2005 by MTSO graduate the Rev. Dr. Kathy Dwyer and other members of the Nystrand family. The award honors Rev. Nystrand and also encourages excellent preaching among today's seminarians. The Nystrand Award is given to a rising senior in the M.Div. degree program who demonstrates promise in homiletics.

The Pastoral Counseling Service and Achievement Award

The Pastoral Counseling Service and Achievement Award is presented yearly to the Master of Arts in Counseling Ministries graduating senior who embodies the quest for excellence in professional counseling development. The nominee should also demonstrate significant involvement in community service, while maintaining high standards of academic achievement.

The Servant Leader Award

The Servant Leader Award recognizes a graduating senior who has given exceptional and sacrificial services to MTSO, and has inspired others to do the same.

C. Everett and Mary Milburn Tilson Social Justice Grant

The C. Everett and Mary Milburn Tilson Social Justice Grant was founded in 2007 by 43 individual donors to honor the lives and legacies of C. Everett and Mary Milburn Tilson. This award honors the Tilsons' lifelong devotion to social justice, most notably in the civil rights movement. The Tilson Grant will be awarded to a graduating senior who has demonstrated, both in practice and profession, a commitment to a prophetic vocation of compassionate justice.

Ronald L. Williams Prize in Theology and Ethics

Named in honor of a former MTSO theology professor, this prize recognizes the graduating senior who is recommended by the Division of Theology and Ethics to hold the highest potential for theological and ethical reflection. This prize was established by a gift from MTSO graduates Doug Sweet and the late Jan Sweet.

The following awards are made by the president upon recommendation of the Faculty Scholarship Selection Committee:

John W. and Mary Alford Family Awards

Given through the generosity of the late John W. and Mary Alford and their family, these awards are made to returning students on the basis of ability and promise as demonstrated through their work at the school. The criteria for the awards include a good academic record, promise for pastoral ministry, excellent communication skills, ability to articulate the Christian faith, potential for preaching, and appropriate relational skills and concern for persons necessary for pastoral ministry. John W. Alford was a founding trustee of MTSO.

Werner Merit Scholarships

This program was established to recognize and reward high achievement in academic work completed at Methodist Theological School in Ohio. The competition for merit scholarships is open to full-time students of any denomination in any degree program who have completed at least 9 semester credit hours of work at MTSO, have a cumulative grade point average of 3.5 or higher, and are not recipients of a renewable premier scholarship.

Zook Family Awards for Competence in Parish Ministry

Established in 1998 through the generosity of Roy Zook and his family, the Zook Family Awards are made to students who, on the basis of promise and ability demonstrated through their work at MTSO, exhibit evidence of the leadership skills, gifts and graces necessary for strong Christian ministry. The successful award winners must be preparing for pastoral ministry as ordained elders in The United Methodist Church, demonstrate high academic competency and commitment to theological studies, as well as excellent communication skills and an ability to articulate the Christian faith. Zook Family Award winners are named on a commemorative plaque and also receive a financial award.

Denominational formation

While MTSO is officially a seminary of the United Methodist Church, the student body, faculty, administration and staff members are denominationally diverse. The school intentionally seeks to provide formation and guidance for students from various denominations. Courses in denominational history, doctrine and polity are offered regularly for United Methodist students as well as for denominations with significant enrollment. Courses for denominations with smaller student populations may be offered on request, if possible. (See the course listing under Denominational Studies.)

If a course for a student's denomination is not listed in the Course Descriptions section, the student should speak with the Academic Dean about arranging for such study.

MTSO seeks to invite leaders of various denominations to lead chapel, speak at special programs, and lecture in classes. Students also may discuss denominational formation with faculty advisors.

The school offers special programs and resources for students who are affiliated with the following denominations:

United Church of Christ and Christian Church (Disciples of Christ)

MTSO's director of student services, the Rev. Leslie Carole Taylor, is also the UCC Minister-in-Residence. She is on campus to work with students, with an office in Werner Hall. Rev. Taylor meets with student groups and is available for personal conversations. She works with faculty and staff on UCC matters as they might relate to curriculum and school programming, such as leaders for chapel services and other forums. She also serves as a liaison with UCC and Disciples judicatories and churches, particularly the Ohio Conference UCC and its associations and the Christian Church in Ohio. UCC students and students who are part of the Christian Church (Disciples of Christ) meet during each semester.

Presbyterian Church (USA)

At this time, three members of the MTSO faculty (Jeff Jaynes, Paul Kim and Linda Mercadante) are ordained ministers in the Presbyterian Church (USA). They are available to meet with Presbyterian students on issues of denominational formation and vocational guidance. They also seek to bring Presbyterian students together for conversation with representatives of the PC(USA) on campus. Through these faculty members, the school has established relationships with several regional presbyteries. In addition, our Presbyterian faculty members are working with Committees on Preparation for Ministry to assist MTSO students with the ordination process. MTSO seeks to regularly offer courses in Reformed Theology and Presbyterian Polity.

The United Methodist Church

MTSO has committed to programs to address the formation of United Methodist students.

The United Methodist faculty members give oversight to a program designed to offer guidance and support to persons seeking ordination as elders and deacons in The United Methodist

Church. In addition, Judy Craig, the Bishop in Residence, is available to students for matters of professional and personal development.

For students seeking ordination as deacons, the school's deacon program provides guidance and support. Information is available in the Office of the Academic Dean.

Ordination in The United Methodist Church

Relationship to a seminary education

Ordination within The United Methodist Church is an independent, often parallel, process to seminary education. Those called to ordained ministry can begin the ordination process before or during studies at MTSO. Ordination is governed by *The Book of Discipline of The United Methodist Church*, which is revised every four years by the General Conference. Annual conferences and boards of ordained ministry may have additional requirements for ordination, including requirements for specific degrees and/or courses completed within degree programs. Students must check with the annual conference in which they will seek ordination to determine and document the rules that apply to them.

Ordination as deacon in the United Methodist Church

Deacons are described in paragraph 329 of *The Book of Discipline of The United Methodist Church 2008* as follows: "Deacons are persons called by God, authorized by the church, and ordained by a bishop to a lifetime of ministry of Word and Service to both the community and the congregation in a ministry that connects the two. Deacons exemplify Christian discipleship and create opportunities for others to enter into discipleship. In the world, the deacon seeks to express a ministry of compassion and justice, assisting lay persons as they claim their own ministry. In the congregation, the ministry of the deacon is to teach and to form disciples, and to lead worship together with other ordained and lay persons."

Those interested in being ordained as deacons are encouraged to contact the Office of the Academic Dean and to consult with appropriate staff in the annual conference.

The basic educational requirement for ordination as a deacon in The UMC is one of the following: (1) a Master of Divinity degree from a school approved by the University Senate, or (2) a master's degree from an approved graduate theological school, or (3) a master's degree in the area of specialized ministry, plus the completion of 27 credit hours of Basic Graduate Theological Education.

There is an alternate route for deacon ordination for those who are at least 35 years old. The requirements are: (a) a bachelor's degree, (b) professional certification or license in an area of specialized ministry, and (c) a minimum of 9 semester credit hours of graduate study in the area of specialization and 27 semester credit hours of Basic Graduate Theological Education (based on *The Book of Discipline of The United Methodist Church 2008*, para. 324.4 and 324.5).

MTSO offers several opportunities for individuals to satisfy these educational requirements.

1. The Master of Divinity degree. Specializations are available to provide additional emphasis for particular areas of ministry.
2. Other master's degree programs, such as the Master of Arts in Practical Theology, the Master of Arts in Counseling Ministries, or the Master of Theological Studies.
3. The Certificate in Deacon Studies. This third option is open for an individual who has already completed a master's degree in his or her anticipated area of service. In addition to this master's degree, the student must complete the 27 credit hours of Basic Graduate Theological Studies with a cumulative grade point average of 2.50. The Certificate in

Deacon Studies is designed to provide that additional theological education. Spiritual formation for ministry is also an important part of the experience for students fulfilling these educational requirements at MTSO.

Ordination as elder in the United Methodist Church

Elders are described in paragraph 332 of *The Book of Discipline of The United Methodist Church 2008* as follows: "Elders are ordained ministers who, by God's grace, have completed their formal preparation and have been commissioned and served as a probationary member, have been found by the Church to be of sound learning, of Christian character, possessing the necessary gifts and evidence of God's grace, and whose call by God to ordination has been confirmed by the Church. Elders are ordained to a lifetime of ministry of Service, Word, Sacrament, and Order. By the authority given in their ordination, they are authorized to preach and teach the Word of God, to provide pastoral care and counsel, to administer the sacraments of baptism and Holy Communion, and to order the life of the Church for mission and ministry."

The essential educational requirements of an ordained elder are:

- Graduation with a Bachelor of Arts or equivalent degree from a college or university listed by the University Senate, or demonstrated competency equivalence through a process designed by the General Board of Higher Education and Ministry (para. 324.3).
- Courses as listed in *The Book of Discipline of The United Methodist Church 2008* (para. 324.4a) including evangelism, mission and other courses as noted.
- Graduation with a Master of Divinity degree from a school of theology listed by the University Senate; or completion of the educational requirements for local pastors, which include the five-year Course of Study and an Advanced Course of Study of 32 credit hours of graduate theological study in a setting that meets the requirements of the University Senate (para. 324.4b and 324.6).

MTSO offers two primary opportunities for students to satisfy this educational requirement. More information on these opportunities may be found in the section of this catalog titled "United Methodist Church Educational Programs at MTSO."

1. The Master of Divinity degree. Those seeking ordination in The United Methodist Church will choose courses in evangelism, mission of the church in the contemporary world, and United Methodist History, Doctrine, and Polity as electives in the M.Div. program. Students should check with their annual conference regarding commissioning requirements and eligibility. **In many cases it may be required that two-thirds or all three of the denominational courses must be completed prior to the interview.**
2. The Certificate in the Advanced Course of Study. Those who have completed the five-year Course of Study program for local pastors and meet other requirements as described may pursue the educational requirements described above in this 32 credit-hour certificate program, which includes required course work in evangelism, mission of the church in the contemporary world, and United Methodist History, Doctrine, and Polity.

Ordination in other denominations

Applicants or a current MTSO student who are members of other denominations should contact officials within their denomination to learn about the procedures required for ordination, licensing etc. There may be distinct educational expectations for ordination or certification within each denomination.

Course descriptions

Faculty

Classical Division

- Dr. Stephen P. Ahearne-Kroll, Associate Professor of New Testament
Dr. Jeffrey P. Jaynes, Professor of Church History in the Warner Chair of Church History
Dr. John Kampen, Professor in the Dunn Chair in Biblical Interpretation
Dr. Paul Kim, Professor of Hebrew Bible in the Williams Chair of Biblical Studies
Dr. Sarah Heaner Lancaster, Professor in the Bishop Hazen G. Werner Chair of Theology
Dr. Diane L. Lobody, Professor of Church History in the Nippert Endowed Chair of Church History/Wesleyan Studies
Dr. Linda A. Mercadante, Professor of Theology in the Straker Chair of Historical Theology
Dr. Paul D. Numrich, Professor in the Snowden Chair for the Study of Religion and Interreligious Relations
Dr. Yvonne C. Zimmerman, Assistant Professor of Christian Ethics

Practical Theology Division

- Bishop in Residence Judith Craig, Visiting Professor of Church Leadership
Dr. Vergel L. Lattimore III, Professor of Pastoral Care and Counseling in the Beeghly Chair of Pastoral Care and Director of the MACM Program
Dr. Randy G. Litchfield, Academic Dean and Professor of Christian Education in the Browning Chair of Christian Education
Dr. M. Fulgence Nyengele, Professor of Pastoral Care and Counseling in the Chryst Chair in Pastoral Theology
Dr. Joon-Sik Park, Professor in the E. Stanley Jones Chair of World Evangelism
Dr. Timothy L. Van Meter, Assistant Professor of Christian Education and Youth Ministry
Dr. Robin Knowles Wallace, Professor in the Taylor Endowed Chair of Worship and Music; Director of the Doctor of Ministry Program
Dr. Lisa Withrow, Associate Dean and Professor in the Dewire Chair of Christian Leadership

Course numbers

Courses are numbered according to the following pattern:

- 000-099 Elective courses with no prerequisite, fulfilling no requirement
- 100-199 Courses with no prerequisite, fulfilling a requirement
- 200-299 Courses with one 100-level prerequisite
- 300-399 Courses with a 200-level prerequisite
- 400-499 Seminars, courses with three or more prerequisites, or other advanced courses
- 500-599 Individual study and Praxis (offered on request, following project approval)
- 600-699 Thesis, in partial fulfillment of the Master of Theological Studies
- 900-999 Doctor of Ministry courses

Course prefixes

Departments or subject matters are identified by the two or three character prefixes. The course descriptions are provided in alphabetical order based on these prefixes.

- CE Christian Ethics
- CH Church History
- CL Church Leadership
- CR Cross-Cultural
- CT Christian Theology
- DM Doctor of Ministry
- DS Denominational Studies
- ED Christian Education
- ES Educated Spirit
- FE Field Education
- HB Hebrew Bible (Old Testament)
- HM Homiletics
- IEP Interprofessional Commission of Ohio
- ME Mission & Evangelism
- NT New Testament
- PC Pastoral Care & Counseling
- PT Practical Theology
- SR Study of Religion & Interreligious Relations
- WM Worship & Music

Christian Ethics

CE-101 Introduction to Christian Ethics

A study of the theological bases for Christian ethical thought and action, including consideration of both historical and contemporary varieties of interpretation. No prerequisite. 3 credit hours.

CE-210A Great Ethicists: Martin Luther King Jr.

An in-depth examination of the ethical thought of Martin Luther King Jr., recognized as a major contributor to the discipline of Christian ethics. Prerequisite: CE-101. 3 credit hours.

CE-210B Great Ethicists: Ernst Troeltsch

An examination of the ethical thought of Ernst Troeltsch, recognized as a major contributor to the discipline of Christian ethics. Particular attention will be given to his two-volume work, *The Social Teaching of the Christian Church*. Prerequisite: CE-101. 3 credit hours.

CE-210C Great Ethicists: Reinhold Niebuhr

An in-depth examination of the ethical thought of Reinhold Niebuhr, recognized as a major contributor to the discipline of Christian ethics. Prerequisite: CE-101. 3 credit hours.

CE-210E Great Ethicists: Michael Foucault

The French philosopher and social theorist Michel Foucault decisively shapes many contemporary methods of inquiry and understandings of power. This course is an in-depth examination of Foucault's writings and their relevance to ethics in general and Christian ethics in particular. Prerequisite: CE-101. 3 credit hours.

CE-216 Ethical Issues in the Practice of Ministry

An examination of ethical issues and principles arising in such ministerial practices as use of authority, accountability, truth telling, confidentiality, preaching on controversial social issues, cross-gender relations and spiritual development. Prerequisite: CE-101. 3 credit hours.

CE-220A Contemporary Moral Issues

A critical examination of contemporary controversial moral issues in the life of the church such as abortion, euthanasia, homosexuality and AIDS. Prerequisite: CE-101. 3 credit hours.

CE-220C Contemporary Moral Issues: Human Trafficking

Human trafficking is one of the most urgent human rights issues in the world; at the same time, this set of issues is often misunderstood and misconstrued. This course is an in-depth examination of human trafficking with special attention paid both to the role religion plays in constituting the problem, as well as the possibilities in religion for resisting these types of human rights abuses. Prerequisite: CE-101. 3 credit hours.

CE-240 Ethics of Sex

This course examines sexual ethics within the broader social construction of sexuality. Students will gain a more nuanced understanding of 'sexuality' as well as the aim, intent, and effects of Christian sexual ethics on diverse constituencies both within and outside of Christian churches. Prerequisite: CE101. 3 credit hours.

CE-245 Feminist and Womanist Ethics

This course explores the diverse array of methods and perspectives that feminist and Womanist ethicists working out of Christian traditions have brought to bear on contemporary moral issues. Prerequisite: CE-101 . 3 credit hours.

CE-259 The Church and Race

A critical study of the role the church has played in the development and understanding of the concept of race in our society. Special attention will be given to the historical and current leadership of the Black Church in the quest for racial justice. The course will engage an examination of the resources of biblical faith and Christian ethics for addressing racism as well as a survey of contemporary church strategies for combating racism and implementing inclusive community. Prerequisite: CE-101. 3 credit hours.

CE-261 Christian Social Ethics

A study of the application of the ethical ideals of Christianity to contemporary social problems; an introduction to Protestant social theory; and a consideration of some general problems for social ethics. Prerequisite: CE-101. 3 credit hours.

CL/CE-275: Women and the Ethics of Leadership

This course will focus on women's leadership from womanist, mujerista and feminist perspectives, incorporating ethical issues women face in arenas of work and ministry. The goal is to create alternative practices for women to develop as effective leaders. Critiques of current understandings of power and leadership ethics, narratives and research by women will be focal resources for students. Pre-requisites: PT-100, CT-149 and CE-101.

CE-280 Religion and Society

The theoretical assumption of most Christian ethics since the turn of the 19th century has been that modernity poses a mortal threat to religion. Although religion hasn't become obsolete, classical understandings of the relationship between religion and society remain influential nevertheless. This course explores classical secularization theories, the more recent attempts to theorize the unexpected resurgence and vitality of religion in the postmodernity known as "the new paradigm," and the implications of secularization theory's decline for doing Christian ethics. Prerequisite: CE-101. 3 credit hours.

CE-305 Readings in Christian Ethics

This course is an upper-level seminar that provides the opportunity for advanced study of foundational and new texts in Christian ethics. Authors and works that have been sampled in other ethics courses across the ethics curriculum will read in their entirety. The first two-thirds of the course focuses on primary texts in the field, while the last third features new texts.

Prerequisite: CE-101 and one additional CE-200-level course. 3 credit hours.

CE-600 Thesis

For students in the Master of Theological Studies program only. Successful completion of a thesis can apply toward a student's MTS concentration. A copy of "Guidelines for the MTS Thesis" can be obtained from the advisor or the registrar. Prerequisite: approval of supervising faculty member, academic advisor and the dean. Graded pass/fail. 3 credit hours.

Church History

CH-101 Survey of Global Christian History

This course will introduce students to important themes, issues and individuals in the 2000 year history of Christianity. Attention will focus on the global dimensions of Christian experience with an emphasis on distinctive traditions and practices. Students will also engage in understanding the various contexts for critical theological themes in the history of Christianity. No prerequisite. 3 credit hours

CH-102 History of U.S. Christianity

This course is an introduction to the many expressions of Christianity in U.S. history, from the colonial period through the twentieth century. Students will cultivate the practice of historical research and interpretation by exploring changes and continuities in Christian thought, practice, and identity. Particular attention will focus on theology, spirituality, and movements for social transformation as these have developed in diverse contexts and faith communities. No prerequisite. 3 credit hours.

CH-235 Church History II (not offered after Spring 2012)

A comprehensive survey of church history from the 11th century into the 21st century. Particular attention will be paid to the principal currents, events and figures of the Reformation, the rise of the Enlightenment and Evangelicalism, theological and ecclesiastical developments of the United States, and the diversity of movements in global Christianity. Prerequisite: CH-101 OR 102. 3 credit hours.

PT-211/CH-311 Howard Thurman

This course will survey the life and ministry of Rev. Dr. Howard Thurman. It will critically inspect his theological foundations, his theological formation, his particular theology, the practice of that theology, the pivotal points of his ministry, and his positive contributions to race relations, religious studies, ecumenism, and interfaith dialogue. Also, this course will investigate the historical significance of Rev. Thurman's ministry. Prerequisite: CH-101 or CH-102. 3 credit hours.

CH/WM-312 History of Christian Worship

This course will present a survey of the history of the practice of Christian worship from the early church into the 20th century. The practice of Christian worship will be studied through texts, buildings, organizational structures and social aspects that affect the corporate worship of Christian people throughout the world. Prerequisite: CH-101 or CH-102. 3 credit hours.

CH-322 Christianity and Social Issues in the U.S.A.

An historical exploration of the often challenging, sometimes enthusiastic and occasionally reluctant responses of U.S. churches to such social issues as slavery, racism, poverty, women's rights, war and alcohol use. Prerequisite: CH-101 or CH-102. 3 credit hours.

CH-329 History of Christian Spirituality

An invitation to encounter classic Christian spiritual disciplines through the study of the writings and historical contexts of selected teachers and mentors in the church's history. Prerequisite: CH-101 or CH-102. 3 credit hours.

CH-334 African-American Religious History

An introduction to the development of religious movements and institutions within African-American communities, including moral traditions and spiritual dynamics. Attention will be paid to current problems and issues in the writing and interpretation of this history. Prerequisite: CH-101 or CH-102. 3 credit hours.

CH-336 Julian of Norwich

An immersion in the context and writings of a 14th-century Englishwoman who was a significant theologian, mystic and pastoral counselor, and who serves as a timely and transforming conversation partner for persons seeking to deepen their spiritual lives and engage pertinent theological questions. Prerequisite: CH-101 or CH-102. 3 credit hours.

CH-340 The Holocaust: Roots, Realities and Ramifications

This class will probe one of the most disturbing and influential episodes of the 20th century. In particular, it will discuss the theological and religious issues involved in this state-supported action of genocide, drawing especially on conflicts between Christians and Jews, and exploring lingering theological problems. The mid-20th century Jewish Holocaust will be compared with other experiences of genocide. Prerequisite: CH-101 or CH-102. 3 credit hours.

CH-342 Culture, Conflict and Christian Mission in the New World and the Old World

This course will survey three critical eras of Western Christian expansion – the Crusades of the 12th century; Colonialism in the 16th century; and European imperialism in the 19th century – and will analyze the positive and negative legacy of the Christian presence established during these periods. Contemporary churches in the Middle East, Latin America, Asia and Africa continue to live in the shadow of this missionary enterprise. We will have opportunity to gain greater sensitivity to the historic problems these Christians encounter and to consider creative avenues for present and future dialogue in the church worldwide. Prerequisite: CH-101 or CH-102. 3 credit hours.

CH-343 Christianity and War

This course offers students the opportunity to research, analyze and evaluate varied responses of Christian individuals, communities and institutions to war. We will do that through an intensive examination of one specific war, which will serve as a semester-long case study. We will explore such topics as the causes of war; the use of Christian teachings, Scripture and sacred symbols to initiate, rationalize, support or oppose war; theological and ethical debates about war (including arguments for pacifism and the application of just-war theory); experiences and effects of war in the lives of Christian participants; and the impact of war on subsequent development of churches and societies. Prerequisites: CH-101 or CH-102. 3 credit hours.

CH-345 Spiritual Autobiography in the Wesleyan Tradition

The discipline of telling the story of one's life and religious experience is a distinguishing feature in the historical practices of Wesleyan spirituality. Class and band meetings required that believers give account of their experiences of sin and grace; conferences and camp meetings were structured on the exchange of public testimonies; journal-keeping was recommended as essential to spiritual formation; autobiographies were published to assist in the work of mission and evangelism. Students will explore and analyze personal narratives produced by Methodists from the 18th through the 20th centuries and will examine the uses and value of spiritual autobiography in contemporary ministry. Prerequisite: CH-101 or CH-102. 3 credit hours.

CH-365 Wesleyan Spirituality

Through reflection on selected texts in the Wesleyan tradition and the practice of spiritual disciplines, students will explore distinctively Wesleyan approaches to the Christian spiritual life. Particular attention will be paid to such topics as the way of salvation, use of the means of grace, small group accountability and Christian conference, and the relationship between spirituality and social justice. Prerequisite: CH-101 or CH-102. 3 credit hours.

CH-367 The Social Gospel Movement

This course focuses on the Social Gospel movement as it arose in the United States in the late 19th and early 20th centuries. Through examination of selected figures and forms of institutional ministry, students will consider the strengths and the limitations of the Social Gospel as a theological system, as an approach to mission and ministry, and as a strategy for social transformation. Prerequisite: CH-101 or CH-102. 3 credit hours.

CH/CT-376 Augustine Through the Ages

Seminar on the theology and influence of Augustine's theology as formulated through his life experience. How Donatism, Pelagianism, grace and predestination shaped his own thinking and the future growth of Christian theology. Reading of *The Confessions* and substantial parts of other works, such as *On Christian Doctrine*, *On the Trinity* and *The City of God*. Students' presentations will be mostly based on recent publications about Augustine and his theology. Prerequisite: CH-101 or CH-102. 3 credit hours.

CH-600 Thesis

For students in the Master of Theological Studies program only. Successful completion of a thesis can apply toward a student's MTS concentration. A copy of "Guidelines for the MTS Thesis" can be obtained from the advisor or the registrar. Prerequisite: approval of supervising faculty member, academic advisor and the dean. Graded pass/fail. 3 credit hours.

Church Leadership**CL-200 Church Growth with Integrity**

This class will critique methodologically and theologically the popular church growth models. A theology of church growth will be developed throughout the term, based on church visitation and qualitative and quantitative research, followed by group interpretation and synthesis of information. The course will culminate in a class project that designs a church growth process that is theologically and spiritually based. Integration of reading and experience will be required. Prerequisite: PT-100. 3 credit hours.

CL-250 Conflict Management

Conflict management theories will be introduced in this course in depth. Leadership skills will be promoted with specific attention to managing – or solving, when possible – conflict. Case studies and mediation work will be included in this course. Prerequisite: PT-100 or permission of the instructor. 3 credit hours.

ED/CL-266 Group Life

This course involves participation in a group that will seek to understand its own life and apply these understandings to the life of other groups, including those in the church. The theory of the dynamics of group life will be employed in understanding the actual life of the group. Limited to 12 persons upon approval of the instructor. Prerequisite: PT-100. 3 credit hours.

CL/CE-275: Women and the Ethics of Leadership

This course will focus on women's leadership from womanist, mujerista and feminist perspectives, incorporating ethical issues women face in arenas of work and ministry. The goal is to create alternative practices for women to develop as effective leaders. Critiques of current understandings of power and leadership ethics, narratives and research by women will be focal resources for students. Pre-requisites: PT-100, CT-149 and CE-101.

CL-300 Leading Transformational Change

Change is inevitable in the life of leadership; transformational change affects not only the individual but whole communities. This course will look at biblical, historical and theological perspectives of transformational change as a means to discovering the impact of transformational change for church and community. Meaningful change that makes an impact on the community requires particular work for leadership. Integration of resources and group process will inform a final project in this course. Prerequisite: 200-level CL course. 3 credit hours.

Cross-Cultural Immersion

CR-201 Cross-Cultural Experience: Pre-Immersion Sessions

Pre-immersion sessions will focus on intercultural communication and cross-cultural observation, understanding the U.S. and local church experience within a global context, theological reflection on cultural differences, and orientation for the specific trip. This course, in conjunction with CR-202 and CR-203, satisfies the cross-cultural requirement for Master of Divinity students. Pre-immersion meets for approximately four sessions in the semester prior to an immersion experience. Students register for the appropriate section based on the immersion experience they are planning. There is no additional cost for these sessions, and no credit is assigned; however, participation is considered in the facilitator's evaluation of the student's experience. Prerequisite: Students normally will have completed one-third of a degree program before pursuing a cross-cultural immersion experience. Graded pass/fail. 1 credit hour.

CR-202 Cross-Cultural Immersion Experience

Immersion in an approved cross-cultural setting, to last approximately two weeks. A reflection paper of 10-12 pages will be due within one week of the student's return from the trip. Each approved experience in any term carries its own section number, and students register for the appropriate section based on the trip they are planning. This course, in conjunction with CR-201 and CR-203, satisfies the cross-cultural requirement for Master of Divinity students. See the "Cross-Cultural Handbook" for more details. Prerequisite: CR-201. Graded pass/fail. 2 credit hours.

CR-203 Cross-Cultural Experience: Post-Immersion Sessions

Post-immersion sessions focus on processing the experience, further theological reflection, and translating acquired learning into current and future ministry contexts. This course, in conjunction with CR-201 and CR-202, satisfies the cross-cultural requirement for Master of Divinity students. Post-immersion meets for approximately four sessions immediately following an immersion experience. Students register for the appropriate section based on the immersion experience they have completed. There is no additional cost for these sessions, and no credit is assigned; however, participation is considered in the facilitator's evaluation of the student's experience. Prerequisites: CR-201 and CR-202. 0 credit hours.

CR-500 International Exchange Program

Students who participate in a mutually established international exchange program may register through MTSO for credit. Once the courses are completed, they will be listed on the transcript individually. Prerequisite: CR-203. Credit hours vary.

Christian Theology

CT-149 Introduction to Theology

An examination of the nature, opportunities and limitations of theology. Historic approaches and current challenges will be considered in a critical examination of such problems as religious knowledge, authority, the development of doctrine, historical-cultural relativity, and the nature of theological truth. No prerequisite. 3 credit hours.

CT-249 The Doctrine of Christ

An examination of issues traditionally associated with the doctrine of the person and work of Jesus Christ through study of classic and modern texts, and a critical exploration of contemporary Christological options. Prerequisite: CT-149. 3 credit hours.

CT-251 The Doctrine of God

A study of biblical, historical and contemporary formulations of the nature and activity of ultimate reality affirmed by Christian faith with the term/symbol "God." Members of the class will be required – in light of this background – to formulate their own present understandings of God. Prerequisite: CT-149. 3 credit hours.

CT-254 The Doctrine of the Trinity

A study of the basic principles of Trinitarian doctrine with a critical examination of their historic and contemporary applications. Prerequisite: CT-149. 3 credit hours.

CT-258 The Doctrine of the Church

A study of the various ways Christians have defined the church – e.g., as body of Christ, separated community, people of God, etc. – and an exploration of contemporary interpretations. Prerequisite: CT-149. 3 credit hours.

CT-259 Gender, Sin and Addiction

An exploration of the sin/grace doctrine in light of the emerging addiction/recovery metaphor, with special attention to contemporary gender issues. Although attentive to the distinctions of the addiction/recovery metaphor and movement, the course's primary aim is to examine its relationship to Christian theology. Prerequisite: CT-149. 3 credit hours.

CT-265 Systematic Theology

An examination of the doctrines of the Christian church, with an emphasis on seeing their relations to each other. The purpose of the course will be to learn to reflect critically on these doctrines in order to appropriate them understandably in our contemporary situation. Students will be asked to articulate their understanding of the Christian faith in a comprehensive statement at the end of the term. Prerequisite: CT-149. 3 credit hours.

CT-303 Victims and Sinners

Christianity makes it very clear that "all have sinned and fall short of the glory of God." But how does one recognize and address those who have been sinned against? Students will explore relevant aspects of Christian teaching on human dysfunction to find out how it speaks to sinners and victims. Both theory and real-life situations will be considered because, ultimately, theology is practical. It is faith seeking understanding. Prerequisite: a 200-level CT course. 3 credit hours.

CT-331 Gender and Theology

The use of gender as an interpretive category in theology both affects and reflects the ways we think of, and relate to, God and ourselves. The course examines this premise through both historical and contemporary examples. Prerequisite: 200-level CT course. 3 credit hours.

CT-334 Theology and Culture

This course will explore the relationship between theology and culture in the light of the post-modern context. Popular culture today is a determining factor in the "meaning making" of most everyone in society. The goal, besides understanding, is two-fold: to explore how the Christian faith can be explained in the present context and to examine the transformation of the church that this new environment calls for. Prerequisites: CT-149 and a 200-level doctrinal course. 3 credit hours.

CT-335 The Authority of Scripture

For Christians to call the Bible “scripture” is to acknowledge that it is a sacred, authoritative text for the community. But what kind of authority does it have? The course will examine several factors that must be considered in answering this question, such as the concept of authority itself; the Protestant doctrine of scripture as it was formulated after the Reformation; various challenges to the authority of scripture; and various attempts to affirm the authority of scripture in the faces of these challenges. Prerequisite: 200-level CT course. 3 credit hours.

CT-336 Theology in the Wesleyan Tradition

A study of the distinctively Wesleyan order of salvation and its influence on modern theologians. The initial focus will be on the theology in John Wesley’s sermons, but attention will then be given to how theologians in the Wesleyan tradition appropriate Wesley’s ideas in light of contemporary concerns, such as liberation theology, pluralism and process philosophy. Prerequisite: 200-level CT course. 3 credit hours.

CT-340 Theology and Film

Our culture continues to wrestle with theological shadows unaware. Echoes of theological themes can often be found in contemporary film. We will learn how to discern key themes in film, become aware of how influenced we are by this medium and become able to critically engage it. Students will be encouraged to take this skill into church settings as an accessible way to guide others in thinking theologically. Prerequisite: 200-level CT course. 3 credit hours.

CT-345 The Problem of Evil

One of the most difficult theological problems is how to affirm God’s goodness and power in light of the existence of evil in the world. This course will examine various historical and contemporary theological responses to that problem. Prerequisite: 200-level CT course. 3 credit hours.

CH/CT-376 Augustine Through the Ages

Seminar on the theology and influence of Augustine’s theology as formulated through his life experience. How Donatism, Pelagianism, grace and predestination shaped his own thinking and the future growth of Christian theology. Reading of *The Confessions* and substantial parts of other works, such as *On Christian Doctrine*, *On the Trinity* and *The City of God*. Students’ presentations will be mostly based on recent publications about Augustine and his theology. Prerequisite: CH-101 or CH-102. 3 credit hours.

CT-600 Thesis

For students in the Master of Theological Studies program only. Successful completion of a thesis can apply toward a student’s MTS concentration. A copy of “Guidelines for the MTS Thesis” can be obtained from the advisor or the registrar. Prerequisite: approval of supervising faculty member, academic advisor and the dean. Graded pass/fail. 3 credit hours.

Doctor of Ministry**DM-900 Doctor of Ministry Program in Progress**

Course enrollment indicates active student enrolled in the program at a half-time enrollment status. 0 credit hours.

DM-901 Continuity and Change

This course examines the constructive tension between the church’s desire to maintain authentic traditions and the need to adapt and respond to current socio-cultural forces. Issues studied with particular attention to biblical, historical and theological matters. 3 credit hours.

DM-902 Particularity and Diversity

Particularity in ministry challenges us to understand that sharp-edged relevance which locates people in a specific time and space. On the other hand, diversity summons us to the broad living space that human communities find essential for life. This course focuses on the dynamics of race, ethnicity, gender, class, physical/mental challenges and the impact they have on the practice of ministry. 3 credit hours.

DM-903 Communities and Society

Communities, including Christian congregations, nurture and establish human identity. Societies represent larger forces (e.g., economic, political, patriarchal) which can threaten communities. This course will consider lessons of church history, insights of religious sociology and demography, and the witness of scripture as leaders wrestle with responsible and responsive ecclesiology. The church can then see itself in a position to embrace society with an incarnational focus. 3 credit hours.

DM-904 Research Methods (a, b, c)

This course addresses both the quantitative and qualitative methodologies for research, equipping students with the ability to identify project topics and methodologies appropriate for their projects. In addition, the course addresses the interface of theological and social science disciplines. The course should be taken early in the third year of courses. Quantitative content of the class includes basics of sampling, question construction, answer scales, rudimentary statistical analysis, and analyzing data. Qualitative content includes participant/observer methods and ethical issues, and observation/conversation reporting. Taught in three one-hour courses with the final grade given at the completion of DM-904c. 3 credit hours total.

DM-905, 906, 907 Peer Groups

These learning communities are designed to provide focused attention to overall learning objectives, issues of praxis and integration, and spiritual maturity. In addition, support and critique of the project phase will occur here. Normally, the peer group will form at the beginning of the program and remain together throughout. Peer group sessions will involve 10 classroom contact credit hours with an additional 5 credit hours of virtual group contact per unit of credit. The instructor will be the director of the D.Min. program. 1 credit hour each.

DM-908 Project Group

Members of the peer group who plan to complete the degree at the same time are enrolled in this course. The D.Min. director convenes and coordinates these groups. The course provides a learning community during the project. Students share and critique drafts of proposals and chapters via electronic means. 1 credit hour.

DM-909 Project

Upon approval of the project proposal, the D.Min. project will be undertaken. The D.Min. project must result in practical strategies for change in the student's local ministry setting. These strategies must be grounded in biblical models and sound theological reasoning. They must also reflect careful analysis of the specific ministry context. Intervention in a ministry setting involves changes in some of the most profound aspects of the lives of Christian people; the seriousness of such an undertaking must not be forgotten. Sound theoretical underpinnings and careful supervision are therefore vital. The word "project" is used to refer to the whole undertaking within the ministry setting, while the word "paper" refers to the paper that is submitted for D.Min credit. Graded pass/fail. 3 credit hours.

DM-914 Spirituality and Change

Any leader who undertakes ministry must have a spiritual focus that incorporates not only ministry, but personal relationship-building, self-discipline and an inward/outward journey of the spirit. This course will focus on how leadership stays spiritually centered in the midst of encountering change, including changing local, regional and global contexts that inform organizational evolution. 3 credit hours.

DM-915 Transforming Mission

Christian mission concerns transforming the world as well as itself being continually transformed. Hospitality is integral to the Gospel, and thus to be a primary context for transforming mission that reflects and follows God's hospitality, welcoming of all, in Christ. Examining the understanding and practice of biblical hospitality, this course will study missional ecclesiology, multiculturalism, and urban ministry. 3 credit hours.

DM-916 Individual and Systems Change

This class explores the topic of leadership from several perspectives, including personal, empirical, organizational, sociological, and theological. Students will learn to name some of the key dynamic tasks and discover where they are naturally gifted to lead and where they must involve others. Students will be able to work with assessment tools addressing their own contexts and placing that context in broader cultural and congregational movements. 3 credit hours.

DM-917 Preaching for Change

Invitational preaching is the kind of proclamation of the good news that addresses human needs and contexts; it also provides a climate of invitation both in its content and style of delivery. Attention will be given to theology of invitational proclamation, and to critical examination of both traditional and contemporary models of communication in the context of the history of preaching. 3 credit hours.

DM-920 Grief Dynamics and Pastoral Care

Grief is a universal experience which impacts individuals, families, groups, institutions, and societies. This course will explore and analyze the phenomenon and the process of grief and loss from the perspectives of social sciences and theology, with particular attention to the arts of pastoral care, recovery, and spirituality. 3 credit hours.

DM-921 Theology and Family Systems Theory

Systems theory recognizes that a complete unit is made up of interconnected and interdependent parts operating in a stable way over time. Theology seeks to forge authentic meaning from human and spiritual experiences. This course intends to explore a variety of family systems theories and their rich applications which illuminate the human experience as a spiritual journey with multidimensional aspects. 3 credit hours.

DM-922 Pastoral Care in a Multicultural Society

Cultural sensitivity and cultural competence require exploration of diverse contexts and broad perspectives. This course will address pastoral care theory and practice which enable genuine introspection and interpersonal reflection on micro-skills for cultural encounters across and within cultures. Contemporary pastoral care demands functional knowledge of how multiple and varied cultures can co-exist, spiritually, psychological, and socially. 3 credit hours.

DM-923 Care of Souls

The course addresses a holistic introduction to care as a vital missional ministry focusing on the ultimate means and concerns of human beings. Study focuses on both spiritual/theological needs and psychodynamic concerns of persons. The ancient language of the soul is explored in the framework of contemporary culture, with attention to key issues that can form and deform the soul. 3 credit hours.

DM-930 Theology and Mission of Preaching

A robust theology of preaching and mission helps preachers to think critically about their own preaching in context. Students will survey historical and contemporary literature on the theology and mission of preaching. Students will be able to articulate and critique their own theology in relation to their denominational heritage and their ministry context. 3 credit hours.

DM-931 Hermeneutics for Preaching

Preaching always takes place in relationship to texts that must be read and applied to the sermon (bible, theology and living context). Students will survey historical and contemporary literature

in hermeneutics. This will help students become aware of a range of options, become critically attentive to their own hermeneutical lenses, and develop new options or enrich their existing hermeneutical models. 3 credit hours.

DM-932 The Created Word

The energy of the church is impacted by the creativity of preaching and attention to canons of rhetoric. This course investigates how language, form, style, delivery and event impact the meaning and goals of preaching. Readings in rhetoric and performance studies and analysis of students' preaching will help them examine their own methods and understandings of composing and delivering sermons. 3 credit hours.

DM-933 Preachers as Reflective Practitioners

Students will broaden understanding and appreciation of how the practice of preaching fits into the life, ministry and mission of congregations by becoming critical and reflective practitioners as they learn how the preacher, the sermon, and the context combine to form good preaching. The focus of this class is analysis of student preaching and preaching of others in their contexts.

Denominational Studies

Required courses in denominations other than those listed here may be arranged as needed.

DS-005 General Conference

This course explores the issues surrounding the General Conference of The United Methodist Church. In addition to some sessions at MTSO, each person will attend the entire General Conference, which is held every four years. Students will select and monitor an issue, a legislative committee and a caucus. Additional cost for transportation, room and board. 3 credit hours.

DS-360 United Methodist History

An immersion into the history of The United Methodist Church, beginning with the Wesleys and the early Methodist movement. The course will then explore the development of the Methodist and Evangelical United Brethren traditions in the United States, and will examine the distinctive forms of Wesleyan and Methodist spirituality, ministry and practice. This course, along with DS-365 and DS-370, fulfills some of the United Methodist denominational requirements for commissioning and ordination as deacon or elder. Offered annually. Prerequisites: CH-101 or CH-102. 2 credit hours.

DS-365 United Methodist Doctrine

This course will cover the essential elements of Wesley's theology as found in select sermons and the doctrinal standards as they are identified in *The Book of Discipline of The United Methodist Church*. Attention will be given to the development of doctrine in The United Methodist Church and to central theological questions that arise about the use of doctrinal standards. This course, along with DS-360 and DS-370, fulfills some of the United Methodist denominational requirements for commissioning and ordination as deacon or elder. 2 credit hours. Offered annually. Prerequisite: CT-149.

DS-370 United Methodist Polity

The course will combine the assumptions of UM polity and the principles of connectionalism and itinerancy as to the nature of the church, membership, congregational life, ministry, chain of conferences, agencies, property, judicial administration and ecumenism as reflected in *The Book of Discipline of The United Methodist Church* and *The Book of Resolutions of The United Methodist Church*. The desired outcome is that these two books will become working handbooks for mission and ministry of UM students. This course, along with DS-360 and DS-365, fulfills some of the United Methodist denominational requirements for commissioning and ordination as deacon or elder. 2 credit hours. Offered annually. No prerequisite.

DS-390 United Church of Christ History and Polity

A seminar designed to familiarize students with the history and practices of the United Church of Christ (UCC), and offered to assist students in meeting requirements of Association Committees on Church and Ministry for ordination in the denomination. This course will introduce students to the broad range of resources produced by agencies of the UCC. Students will gain familiarity with the priorities and programs of the UCC and its agencies. Offered upon request.

Prerequisites: CH-101 or CH-102. 3 credit hours.

DS-391 Disciples of Christ History and Polity

A brief history of the Christian Church and the personalities involved. This will include a study of the polity of the Disciples of Christ. The seminar will also deal with the structure of the regions of the general church and practical matters within the church. Offered upon request.

Prerequisites: CH-101 or CH-102. 3 credit hours.

DS-392 Baptist History and Polity

This seminar provides a survey of Baptist history, doctrine and polity. It will also introduce students to the resources available within the denomination. Offered upon request. Prerequisites: CH-101 or CH-102. 3 credit hours.

DS-393 Unitarian Universalist History and Polity

An examination of the history, theology and congregational polity of the American Unitarian Association, Universalist Church of America and Unitarian Universalist Association. Special attention will be paid to preparing students for the Unitarian Universalist ministry and meeting the requirements for ordination and ministerial fellowship. Offered upon request. Prerequisites: CH-101 or CH-102. 3 credit hours.

DS-394 Presbyterian History and Doctrine

An examination of the key issues and individuals involved in the history of the Presbyterian Church. Special attention will be given to Calvin and his important theological treatises, to the development of the Reformed tradition in Scotland and the Netherlands, and to the formation of the Presbyterian Church in the United States. Current issues confronting the Presbyterian Church (USA) will also be discussed in light of the historical context. Students will be especially encouraged to develop historical and theological understandings in preparation for PC(USA) ordination exams. Offered upon request. Prerequisites: CH-101 or CH-102. 3 credit hours.

DS-395 Presbyterian Polity and Administration

In this experiential approach, students learn to think theologically and systemically as they apply the constitution of the church to specific issues at the congregational, presbytery, synod and general assembly levels. Attention will also be given to church administration in the Presbyterian tradition based on the theology of the church in the *Book of Order*. 2 credit hours.

Christian Education

ED-111 Ministry with/for/by Youth

This course begins the exploration into ministry with, for and by youth in the American context. The course assumes a congregational-based youth ministry but will examine some para-denominational and non-denominational youth ministries. This course is required for Youth Ministry Certification. No prerequisite. 3 credit hours.

ED-112 Adolescent World

This course will examine various aspects in the world of adolescents, including historical, sociological and developmental issues. Different contexts for ministry, such as the school and church, will be explored. Specialized issues such as differing ethnic perspectives and worship will also be examined. This course is required for Youth Ministry Certification. No prerequisite. 3 credit hours.

ED-230 Intimacy, Vocation and Community: Ministry with Young Adults

Howard Thurman's questions – "What am I to do in this world?" and "Who will go with me?" - offer starting points for exploring possible models of ministry with young adults. The course will build from these initial questions to engage multiple contexts shaping young adulthood. Some familiarity with developmental theory and social construction of adolescence is required.

Prerequisite: 100-level ED, PT or PC course. 3 semester hours.

ED-155 Christian Education in the Urban Church

This course explores the church's educational ministry in city parishes with special emphasis on the African-American context. This course can meet the ED 100-level requirement. No prerequisite. 3 credit hours.

PC/ED-213 Theories of the Development of the Self and the Life Cycle

Exploration of selected theories of human development and the life cycle, with a focus on the development of a sense of self. Attention will also be given to relational, social, cultural and spiritual/religious factors in the development of self. Course participants will read theorists from selected schools such as object relations theory, self/ego psychology, self-in-relation theory, faith development theory and others, to examine, clarify and reflect on the various phases of human development and their relevance in pastoral care and counseling. Prerequisite: PC-100, PC-110, PC155 or PT-100. 3 credit hours.

ED-220 Ecological Religious Education

A course exploring harmonies and dissonance between models of religious and ecological education. It is designed for individuals who are seeking ways to integrate ecological issues as an aspect of the educational life of a vibrant community. Prerequisite: PT-100 or equivalent. 3 credit hours.

ED/CL -266 Group Life

This course involves participation in a group that will seek to understand its own life and apply these understandings to the life of other groups, including those in the church. The theory of the dynamics of group life will be employed in understanding the actual life of the group. Limited to 12 persons upon approval of the instructor. Prerequisite: PT-100. 3 credit hours.

ED-270 Teaching and Learning

Drawing on research, observations, analysis and experience, participants will explore models of teaching/learning. These will include non-schooling (e.g., liturgy, family life) as well as school models. Prerequisite: PT-100. 3 credit hours.

ED-277 Curriculum and the Life Concerns of People

A study of curriculum theory as it is related to the designing of learning experiences in Christian education for persons throughout the life cycle and in the American context. Opportunities will be provided to write curriculum and critique resources. Prerequisite: PT-100. 3 credit hours.

ED-280 Educating for Peace and Justice

A course designed to help persons involved in parish ministry who are concerned with the issues of peace and justice examine ways of integrating those concerns into the educational and spiritual life of both congregations and individuals. Prerequisite: PT-100. 3 credit hours.

ED-296 Children and the Church

This course is an exploration of the church and children. Specialized issues such as children and worship, the ministry of children, and the Bible and children will be explored, as well as theological and theoretical issues surrounding children in the American context and the church. Prerequisite: PT-100. 3 credit hours.

ED-298 Intergenerational Ministries

This course will focus on two intergenerational contexts: congregations and households. In relation to congregations, attention will be given to integration of age-level ministries, dynamics of intergenerational learning and planning that strengthens intergenerational webs. In relation to households, attention will be given to family dynamics, varieties of family forms, households and faith development, and interfaces between households and age-level ministries. Prerequisite: PT-100. 3 credit hours.

WM/ED-354 Sacraments of Initiation and Eucharist

This course will consider baptism, confirmation and communion, which were originally a unitive sacrament in the early church. Biblical, historical and theological understandings will be studied as the foundation for practice of these sacraments in the church today. Prerequisites: one Bible and one Theology course; recommended: WM-100. 3 credit hours.

ED-500 Christian Education Praxis

An opportunity for students to engage in some aspect of the teaching ministry in depth and to reflect upon the understandings and skills involved, with supervision approved by the departmental staff. See the Christian Education faculty. Prerequisite: any two ED courses. 1-3 credit hours.

Educated Spirit

ES-100 The Educated Spirit

This course provides an introduction to contextual and integrative aspects of theological education. Through plenary sessions and small group work, students will develop an understanding of seminary as a place to cultivate both the spirit and the intellect. Emphasis will be placed on roles of discernment and spiritual formation; critical thinking and research in a theological setting; the unique communal environment with attendance sensitivity to diverse and disparate viewpoints; and the specialized languages and methods of the various theological disciplines. 2 credit hours. No prerequisite. Must be completed within the first two semesters of enrollment.

Field Education

FE-475 Field Education I

This required course involves the student in peer reflection on ministry events. The class meets three hours every other week for both Fall and Spring semesters. Prerequisites: The completion of one-third of the course requirements in the student's degree program, including one course in Theology and one course in Bible. The student must also be serving in a qualifying Field Education ministry setting. This year-long course begins in Fall Semester and must be completed the following Spring Semester. Scheduled as 1.5 credit hours each semester for a total of 3 credit hours.

FE-480 Field Education Internships

Available after consultation with the Field Education staff. Prerequisite: FE-475. 3 credit hours.

Hebrew Bible (Old Testament)

HB-110 Introduction to the Hebrew Bible

This course introduces students to the diversity of literary and theological traditions in the Hebrew Bible. Attention is given to the formation and function of these traditions in their social contexts within ancient Israel, to the development and reinterpretations of those traditions within the biblical literature, and to the role and interpretations of those texts in the history of synagogue and church within diverse contemporary contexts. No prerequisite. 3 credit hours. Fall and Spring semesters.

HB-140 Elementary Biblical Hebrew

An introduction to Hebrew, with exploration of how understanding of the Hebrew alphabet and basic grammar can aid interpretation. No prerequisite. 3 credit hours. Fall Semester, alternate years.

HB-240 Intermediate Biblical Hebrew

A continuation of the introduction to language begun in HB-140 in order to gain a more comprehensive understanding of its grammatical structures and to advance basic fluency in reading the variety of literary styles found in the Hebrew Bible. Prerequisite: HB-140. 3 credit hours.

HB/NT-241 The Dead Sea Scrolls, Jewish History and Christian Origins

In the study of this unique Jewish literature, we will discuss the nature of the genres encompassed within the fragments from this find, their literary characteristics, their major ideas and their origins, and attempt to define the character of the group(s) that produced them and assess their impact directly and indirectly on Judaism in the Greco-Roman period and early Christianity. Prerequisite: HB-110 and NT-110. 3 credit hours.

HB/NT/SR-245 Introduction to Rabbinic Literature

This course will concentrate on the literature composed and compiled prior to 500 C.E.: an initial encounter with selected rabbinic texts; a prologue to some of the major ideas at the center of these texts; and an introduction to the critical historical and literary issues attendant their study. A survey of the relationship between these texts and Jewish history will conclude the course. Prerequisites: HB-110, NT-110, and any 100-level SR course. 3 credit hours.

HB-315 Genesis

This course involves intensive practice in listening to the specific messages of texts from Genesis and interweaving them with the students' and their communities' lives. There is a special focus on literary analysis of narrative and discernment of the complex process of formation which produced these texts. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

HB-316 Basic Texts in the Moses Tradition

Participants will engage in a careful reading of the narrative in Exodus, Numbers and Deuteronomy, featuring Moses' birth and call, the plagues and deliverance from Egypt, the theophany at Sinai, and the wilderness wanderings. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

HB-323 The Five Scrolls

This course exegetes the five books (Ruth, Song of Songs, Ecclesiastes, Lamentations and Esther) often considered the neglected portions of the Hebrew Bible, with regard to the unique textual and conceptual implications of each, their thematic correlations within the canon, and their theological relevance to today's ministry and society. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

HB-330 Isaiah

This course involves intensive practice in listening to the specific messages of texts from the Isaiah tradition, and interweaving them with the students' and their communities' lives. There is a special focus on literary analysis of poetry and discernment of the dynamic process of formation which produced the Book of Isaiah in its present form. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

HB-331 Jeremiah

This course involves intensive practice in listening to the specific messages of texts from Jeremiah and interweaving them with the students' and their communities' lives. There is a special focus on literary analysis of poetry, intertextuality, and theological assessment of the life and legacy of Jeremiah as a prophet and Israel as an exilic community. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

HB-332 Samuel and Kings

This course examines the stories of the peoples and the history of early prophecy during the monarchical Israel. To study the various dimensions of human dramas, including cultural, socio-political and religious realms, both literary and theological approaches will be incorporated, such as a close reading of plot, character and multivalence, as well as the divine-human relationships within the narrative. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

HB-339 Daniel and Other Jewish Apocalyptic Literature

The book of Daniel grows out of the Jewish experience with empire and persecution. This literary and socio-historical study of the book of Daniel will place the work within the context of related Jewish literature of the Graeco-Roman era, concentrating on Enoch and the Dead Sea Scrolls. The development and definition of apocalyptic literature will receive attention. A comprehensive and mature understanding of this body of literature and of the related development of various Jewish social movements and communities within the context of a global Hellenistic empire provides a basis for Christians around the world who wish to develop faithful responses to the various imperial demands of life in the world. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

HB-340 Exegesis of Hebrew (Old) Testament

In this course students practice reading elementary Hebrew texts and draw on their knowledge of Hebrew to enrich their interpretation of those passages. Prerequisite: HB-240 (or permission of the instructor). Fulfills the requirement for the 200-level HB or NT requirement in the M.Div. 3 credit hours. Fall Semester, alternate years.

HB-350 Minor Prophets

Study of the 12 minor prophets (Hosea-Malachi) in light of historical, canonical and theological perspectives. Primary attention will be given to the interpretation of selected texts with regard to their socio-historical environments and intertextual correlation with the canon and to the theological implications for the life of the church and for contemporary issues in a global context. Selection of the specific prophetic books and texts (most of which will be derived from the lectionaries) may vary from year to year. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

HB-360 Psalms

A careful encounter with Israel's ancient collection of complaints and praise songs as found in Psalms and Lamentations. Special attention is paid to representative forms and formulae and to the ongoing psalm tradition in church and synagogue. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

HB-371 Job

An exploration of the different parts of Job, particularly as they dialogue with each other and with other parts of the biblical tradition about issues such as justice and suffering. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

HB-380 Race, Gender, and Power in the Hebrew Bible

This course will involve analysis of diverse biblical interpretive works presented by scholars concerning the issues related to gender, ethnicity, economy, sociopolitical power, etc. It will also engage in exegetical tasks of related biblical texts and apply those insights toward theological and hermeneutical implications for today's church and world. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

HB/NT/HM-435 The Bible and Preaching in the African-American Tradition

The goal of this course is to enable a more effective cross-cultural approach to ministry. The course has a twofold purpose: examination of the hermeneutic that has evolved as a result of the methodological utilization of scripture in preaching in the African-American religious tradition and cultural environment, and examination of the preaching traditions and forms that have developed. Prerequisite: HM-300. 3 credit hours.

HB-600 Thesis

For students in the Master of Theological Studies program only. Successful completion of a thesis can apply toward a student's MTS concentration. A copy of "Guidelines for the MTS Thesis" can be obtained from the advisor or the registrar. Prerequisite: approval of supervising faculty member, academic advisor and the dean. Graded pass/fail. 3 credit hours.

Homiletics

HM-300 Introduction to Homiletics

An exploration of the why, what, how and to whom of preaching in light of its history and tradition, content and context. Attention will be paid not only to the preparation and delivery of sermons, but also to the development of the capacity to evaluate one's own preaching as well as that of others. Prerequisites: CT-149, HB-110 and NT-110. 3 credit hours.

HM-420 Homiletical Resources

The course will survey the various devices preachers utilize in the preaching moment: voice, literature, culture, music, video, PowerPoint, internet, drama, imagination, and much more. Additionally, this class will guide students how to employ these tools responsibly. The itinerary will be designed to give students ample opportunities to practice preaching with different homiletical resources. Prerequisite: HM-300. 3 credit hours.

NT/HM-425 New Testament Rhetoric and Preaching

The goal of this course is to explore various literary and rhetorical forms found in Christian scriptures, such as parables and controversy/pronouncement stories, as well as paraenetic portions of Paul's epistles, to discern how these forms function. In the context of such study, class members will develop sermons that performatively function in the same way with contemporary hearers. Prerequisite: HM-300. 3 credit hours.

HM-428 Preaching the Specialized Sermon

This course will offer an examination of the issues involved and areas to be considered in the design and development of specialized and occasional sermons, including funeral sermons, topical sermons and social sermons. Students will have opportunity to enhance their preaching skills as they develop sermons to be presented in class. Prerequisite: HM-300. 3 credit hours.

HM-434 Spirituality as a Foundation for Preaching

The aim of this course is to inspire the student toward an enhanced spirituality as a foundation for sermon preparation. The course will require practice in preaching and include a survey of the rich traditions of spiritual exercises, including prayer, Bible study and meditation. Prerequisite: HM-300. 3 credit hours.

HB/NT/HM-435 The Bible and Preaching in the African-American Tradition

The goal of this course is to enable a more effective cross-cultural approach to ministry. The course has a twofold purpose: examination of the hermeneutic that has evolved as a result of the methodological utilization of scripture in preaching in the African-American religious tradition and cultural environment, and examination of the preaching traditions and forms that have developed. Prerequisite: HM-300. 3 credit hours.

HM-442 Narrative, Faith Development, and Prophetic Preaching

This course will explore the theory and practice of narrative as a vehicle for promoting both personal faith development and social justice. We will explore the foundations of narrative in theology and communication theory that explain the effectiveness of narrative and practice skills for thinking and preaching more effectively through narrative. Prerequisite: HM-300. 3 credit hours.

HM/WM-450 Preaching Through the Christian Year

This course will explore the historical and theological foundations of the seasons and flow of the Christian year and relate them to preaching. Students will prepare and present sermons for the various liturgical seasons and holy days. Prerequisites: HM-300 and WM-100. 3 credit hours.

HM-465 Hook, Book & Stone: Storytelling Techniques for Preaching

This course will explore the joyful process of crafting effective sermons. Students will learn how to capture and keep listeners' attention, how to generate suspense through structure, and how to increase impact with vivid language. Students will prepare several stories and one sermon for peer review. Prerequisite: HM-300. 3 credit hours.

HM-470 Preaching and Pastoral Leadership

This course will introduce students to the inherent connections between the art and act of preaching and the role of the pastor as a transformational leader in the life of a church community. Participants will be exposed to several popular leadership theories and approaches and will examine them for potential relevance for ministry, thus learning to exegete current and future trends to determine whether they are helpful or simply trendy. The course will explore the role of preaching in setting and articulating a vision, as well as the appropriate uses of the authority ascribed to the pulpit. Students will examine various rhetorical styles and analyze their effectiveness in strengthening the influence of a pastoral leader. Participants will also develop and rehearse practical preaching skills. Prerequisite: HM-300. 3 credit hours.

The Interprofessional Commission of Ohio

IEP-463 Seminar on Ethical Issues Common to the Helping Professions

This seminar is an interprofessional study of ethical problems arising out of advanced technology and encountered increasingly by professionals in allied health, education, counseling, law, medicine, nursing, social work and theology. Typical of the problems to be explored are those that cannot be solved by one profession alone – death and dying, genetic manipulation, professional accountability, privacy and confidentiality, and professional boundaries. Based upon case studies, the seminar will enhance both professional competence and interprofessional insights into ethical issues of broad and social consequence. Limit: Four students from each school in the Theological Consortium may enroll. Meets near the Ohio State University campus and runs on OSU calendar. Fall Semester. 2 credit hours.

IEP-475 Interprofessional Practicum in Clinical/Community Settings

This course helps prepare participants to collaborate interprofessionally in the context of an urban community. The course is offered in partnership with community residents and professionals as part of the teaching/learning team. Each student will be part of an interprofessional team which plans and implements a community-based project in the Ohio State University neighborhoods. Classes held on the Ohio State University campus and on OSU's schedule. Spring Semester. 2 credit hours.

IEP-490 Seminar on Interprofessional Care

Engaging students from nine professions – allied health, education, counseling, law, medicine, nursing, social work, substance abuse and theology – treatment plans are designed for clients presented in cases. Students collaborate to understand complex problems of clients; to research multi-professional issues; to foster interprofessional student and faculty dialogue; and to develop a holistic approach to case presentation. Prerequisites: one course in Theology or Bible, plus one course in the Practical Division (for MACM Addiction Track students, this must be PC-155). Limit: four students from each theological school and an additional eight MACM students. Course meets on the OSU campus and follows the Ohio State University calendar. 2 credit hours.

Mission and Evangelism

ME-075 Spirituality for Ministry

This course will explore seven themes that are foundational for the spirituality of Christian ministry: conversion; call and commitment; prayer; Word; community; simplicity; and journey inward, journey outward. Students will be introduced to the major theological and practical dimensions of spirituality and will be encouraged to apply them to their own spiritual journeys and ministry. No prerequisite. 3 credit hours.

ME-162 Mission of the Church in the Contemporary World

This course will explore the nature and mission of the church in the contemporary world. Attention will be given to theological and ethical understandings of the relationship between the church and culture. The mission of the church will be looked at through the four different roles of the church in relation to society: "Prophet," "Community," "Servant" and "Witness." Students will be encouraged to construct their own understanding of the nature and mission of the church, which could be translated into a missional ecclesiology appropriate to their own ministry contexts. This course will combine lectures, class discussion and a site visit. No prerequisite, but completion of CT-149 or CE-101 is strongly recommended. 3 credit hours.

ME-163 Mission of the Church in a Multicultural Society

This course intends to help students understand the mission of the church, as well as gain competence in ministering, in a multicultural context. Attention will be given to biblical and theological views of multiculturalism in relation to congregational mission and life. The mission of the church will also be explored through the themes of "reconciliation," "marginality," and "hospitality." No prerequisite. 3 credit hours.

ME-170 Mission of the Church in Global Context

This course will explore Christian mission in global context with an eye for its paradigm shifts. It will carefully examine the historical development of the missionary movement as well as the current issues and challenges facing mission today. Special attention will be given to the cross-cultural process in the transmission of the Christian faith and to the future of the missionary movement in light of the demographic shift of the center of gravity of Christianity toward the Southern Hemisphere continents. Furthermore, mission theories of some major thinkers in missiology – in particular, David Bosch and Andrew F. Walls – will be studied. No prerequisite. 3 credit hours.

ME-171 The Ministry of Evangelism: Theology and Practice

This course will help students construct their own theology of evangelism on biblical and theological foundations and will assist them in developing a program of evangelism appropriate to their ministry contexts. Attention will be given to the place of evangelism within the whole mission of the church and to its relationship to social justice. Contemporary models and strategies of evangelism will be introduced and theologically critiqued. Students will be encouraged to develop a style of faith-sharing that reflects their theology and their uniqueness, and to have some practical experience in witnessing. This course fulfills one of the requirements for ordination as deacon or elder in The United Methodist Church. No prerequisite, but completion of ME-162 or ME-170 prior to enrollment is strongly recommended. 3 credit hours.

ME-173 Biblical Paradigms for the Practice of Evangelism

This course intends to explore the evangelistic praxis of Jesus and of the Church in the New Testament in search for integral paradigms for the contemporary practice of evangelism. Students will be encouraged to develop a model of evangelism that is grounded in the *missio Dei* and a faithful understanding of the gospel as well as culturally and contextually relevant. No prerequisite. 3 credit hours.

New Testament

NT-110 Introduction to the New Testament

A survey of the writings of the New Testament, giving attention to its distinct voices as witnesses to the formative years of Christianity, as sources for theological reflection and as resources for Christian ministry. Goals for the course are to provide (1) basic knowledge of the content of the New Testament; (2) an introduction to the perennial critical questions concerning these texts; and (3) beginning practice in creative, ethical and intellectually responsible interpretation. No prerequisite. 3 credit hours. Fall and Spring semesters.

NT-120 Elementary Biblical Greek I

A study of the elements of New Testament Greek in order to prepare the student for reading and interpretation of the Greek New Testament. No prerequisite. 3 credit hours. Fall Semester, alternate years.

NT-220 Elementary Biblical Greek II

A continuation of NT-120. Students will begin to look at selected passages in the Greek New Testament. Prerequisite: NT-120 (or equivalent). 3 credit hours. Spring Semester, alternate years.

NT/SR-230 Gender in Ancient Religion

This course will examine Jewish, Christian, Greek, and Roman primary evidence in dialogue with current theory in gender, cultural, and feminist studies to understand the cultural and social dynamics of gender in myth, public and domestic religious practice, magic, healing, and sacred space. 3 credit hours. Prerequisite: a 100-level SR course and either HB-110 or NT-110.

HB/NT-241 The Dead Sea Scrolls, Jewish History and Christian Origins

In the study of this unique Jewish literature, we will discuss the nature of the genres encompassed within the fragments from this find, their literary characteristics, their major ideas and their origins, and attempt to define the character of the group(s) that produced them and assess their impact directly and indirectly on Judaism in the Greco-Roman period and early Christianity. Prerequisite: HB-110 and NT-110. 3 credit hours.

NT-242 Religion and Religious Practice in the Greco-Roman World

This course will examine the religious dimensions of the Greco-Roman world as part of the context for the development of early Christianity. This will not be a course on religious doctrine(s) in the Greco-Roman world; instead, it will focus on some of the key elements that are at the heart of Greek, Roman and Jewish religious sensibilities. Among the issues that the course will explore are: how individuals and social groups conceive of the divine-human relationship; how the divine world impacts the human world; what the basic cosmological structures are and where humans and gods fit into these structures; and what significance various common rituals hold for the divine-human relationship, for human well-being and for social identity. Each of these issues will be considered from the perspective of public religion at the local and imperial levels and of domestic religion. Along the way, certain NT texts will be examined to see how issues present in these texts might fit into the larger ancient religious and political context. Prerequisites: HB110 and NT110. 3 credit hours.

HB/NT/SR -245 Introduction to Rabbinic Literature

This course will concentrate on the literature composed and compiled prior to 500 C.E.: an initial encounter with selected rabbinic texts; a prologue to some of the major ideas at the center of these texts; and an introduction to the critical historical and literary issues attendant their study. A survey of the relationship between these texts and Jewish history will conclude the course. Prerequisites: HB-110, NT-110, and any 100-level SR course. 3 credit hours.

NT-260 Expressions of Identity in Second Temple Judaism

This course will investigate the complex and diverse process of identity formation and expression of Jews living in the multi-cultural world of the Ancient Mediterranean during the Second Temple period. We will examine leading theories of ethnic identity and examine primary texts

from Jewish, Roman and Greek sources to understand (1) what might distinguish a Jew from other groups in the ancient world; (2) what might distinguish groups of Jews from each other; and (3) how group dynamics, geographical setting and social location might affect identity formation and expression among Jews. Prerequisite: HB-110 and NT-110. 3 credit hours.

NT-265 Women in the New Testament World

This course explores the social context of women in the New Testament era through evidence from writings by women and about women contemporary to Jesus and Paul. Social science models such as patronage, honor/shame and patriarchy will be examined in light of the ancient literary evidence, and comparisons will be made with the New Testament literature. Prerequisite: HB-110 and NT-110. 3 credit hours.

NT-320 Exegesis of the Greek New Testament

The study of Greek is put to use in the interpretation of a New Testament writing. Improved knowledge of Greek, skill in exegetical method and theological understandings of the writing's message are important goals in this course. Prerequisite: NT-220 or a knowledge of Koine Greek. 3 credit hours. Fulfills the HB or NT 200-level requirement in the M.Div.

NT-327 The Corinthian Correspondence

This course is a study of the issues of the Corinthian congregation, of Paul's fluid position of authority in the congregation, and the sequence of events that are marked by Paul's letter to the community. Requirements include participation in weekly discussions based upon assigned readings, an oral presentation on assigned topics peculiar to the Corinthian letters, and a final exegetical paper on selected Corinthian passages. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

NT-335 Paul, the Law and the Gentiles

Focusing primarily upon the socio-historical context of Paul's letters to the Galatians and the Romans, this course examines Paul's view of the Law and Christ as means of justification for Gentiles. The "New Perspective" will be introduced as a means to explain Paul's seemingly pro- and anti-Jewish statements in his letters. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

NT-350 The Sayings of Jesus

A study of primitive sources for Jesus sayings: Synoptic Sayings Source (Q), Gospel of Thomas, Sermon on the Mount, and several papyrus gospels, such as Egerton 2, Oxyrhynchus 840. Attention is devoted to questions of genre and composition, and the process of transmission. Insight is sought into the communities which produced these documents and into the historical Jesus' message. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

NT-351 Matthew

This course examines the Gospel of Matthew within the perspective of the developments within Second Temple Judaism. It also encompasses the variety of modern methods of biblical study which have been employed in the evaluation of the meaning and significance of this Gospel. Major commentaries on the first Gospel are examined and evaluated. Particular attention is paid to the methods of sociological analysis and social history. An exegesis of selected texts is required. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

NT-352 Mark

In this seminar we will discuss the Second Gospel in detail in its literary, social and cultural contexts, using the exegetical techniques and hermeneutical theory that have been discussed in the 100- and 200-level classes. We will also explore the many unique dimensions of the Gospel in order to determine Mark's understanding of Jesus, God, the disciples, and Jesus' life, death and resurrection. An important emphasis of this class will be honing the ability of the participants to articulate a sustained interpretation of this Gospel in both oral and written forms. Prerequisite: HB or NT 200-level course. 3 credit hours.

NT-353 Luke

Study of the Gospel of Luke as a unified narrative in order to understand how alert readers might responsibly interact with this work. Students will contribute to the exegesis of passages through discussion and papers. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

NT-354 John

In this seminar we will discuss the Fourth Gospel in detail in its literary, social and cultural contexts, using the exegetical techniques and hermeneutical theory that have been discussed in the 100- and 200-level classes. We will also explore the many unique dimensions of the Gospel in order to determine John's understanding of Jesus, God, the disciples, and Jesus' life, death and resurrection. An important emphasis of this class will be honing the ability of the participants to articulate a sustained interpretation of this Gospel in both oral and written forms. Prerequisite: HB or NT 200-level course. 3 credit hours.

NT-361 Romans

Exegetical study of Romans. In light of the divisive effect of religion today, special attention will be given to Paul's proclamation of a gospel that transcends religious divisions and unites the world's peoples. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

NT-370 Hebrews

This course will examine the Letter to the Hebrews in its literary and cultural context. By combining a sustained reading of the text using the methods developed in the three prerequisite Bible courses (literary, historical and social/cultural analysis), we will examine the main themes of the letter, the structure of its argumentation, and its mingling of Greek, Roman and Jewish cultural categories to explore its meaning. We will also consider the implications of this letter for 21st century Jewish-Christian relations. Prerequisite: Any HB or NT 200-level course. 3 credit hours.

NT-420 Advanced New Testament Greek Exegesis

This course will move beyond the basics of learning Greek language skills and basic exegesis of isolated passages. The focus will be upon one (or two short) NT books, in which exegesis will arise from the students' own translation from the Greek. The students will acquire a more nuanced understanding of Greek grammar and syntax than is possible in the introductory language courses. In addition, the students will practice the art of exegesis with critical methods appropriate to the selected NT text(s). Because of the limited focus of the primary text(s), the students will engage significant works within the secondary literature. This course may be taken more than once if the subject matter is different. Prerequisite: NT-120, 220 and 320. 3 credit hours.

NT/HM-425 New Testament Rhetoric and Preaching

The goal of this course is to explore various literary and rhetorical forms found in Christian scriptures, such as parables and controversy/pronouncement stories, as well as paraenetic portions of Paul's epistles, to discern how these forms function. In the context of such study, class members will develop sermons that performatively function in the same way with contemporary hearers. Prerequisite: HM-300. 3 credit hours.

HB/NT/HM-435 The Bible and Preaching in the African-American Tradition

The goal of this course is to enable a more effective cross-cultural approach to ministry. The course has a twofold purpose: examination of the hermeneutic that has evolved as a result of the methodological utilization of scripture in preaching in the African-American religious tradition and cultural environment, and examination of the preaching traditions and forms that have developed. Prerequisite: HM-300. 3 credit hours.

NT 600 Thesis

For students in the Master of Theological Studies program only. Successful completion of a thesis can apply toward a student's MTS concentration. A copy of "Guidelines for the MTS Thesis" can be obtained from the advisor or the registrar. Prerequisite: approval of supervising faculty member, academic advisor and the dean. Graded pass/fail. 3 credit hours.

Pastoral Care and Counseling

PC-100 Foundations for Pastoral Care

This introductory course in pastoral care is designed to acquaint the student with the biblical, theological and psychological bases for contemporary pastoral care. In addition to exploring models of the minister as coordinator, giver and recipient of care, the course will address personal, congregational and social issues commonly encountered in the practice of ministry. The course will include exercises for the development of self-awareness and professional skills necessary for pastoral care, and will explore the relationship between pastoral care and interpersonal and social justice. No prerequisite. 3 credit hours.

PC-110 Clinical Pastoral Education

A supervised intensive engagement/reflection approach to pastoral care in training centers certified by the Association for Clinical Pastoral Education or approved by the faculty. A "basic unit" of CPE is 400-plus hours; these are often offered full-time in the summer (10 weeks at 40 hours per week) or in "extended units" (part-time) during the academic year (fewer hours per week for more weeks; the pattern varies). A student may earn between three and six semester credit hours by taking a "basic unit" of CPE. Students may register for an additional three credit hours if a second unit of CPE is taken. Contact Dr. Lattimore. Prerequisite: PC-100 is strongly recommended.

PC-155 Introduction to Chemical Dependency Ministries

This course will focus on alcohol and other drug dependency (AODD) as a framework for understanding other addictive behaviors. As an orientation to the field of AODD, this course will introduce participants to a variety of prototypical ministries which focus on addiction prevention, intervention and treatment. Small learning groups will provide opportunities for students to articulate and integrate personal life experience, faith journey, and theological assumptions in light of critical reflection from course theory and practice. Basic identification and detection skills will be outlined. No prerequisite. 3 credit hours.

PC/ED-213 Theories of the Development of the Self and the Life Cycle

Exploration of selected theories of human development and the life cycle, with a focus on the development of a sense of self. Attention will also be given to relational, social, cultural and spiritual/religious factors in the development of self. Course participants will read theorists from selected schools such as object relations theory, self/ego psychology, self-in-relation theory, faith development theory and others, to examine, clarify and reflect on the various phases of human development and their relevance in pastoral care and counseling. Prerequisite: PC-100, PC-110, PC155 or ED 100-level. 3 credit hours.

PC-220 Family Systems Therapy

Students will have the opportunity to learn various aspects of family systems theory. Course objectives will be for students to define and investigate the dynamics of family systems by studying a number of family systems theories; to become aware of the varied problems and strengths of family systems; to include chemically dependent/co-dependent families and recovering families; to learn assessment skills and skills for making practical therapeutic interventions; to learn about their own family of origin dynamics and to use this learning as a tool for self-growth. Prerequisite: PC-100 or PC-155 or permission of the instructor. 2 credit hours.

PC-230 Research Methods for Counselors

This course provides an introduction to major principles, strategies and instruments in social science research, including descriptive statistical foundations. The purpose of the course is to (a) familiarize students with basic strategies used to conduct research in the helping professions; (b) familiarize students with the basic methodology for collecting and interpreting data typically reported in the helping professions; (c) familiarize students with the basic conventions for published reporting in their fields of interest; and (d) provide students with knowledge and skills to become critical consumers of social science research as applied to their fields of study. Prerequisite: PC-100 or PC-155. 3 credit hours.

PC-231 Assessment and Appraisal of Individuals in Counseling

This course will provide diverse opportunities for students to gain theoretical and functional knowledge of evaluation and assessment procedures, which are utilized in educational and psychological contexts. Students will also learn about selective testing models, basic competencies, assessment procedures, alternative appraisal techniques, testing special populations and communicating testing results. Critical ethnic and cultural issues in assessment, intake interviewing, and treatment planning will also be reviewed. Prerequisites: PC-100 or PC-155. 3 credit hours.

PC-240 Theories of Counseling and Psychotherapy I

This course will provide a survey of the major approaches to counseling and psychotherapy, including psychodynamic, depth existential, cognitive-behavioral, group and family systems. The unity and diversity among these counseling and psycho-therapeutic orientations will be explored with a focus on their implications for counseling practice. Participants will be encouraged to develop an integrative approach to assessing and treating a variety of issues. Prerequisite: PC-100 or PC-155. 3 credit hours.

PC-255 Alcoholism and Other Addiction Counseling

Counseling theory and techniques for assessment, intervention and treatment in chemical dependency. The course is organized to cover the core functions in professional practice and the minimal counseling competencies, including a case demonstration. Students will learn diagnostic and treatment planning skills, various counseling techniques, and documentation procedures. Prerequisite: PC-155. 3 credit hours.

PC-256 Group Therapy I

This course offers a theoretical and experiential perspective in group therapy for professional counselors and other helping professionals. The class will provide instruction in group therapy theory and practice, stages in the development of a therapy group, and techniques relevant to broad issues and problems in counseling and psychotherapy. Prerequisite: PC-100 or PC-155. 2 credit hours.

PC-258 Group Therapy II

This course offers a theoretical and experiential perspective in group therapy for professional counselors and other helping professionals. The class will provide instruction in group therapy theory and practice, stages in the development of a therapy group, and techniques relevant to broad issues and problems in counseling and psychotherapy. This course will address specialty groups and persons in specific demographic categories. Prerequisite: PC-256 or permission of the instructor. 2 credit hours.

PC-260 African-American Pastoral Care

This course will explore the nature and form of African-American caring patterns. Different in perspective, historically and developmentally, from American pastoral care in general, pastoral care has emerged from the following five structures for empathic caring: the symbolic world view, the role of the black preacher, the family, the extended family and the church as a support system. Students will examine contemporary black American pastoral theorists and practitioners as they define the traditional functions of pastoral care – reconciling, healing, sustaining and guiding – from the perspective of human wholeness in light of the black religious experience. Prerequisite: PC-100 or permission of the instructor. 3 credit hours.

PC-265 Pastoral and Psychological Facilitation of Forgiveness

In a Christian frame of reference, forgiveness is often seen as the very center of faith and life. In psychotherapeutic circles, the capacity to forgive has been acknowledged as a “hallmark of successful psychotherapy.” It bridges and heals alienation, isolation and conflicts in human relationships. In this course, we will study theological and pastoral psychological perspectives on specific injuries or insults to the self. Issues such as aggression, violence, rage, anger, abuse and assertiveness will be considered in relation to forgiveness. Particular attention will be given to methodological concerns, dangers, and possibilities for mediating healing and facilitating forgiveness in interpersonal, congregational and social contexts. Prerequisite: PC-100. 3 credit hours.

PC-270 Pastoral Responses to Death, Dying and Loss

This course will examine the nature of attachment and loss in human relationships. Using insight from theology and psychology, the course will address questions of grief, bereavement, suffering and evil in the context of human relationships. Special attention will be given to equipping the pastor (and the congregation) to “respond pastorally” in mobilizing the resources of the Christian faith and the faith community to minister effectively to people dealing with issues of death and loss. Prerequisite: PC-100 or PC-110. 3 credit hours.

PC-272 Trauma and Narrative Pastoral Counseling

A study of the phenomenon of trauma in its various forms-including domestic violence, war trauma, natural disasters, cultural trauma, and postcolonial trauma. Attention will be given to developmental, psychological, clinical, cultural, and theological perspectives, with a special focus on how narrative pastoral counseling facilitates recovery and transformation, by means of the process of authoring and re-authoring lives through stories. Prerequisite: PC-100 or PC-155 or permission of the instructor.

PC-280 Psychopathology for Counselors

This course acquaints students with the varieties of mental, emotional and behavioral disorders that counselors are likely to encounter. Prerequisite: PC-100 or PC-155. 3 credit hours.

PC-311 Multicultural Perspectives and Issues in Pastoral Counseling

This course will examine multicultural perspectives and special issues that emerge in the practice of counseling with persons from diverse cultural backgrounds. Throughout the course we will study the impact of the issues of cultural particularity and diversity on the theory and practice of pastoral counseling, including the learning of perspectives and skills which will enable students to offer culturally sensitive pastoral counseling within, between and across cultures. The course will also explore the nature and function of culture from theological and psychosocial perspectives in order to identify specific theoretical and practical issues related to cross-cultural and spiritual dimensions of counseling. Prerequisite: PC-100 or PC-155. 3 credit hours.

PC-321 Gender, Culture and Pastoral Counseling

Gender studies have uncovered a variety of socially constructed differences that organize human relationships and the culture of dominance and subordination. They provide a broad analysis of social order and how human behavior is influenced by gender socialization. The purpose of this course is to examine women's and men's problems related to conceptions of gender in interpersonal relationships. The course will explore the cultural biases and distortions at the root of women's struggles and men's struggles with changing gender expectations (and the need of support in dealing with these changes). Special emphasis will be placed on exploring gender-sensitive approaches to care and counseling of women and men vis-à-vis gender issues. Cross-cultural perspectives on gender issues will also be considered. Prerequisite: PC-100, PC-240, PC-255 or PC-280. 3 credit hours.

PC-331 Life Planning Assessment and Career Development

This course will provide students with a foundational understanding of career development principles and concepts. By exploring and analyzing current developments in the theory and practice of career development and services, students will gain a working knowledge of practical counseling objectives, programs and strategies. Special topics will include models of career guidance, special populations, schools, higher education, disabilities and multicultural issues. Research projects will involve field investigations in career counseling contexts or systems. Prerequisite: Any 200-level PC-course. 3 credit hours.

PC-340 Theories of Counseling and Psychotherapy II

This course will intensively examine nine contemporary theories of counseling. In the application of theory, students will be challenged to develop a deeper understanding of the counseling process and the complex dynamics (personal and professional) involved in the counseling relationship. Students will bring together various approaches to develop their own therapeutic style, as well as integrate a pastoral counseling-oriented strategy into mainstream approaches to professional counseling and psychotherapy. Prerequisite: PC-240 or PC/ED-213. 3 credit hours.

PC-356 Spiritual Dimensions of Illness and Recovery

This course will focus on the spiritual factors affecting and influencing the processes of illness and wellness. The course will use addiction and physically challenging conditions to consider how health, disease, recovery and wellness are currently conceptualized. The class will address the assessment and treatment of the spiritual dimension of the human will to live as well. Prerequisite: PC-100 or PC-155. 1.5 credit hours.

PC-371 Grief Care and Counseling

Grief is a painful, complex and universal experience occasioned by loss and/or separation from a loved person or object. This course will explore the multiple dimensions of grief by familiarizing students with bereavement, normal and atypical/pathological grief. Emphasis will be placed on understanding the dynamics and process of grief and loss, developing counseling skills necessary for facilitating healing, as well as on theories of recovery, including the role of spirituality (i.e., faith) and insights from the social sciences. Fictionalized accounts of bereavement and grief will provide the case material for study and analysis. Ethnic variations in grieving will also be considered. Prerequisite: PC-100, PC-240, PC-255 or PC-280. 3 credit hours. (Students may take a modified version of this course for 1.5 credit hours if desired.)

PC-372 Integrating Spirituality and Pastoral Care

During the 21st century, spiritual issues and spiritual values have gained increasing recognition as valid dimensions in holistic treatment. The vast field of behavioral sciences has come to acknowledge the importance of spirituality in mental, emotional and physical healing. This course will address models and themes that examine the creative interface between spiritual disciplines/arts and clinical dynamics/processes. Emphasis will be placed on understanding the unique contributions of pastoral counseling as a healing art and clinical science. 1.5 credit hours. Prerequisite: PC-100 or PC-155.

PC-380 Professional Counselor Practices

This course includes a discussion of professional issues in the counseling profession. The course addresses counselor needs and values; professional behavior and ethics; the art of ethical decision-making; the legal implications of counseling; licensure requirements; the implications of diagnosis; and the purpose of professional organizations. Prerequisite: PC-231 or PC-240. 3 credit hours.

PC-382 Diagnosis of Mental and Emotional Disorders

This course will focus on the appropriate use of the current edition of the *Diagnostic and Statistical Manual for Mental Disorders* and an understanding of the International Classification of Diseases. Focus on conducting mental and status examinations, and on the development and recognition of a framework for identifying symptomology, etiology and psychodynamics of mental and emotional disorders. Prerequisite: PC-240, PC-255 or PC-280. 3 credit hours.

PC-383 Treatment of Mental and Emotional Disorders

This course will focus on developing and implementing a treatment plan, reporting and assessing progress of treatment, appropriate referral procedures, formulation of timelines for treatment, and knowing the effect on client behavior of psychotropic medications and mood-altering chemicals in the treatment of mental and emotional disorders. Prerequisite: PC-240, PC-255 or PC-280. 3 credit hours.

PC-384 Evaluation of Mental and Emotional Disorders

This course will focus on diagnosis and treatment planning. The primary emphasis will be on administering individual and group standardized tests of mental ability and personality measurement. Prerequisite: PC-240, PC-255 or PC-280. 3 credit hours.

PC-385 Counseling Interventions with Troubled Youth

This course will focus on the employment of clinical intervention strategies and techniques for troubled youth. The primary emphasis will be critical insights and advanced skills for generating and guiding optimum collaboration, balance and growth within the individual, the family and the social system. Prerequisite: PC-100 or PC-155. (1.5 credit hours)

PC-400 Supervised Clinical Practicum (400 or 480 hours)

This field experience allows students to practically apply the core functions and competencies required of professional counselors. The student will provide “hands-on” services under the administrative and teaching supervision of qualified on-site staff. Students will reflect on their work, receive feedback from supervisor and peers, and monitor their professional and personal development as service providers. 400 or 480 hours of field experience. Prerequisites for Addiction Counseling: PC-240, PC-255 and PC-256. Prerequisites for Pastoral Care and Counseling: PC-231, PC-240 and PC-280. Open to M.Div. students by special permission. 3 credit hours.

PC-405 Supervised Practicum (100 hours, 40 hours direct)

This counseling laboratory will afford students the opportunity to identify, organize and expand basic counseling competencies and skills while under supervision. A key objective is for students to use current skills more effectively and efficiently. Students will gain new skills that focus on interviewing, problem solving, and professional intervention strategies in the full range of counseling options. Counseling sessions will be tape recorded and reviewed weekly. Prerequisites: PC-240 and 340. 3 credit hours.

PC-410 Supervised Internship (600 hours, 240 direct)

This experiential course is designed as an integrative field placement. Students are expected to engage in on-site counseling program activities that allow the application of Master of Arts in Counseling Ministries Track III curriculum content under the direction of an approved site supervisor and MTSO faculty. Prerequisites: PC-240 and PC-340. This internship must be completed over the course of two consecutive academic terms. 6 credit hours.

Practical Theology

PT-100 Leadership, Learning and Community Formation

The purpose is to explore teaching and learning in faith community contexts in a post-Christendom, globalizing era. Students will develop a clear theology and philosophy of transformative education and leadership, a good understanding of personal leadership and teaching styles, and a personal understanding of vocation as educator and leader. No prerequisite. 3 credit hours.

PT-101 Theology and Practices of Ministry

This course will survey major Christian doctrines and ways of doing and teaching theology through various practices of ministry, especially in Christian education, youth ministry and evangelism. The discipline of practical theology will be used to bring together doctrine and contextual ministry. Students will draw upon methods of congregational study, practical theology and education for developing practices of ministry that equip persons for Christian vocation. As a result of this course, learners should be able to: (a) engage issues of doctrine, (b) understand approaches to practical theology, (c) understand basic categories for studying parish cultures, (d) reflect theologically on issues impacting parish life, (e) use methods of congregational study to develop a working theology of a parish and (f) develop strategies for working with educational ecologies in particular parish settings. No prerequisite. 3 credit hours.

PT-110 Engaging the Bible in Congregation and Community

An exploration of the nature of the Bible and its role in congregations and communities. Particular themes will be explored in their various biblical contexts and in relation to the contemporary world. Particular attention will be given to approaches to engaging the Bible as the church’s book of faith and life. No prerequisite. 3 credit hours.

PT-120 Being with the Poor

This class will provide students experiential opportunities to identify and enhance their affinity for engaging in ministry with the poor. Students will study differences between middle and low income persons. Students will be encouraged to develop personal and programmatic approaches

to bridge these differences and create positive connections with persons who are poor. Emphasis will be placed on accompaniment and empowerment as persons in poverty identify their own aspirations for transformation. No prerequisite. 3 credit hours.

PT-121 Congregations and Communities as Partners in Ministry with the Poor

Effective ministry with the poor is asset based and the most valuable asset is the people themselves. This class will examine best practices used by congregations and community groups for launching and growing ministries with the poor that are asset based and sustainable. Attention will be given to effective congregationally based worship, disciple making, direct services, and community development initiatives. The study of community partnerships will explore strategies for identifying community based assets (including anchor institutions), developing healthy partnerships, and principles of social entrepreneurship. No prerequisite. 3 credit hours.

PT-211/CH-311 Howard Thurman

This course will survey the life and ministry of Rev. Dr. Howard Thurman. It will critically inspect his theological foundations, his theological formation, his particular theology, the practice of that theology, the pivotal points of his ministry, and his positive contributions to race relations, religious studies, ecumenism, and interfaith dialogue. Also, this course will investigate the historical significance of Rev. Thurman's ministry. Prerequisite: CH-101 or CH-102. 3 credit hours.

PT-220 Food, Land, and Faith Formation

Through urban gardening, community supported agriculture, farmer's markets or intentional agrarian communities, young people are constructing new relationships with food, land, and community. In doing so, they are exploring understandings of faith and spirituality through ideas and metaphors reflecting their commitments to community and agrarian values. This course explores this ecology of these relationships. 3 credit hours. Prerequisite: PT-100 or permission.

PT-230 Practical Theology and Ecology

The changing climate and multiple vectors of ecological stress are coming together to create the great crisis of our time. Contemporary ethics, spirituality, biblical scholarship, and theology are exploring this crisis and offering avenues for hope. This course seeks the best thought in multiple disciplines for our thinking and synthesis. 3 credit hours. Prerequisite: PT-100 or permission.

PT-250 Spiritual Formation and Social Change

Many 20th century social activists have responded to the world's need as a response growing out of their faith and spiritual practice. This course explores connections between a life of faith grounded in spiritual practice and a hunger for justice. In this exploration, we begin with the assumption that spiritual formation is not an individual task, but rather the practice of formation in community. This course looks at personal and corporate practices of spiritual formation as catalyst and support for social change. No prerequisite. 3 credit hours.

PT/WM-260 Worship, Ecology, and Social Change

This course will study worship resources and approaches to worship and pastoral rites (weddings, funerals, times of healing, and public rituals), from the lens of ecology and social change. Prerequisites: PT-100 and WM-100. 3 credit hours.

PT-263 Spirituality

This course explores the nature of spirituality and ways to nurture spirituality. No prerequisite. 3 credit hours.

PT-333 Celtic Spirituality

The course will explore the history and theology of the people called Celts and will discuss the impact of a particularly Celtic focus on spiritual life for today's Christian. Prerequisites: CH-101 or CH-102, and PT-250 or PT-263. 3 credit hours.

PT-340 Dialogues in Faith and Science

The purpose of this course is to engage in meaningful discourse between science and theology for the purpose of developing a thoughtful, relevant faith conversant with scientific discovery and progress. Contemporary discoveries in neuroscience, cosmology, anthropology, evolutionary theory, genetics, ecological sciences all offer opportunities for engaging understanding of faith. Two or three scientific areas will be chosen for dialogue with the Christian faith traditions. Prerequisites: PT-100 and a 200-level CT course, plus ED-280 or PT-220. 3 credit hours.

PT-470 Integrative Public Project Seminar

As a culminating seminar for the MAPT degree, this course will reinforce the interdisciplinary, contextual research methodologies that are foundational of the program through student final projects. These projects will demonstrate integration of learning across the program and publicly contribute knowledge, practices, or resources to the larger community. Prerequisite: Recommended to be taken in the final semester of enrollment, but only after the accumulation of at least 36 semester hours. 3 credit hours.

Study of Religion and Interreligious Relations

SR-111 Interreligious Relations

An overview of various kinds of relations among religious individuals and groups (such as proselytization, dialogue, cooperation, violence, reconciliation) and religion's potential for social good or ill. No prerequisite. 3 credit hours.

SR-150 Introduction to World Religions

An overview of selected non-Christian religions, drawing upon academic disciplines and primary sources from within the religions. The course also considers various Christian perspectives on world religions and the phenomenon of Christians converting to these religions. No prerequisite. 3 credit hours.

SR-153 Multi-Religious America

This course examines the social, civic, and theological implications of America's "lively experiment" with religious diversity, paying special attention to developments since the 1960s, including immigration trends and new religious movements. No prerequisite. 3 credit hours.

NT/SR-230 Gender in Ancient Religion

This course will examine Jewish, Christian, Greek, and Roman primary evidence in dialogue with current theory in gender, cultural, and feminist studies to understand the cultural and social dynamics of gender in myth, public and domestic religious practice, magic, healing, and sacred space. Prerequisite: a 100-level SR course and either HB-110 or NT-110. 3 credit hours.

HB/NT/SR -245 Introduction to Rabbinic Literature

This course will concentrate on the literature composed and compiled prior to 500 C.E.: an initial encounter with selected rabbinic texts; a prologue to some of the major ideas at the center of these texts; and an introduction to the critical historical and literary issues attendant their study. A survey of the relationship between these texts and Jewish history will conclude the course. Prerequisites: HB-110, NT-110, and any 100-level SR course. 3 credit hours.

SR-252 Christian-Muslim Relations

This course examines various ways that Christianity and Islam – and Christians and Muslims – have interrelated historically and currently (e.g., missionary efforts, global political and cultural interactions, local relationships, and interfaith initiatives), and explores scriptural, doctrinal, traditional, institutional and other pertinent factors from both religions. The course also encourages students to develop their own perspectives on Christian-Muslim relations.

Prerequisite: any 100-level SR course. 3 credit hours.

SR-254 Comparative Study of Religious Ethics

An introduction to the ethical systems of selected world religions (including Christianity), with comparative analysis of one practical issue. Prerequisite: Any 100-level SR course. 3 credit hours.

SR-255 Abrahamic Faiths

A broad examination of the commonalities, differences, and complex interrelationships of the three major world religions-Judaism, Christianity, and Islam-that trace their lineages in significant ways back to Abraham. Historical, doctrinal, scriptural, institutional, socio-political, and other issues will be discussed in global and American contexts. Prerequisite: Any 100-level SR course. 3 credit hours.

SR-257 Perspectives on Buddhism

An overview of Buddhist history, traditions, rituals, experiences, narratives, doctrines, ethics, institutions, and material expressions from a variety of academic, Buddhist, and Christian perspectives. Prerequisite: any 100-level SR course. 3 credit hours.

SR-258 Perspectives on Islam

An overview of Islamic history, traditions, rituals, experiences, narratives, doctrines, ethics, institutions, and material expressions from a variety of academic, Islamic, and Christian perspectives. Prerequisite: any 100-level SR course. 3 credit hours.

Worship and Music

WM-008 Congregational Song

Study, practice and leading of the texts and tunes of various types of congregational song. Attention will be given to their use in Christian life and liturgy, both past and present. No prerequisite. Focus of course changes each time, indicated by course number suffix; see below. 1 credit hour.

- WM-008a Hymn Singing in the Wesleyan Tradition
- WM-008b Music of Taizé
- WM-008c Music from Around the World
- WM-008d Singing in the UCC Tradition
- WM-008e Singing in the Presbyterian Tradition
- WM-008f Praise and Worship
- WM-008g Singing in the African-American Tradition
- WM-008h Singing in the Shaped-Note Tradition
- WM-008i Women and Hymns

WM-100 Introduction to Worship and Music

A theological and practical study of worship in the church. Students will practice leading a variety of worship experiences in class. No prerequisite. 3 credit hours.

WM-220 African-American Christian Worship

This course will survey the history, theologies, ethics, and practices of African American Christian worship. The itinerary will be designed to expose students to the nature of African American Christian worship and to give them opportunities to practice various rituals which are a part of that experience. Prerequisite: WM-100 or permission of instructor. 3 semester hours.

NOTE: Students who are not United Methodist may petition to have this course replace the WM-100 requirement in the M.Div.

WM-230 Liturgical Theology

The objective of this course is to gain an understanding of the relationship between theology and liturgy, including the ability to identify theological themes in the liturgy and to articulate a liturgical theology. Readings in contemporary liturgical theology will be drawn from a variety of liturgical traditions. Focus will be on developing skills in creative and critical reason and developing sensitivity to the dimensions of evangelical commitment and prophetic involvement which are inherent in the liturgy. This course does not meet a specific requirement in Theology in any program. Prerequisite: WM-100. 3 credit hours.

WM-240 Feminist, Womanist, & Mujerista Perspectives on Worship

A feminist/womanist/mujerista approach to the theological, ethical, historical and practical study of worship in the church. Students will practice leading a variety of worship experiences in class. Prerequisite: WM-100 or permission. 3 credit hours.

PT/WM-260 Worship, Ecology, and Social Change

This course will study worship resources and approaches to worship and pastoral rites (weddings, funerals, times of healing, and public rituals), from the lens of ecology and social change. Prerequisites: PT-100 and WM-100. 3 credit hours.

WM-280 Liturgical Prayer

A consideration of the nature and use of prayer. Prayer will be studied as theology, as a tradition in liturgy and spirituality, and as a form of corporate worship. Prerequisite: One course in Biblical Studies or Theological Studies. 2 credit hours.

CH/WM-312 History of Christian Worship

This course will present a survey of the history of the practice of Christian worship from the early church into the 20th century. The practice of Christian worship will be studied through texts, buildings, organizational structures and social aspects that affect the corporate worship of Christian people throughout the world. Prerequisite: CH-101 or CH-102. 3 credit hours.

WM/ED-354 Sacraments of Initiation and Eucharist

This course will consider baptism, confirmation and communion, which were originally a unitive sacrament in the early church. Biblical, historical and theological understandings will be studied as the foundation for practice of these sacraments in the church today. Prerequisites: one Bible and one Theology course; recommended: WM-100. 3 credit hours.

HM/WM-450 Preaching Through the Christian Year

This course will explore the historical and theological foundations of the seasons and the flow of the Christian year and relate it to preaching. Students will prepare and present sermons for the various liturgical seasons and holy days. Prerequisites: HM-300 and WM-100. 3 credit hours.

Faculty

Administrative faculty

Jay Rundell, President; B.A., Augustana College, 1984; M.Div., Iliff School of Theology, 1988.

“Theological education is a critical resource for those who will lead in the church and for all who seek to understand and encounter the breadth and depth of Christian faith. For those preparing for pulpit ministry, the study of homiletics explores the role of the preacher in the interpretation and articulation of our scriptures, our religious traditions and our experience of faith. My goal is for students of preaching to learn to learn to draw upon the fullness of their theological education, with integrity and creativity, as they strive to identify and illuminate the relevance of the Gospel for the 21st century.”

Randy Litchfield, Academic Dean; Professor of Christian Education in the Browning Chair of Christian Education; B.S., General Motors Institute, 1981; Master of Religious Education, Anderson University School of Theology, 1987; Ph.D., School of Theology at Claremont, 1991.

“I am passionate about the vital role Christian Education plays in the lives of individuals, congregations and the public. I enjoy teaching that involves ethnographic methods for understanding congregational culture and education leadership. The academic and interdenominational context of Methodist Theological School in Ohio enables me to contribute to the ministries of students and the church.”

Classical Division

Stephen P. Ahearne-Kroll, Associate Professor of New Testament; B.S., University of Massachusetts Amherst, 1990; M.Div. Theology, Jesuit School of Theology at Berkeley, 1996; Ph.D., Biblical Studies (New Testament), University of Chicago, 2005.

“There is no magical formula for interpreting the New Testament. But, whatever one believes about how the text speaks to 21st century people, one must recognize that the New Testament is a collection of writings that is very old, very foreign, and very diverse in perspective. Attending to the cultural realities within which the text was written and allowing the different books to voice their own perspectives can open doorways otherwise unknown, yielding insights into today’s human situation that might be crucial to human existence itself. This is what I find most exciting about interpreting the New Testament.”

Jeffrey P. Jaynes, Professor of Church History in the Warner Chair of Church History; B.A., California State University, Fresno, 1976; M.Div., Fuller Theological Seminary, 1980; Ph.D., The Ohio State University, 1993.

“An awareness of church history is truly one of the great resources for ministry in and beyond the parish. Currently, I am completing a project that has investigated the global dimensions of Christianity by exploring the development of medieval and early modern world maps. Connecting with our Christian past can provide one of the best strategies for addressing issues that confront the church and the world in our time.”

John Kampen, Professor in the Dunn Chair in Biblical Interpretation; B.A., University of Saskatchewan, Saskatoon, Saskatchewan, 1968; M.Div., Mennonite Biblical Seminary, 1975; Ph.D., Hebrew Union College – Jewish Institute of Religion, 1985.

“I love the academic life and strongly believe in its contribution to the welfare of our faith and our world. I believe that church leaders who have learned the discipline of study and developed the creativity that can be nurtured as well as experienced in the academic quest are more adequately prepared to lead us into an uncertain future.”

Paul Kim, Professor of Hebrew Bible in the Williams Chair of Biblical Studies; B.A., Biola University, 1988; M.Div., Princeton Theological Seminary, 1991; Th.M., Princeton Theological Seminary, 1992; Ph.D., Claremont Graduate University, 1998.

“As a theological educator, I see teaching as a form of ministry, in which people experience mutual learning, respect and challenge. Biblical texts can provide a wonderful basis for such an environment as they model the interrelationships of different people of diverse traditions, living in various settings and interpreting in many ways the meaning of life and relationship with God. Hence, as I study biblical texts, I am especially interested in exploring that rich heritage of conceptual diversity, and in asking what it means for us to inherit, interpret and struggle with these theologies in our ministry within the church and in our service to all humanity.”

Sarah Heaner Lancaster, Professor in the Werner Chair of Theology; B.A, Rice University, 1978; M.Div., Perkins School of Theology, Southern Methodist University, 1990; Ph.D., Southern Methodist University, 1996.

“Systematic theology takes the most basic questions about human existence and reflects on them in light of all the resources available to us in our faith traditions. It is exciting work, because it attempts to bring together the insights of the various theological disciplines in order to display the implications that each has for Christian faith.”

Diane L. Lobody, Professor of Church History in the Nippert Endowed Chair of Church History/Wesleyan Studies; B.A., Syracuse University, 1972; Th.M., Boston University School of Theology, 1975; M.Phil., Drew University, 1982; Ph.D., Drew University, 1990.

“In my teaching, I delight in accompanying students as we encounter our mothers and fathers in the faith and listen to the stories of Christians who have lived in other times and places. We may be inspired, informed, challenged or horrified by their witness and example, but no matter what we find in the past, we receive a collective wisdom that helps us to make better

sense of our own lives and to transform the church and the world.”

Linda A. Mercadante, Professor of Theology in the Straker Chair of Historical Theology; B.A., American University, 1968; M.C.S., Regent College, 1978; doctoral studies, Graduate Theological Union, 1979-80; Ph.D., Princeton Theological Seminary, 1986.

“I am serious when I contend, ‘Bad theology kills.’ Yet because a healthy theology contributes so greatly to an abundant spiritual life, I aim students towards a theology that opens us to God’s grace. Much of my work takes place at the intersection of theology and culture, particularly working with film, conversion narratives, gender, addiction and ethnicity issues. In order to practice what I preach, I have written a spiritual memoir about navigating from my mixed-faith background to Protestantism: Bloomfield Avenue: A Jewish-Catholic Jersey Girl’s Spiritual Journey (Cowley, 2006). I also write and lecture on the theology of addiction recovery: Victims and Sinners: Spiritual Roots of Addiction and Recovery (Westminster/John Knox, 1996). Most recently, I have been conducting research on the ‘spiritual but not religious’ movement and its impact on church and culture. It is my firm belief that theology should be understandable but not patronizing. In the end, all this work is undergirded by the conviction that, as an ordained Presbyterian, my ministry is to bring church and culture into dialogue.”

Paul D. Numrich, Professor in the Snowden Chair for the Study of Religion and Interreligious Relations; B.A., Aurora College, 1979; M.Div., Garrett-Evangelical Theological Seminary, 1984; Ph.D., Northwestern University, Department of Religion, 1992.

“‘Religious conviction motivates and inspires human behavior like few other forces.’ This truism, taken from the Annual Report of the United States Commission on International Religious Freedom, may be more evident today than at any time in history. Religion plays an unprecedented role in contemporary global affairs, sometimes for good, sometimes for ill, but always significantly. MTSO has expanded its curriculum in order to prepare seminarians for informed and committed leadership in a complex

and rapidly changing world. My courses cover a variety of topics, including contemporary religions and interreligious relations, comparative religious studies, American religious history, and theological perspectives on other religions."

Yvonne C. Zimmerman, Assistant Professor of Christian Ethics; B.A., Goshen College, 1998; MTS, Emory University, Candler School of Theology, 2001; Ph.D., University of Denver and Iliff School of Theology, 2008.

"In the classroom, I strive to invite students into the learning process – a process that is not only about academic fluency in a discipline but one that is at once personal, social and inextricably political. At its most effective, this type of learning process primes students to want to learn, and to see themselves as emerging experts competent to meet the challenges of critical, creative and excellent scholarship. As a result, different approaches to Christian ethics do not remain disembodied schema to be learned and simply regurgitated, but instead become models that can be put in conversation with real lives and real situations in the broader world."

Practical Theology Division

Judith Craig, Visiting Professor of Church Leadership and Bishop in Residence; B.A., William Jewell College, 1959; M.R.E., Eden Theological Seminary, 1961; M.Div., Union Theological Seminary, 1968; post-graduate work in Religious Education of Adults, Teachers College, Union and Columbia University, 1968-70; Honorary Doctor of Humane Letters from Baldwin-Wallace College, 1980, Adrian College, 1985, Otterbein College, 1993, and Lebanon Valley College, 1995.

"As a retired United Methodist bishop, I am delighted and energized by this community forming transformational leaders for the church and the world."

Vergel L. Lattimore III, Professor of Pastoral Care and Counseling in the Beeghly Chair of Pastoral Care; Director of the MACM Program; B.A., Livingstone College, 1975; M.Div., Duke University Divinity School, 1977; Ph.D., Northwestern University, 1984.

"I am interested in how pastors, chaplains and other caregiving professionals organize their thinking in caring with others. I view the essence of pastoral-care ministry as participating in the hard tasks of redemptive relations. The cornerstones for my teaching clinical pastoral and professional counseling are my experiences as a campus minister, an assistant dean, an Air Force/Air National Guard chaplain, a senior staff pastoral counselor/psychotherapist, a fellow in the American Association of Pastoral of Pastoral Counselors, and a licensed Independent Marriage and Family Therapist. Healing requires affective, cognitive and spiritual elements that are guided in collaboration with cultural competence, deep compassion and a precise commitment to care. Helping another person in need can foster the miracle of transformative love."

M. Fulgence Nyengele, Professor of Pastoral Care and Counseling in the Chryst Chair in Pastoral Theology; B.S., Institut Supérieur Pédagogique de Kamina, Democratic Republic of Congo, 1989; M.Div., Claremont School of Theology, 1994; M.A.T.S., Claremont School of Theology, 1999; Ph.D., Claremont School of Theology, 2002.

"My principle teaching/research interests are grounded in pastoral theology, care and counseling. I focus on grief, forgiveness, gender relations and multiculturalism. Applying psychoanalytic object relations theory and family systems theory in pastoral practice and themes in political and liberation theologies relevant for pastoral care also interest me. Beyond these specializations, I have a comprehensive interest in the interplay of theology, culture and counseling psychology, and their bearing on congregations, within their own cultures and across cultural lines. I bring my parish ministry and clinical pastoral counseling experience to the classroom."

Joon-Sik Park, Professor in the E. Stanley Jones Chair of World Evangelism; B.A., Hankuk University of Foreign Studies, Seoul, Korea, 1980; M.Div., Asbury Theological Seminary, 1993; Ph.D., Southern Baptist Theological Seminary, 1991.

"My personal vision of teaching is based around the values and practices that I consider essential

to students' learning experience in the field of mission and evangelism: constructing a missional ecclesiology that is theologically grounded and contextually relevant; understanding and practicing evangelism as integral to the identity and calling of Christians and the community of faith; practicing hospitality that welcomes all across boundaries; and forming a spirituality that nurtures and sustains one's ministry."

Timothy L. Van Meter, Assistant Professor of Christian Education and Youth Ministry; Coordinator of Cross-Cultural Program; B.S., Tennessee Technological University, 1985; M.Div., Emory University, Candler School of Theology, 1996; Ph.D., Emory University, Graduate School of Arts and Sciences, Graduate Division of Religion, 2003.

"Young people aren't looking for a faith that seeks to fix, attract or entertain them, but for communities of faith that will take them seriously and walk with them in shared questions and commitments. Young people offer an invitation for churches to discern how they live out their call as communities of faithful change, writing the stories of possible futures with sacred texts, rituals, traditions and narratives that ground our life together as church across generations throughout history."

Robin Knowles Wallace, Professor in the Taylor Endowed Chair of Worship and Music; Director of the Doctor of Ministry Program; B.A., University of Cincinnati, 1974; M.A., Scarritt College, 1978; M.T.S., Emory University, Candler School of Theology, 1982; Ph.D., Garrett-Evangelical Theological Seminary and Northwestern University, 1996.

"This is an exciting time to be involved in the life of worship and music in the church. Varieties of music and diversity of worship forms urge us to look again at our roots even as we look for new ways of encountering God together. In-depth study of sacraments, congregational song, and other worship courses here at MTSO add richness to our understanding and practice."

Lisa Withrow, Associate Dean; Professor in the Dewire Chair of Christian Leadership; Chair of the Practical Theology Division;

B.A., Bucknell University, 1985; M.Div., Duke University Divinity School, 1988; Ph.D., University of Glasgow, Glasgow, Scotland, 1993.

"The Christian leader is called to integrate competencies and theological understanding in church and chaplaincy settings. To do so, she or he must develop practices of ministry that reflect solid biblical and theological grounding while remaining flexible in the work of leadership. The transformative leader manages conflict, engages grace and provides hope for the future on a regular basis. Education that focuses on formation, context, sociology and theological reflection within an ethical framework grounds each student in faithful leadership while moving into the world of professional ministry or work in not-for-profit organizations."

Visiting faculty

Tyron Inbody, B.A., University of Indianapolis, 1962; M.Div., United Theological Seminary, 1965; M.A., University of Chicago, 1967; Ph.D., University of Chicago, 1973.

Laurence Welborn, Visiting Professor in New Testament; B.A., Harding College, 1976; M.A.R., Yale Divinity School, 1979; Post-graduate study, Karl-Eberhard Universität, Tübingen, Germany, 1980-81; Post-graduate study, University of Chicago, 1982-84; M.A., Vanderbilt University, 1986; Ph.D., Vanderbilt University, 1993.

Fully affiliated faculty

The Rev. George F. Gibbs, Pastoral Care; Director of Pastoral Care, Harding Hospital; B.A., Columbia Union College, 1973; M.Div., Andrews University, Seventh-Day Adventist Theological Seminary, 1976; M.S., University of Dayton, 1990.

Bradford H. Price, Clinical Director, *The Woods at Parkside*, Gahanna, Ohio; B.A., Youngstown State University, 1973; M.Div., Methodist Theological School in Ohio, 1976; M.A., Claremont Graduate School, 1980; MAADAM, 1986 (converted to MACM, 1999), Methodist Theological School in Ohio; Ph.D., Kent State University, 1998. Post Graduate Diplomas from Gestalt Institute of

Cleveland in *Gestalt Couples and Family Therapy* (1999) and *Advanced Couple, Family and Small Systems Practice* (2001), Gestalt Institute of Cleveland.

Jeff Woods, Associate Professor of Congregational Studies; B.S., Purdue University, 1980; M.Div., Southern Baptist Theological Seminary, 1984; Ph.D., Indiana University, 1987.

Professionals in residence

Bishop Judith Craig, Bishop in Residence (see faculty listing).

The Rev. Leslie Carole Taylor, Director of Student Services and United Church of Christ Minister in Residence; Designated Pastor of Trinity United Church of Christ, Thornville, Ohio; B.A. Grinnell College, 1981; M.Div., Chicago Theological Seminary, 1988; Certificate in Early Childhood Development, Columbus State Community College, 2001. D.Min. candidate, Methodist Theological School in Ohio.

Library

Paul Burnam, Director of the Library; B.A., Kalamazoo College, 1972; MLS, Kent State University, 1973; M.A., The Ohio State University, 1979.

"I believe my role as a librarian is to do all I am able to assist students, faculty, staff and local clergy in their pursuit of knowledge. Despite the current easy access to massive quantities of information in electronic format, the essence of library research is fulfilled in personal interaction. It remains vital to remember that knowledge still can be gained in print resources as well as electronic. I look forward to one-to-one interviews with students, faculty and staff to identify the information they seek. I am eager to become involved in planned classroom sessions with the purpose of enhancing research skills. I am open and engaged in identifying and adding those materials that will strengthen the research quality of the library's collections."

Emeritus and retired teaching faculty

Norman Dewire, Emeritus President; B.S. Ed., Ohio University, 1958; M.Div., Boston University School of Theology, 1962; D.D., Adrian College, 1976; D.Min., McCormick Theological Seminary, 1979.

Michael R. LaChat, Emeritus Professor of Christian Ethics in the Herbert N. Snowden Chair of Historical Theology; B.A., Nebraska Wesleyan University, 1970; M.Div., Harvard Divinity School, 1973; Ph.D., Harvard University, 1980.

Paul Schrodt, Emeritus Research Professor of Historical Theology in the John D. Werkman Chair of Theological Bibliography, and Emeritus Director of the Library; B.A., Holy Cross Seminary, 1961; M.Div., Passionist Seminary, 1965; Dr.Theol., University of Munich, Munich, Germany, 1975; M.L.S., Syracuse University, 1988.

Ervin Smith, Emeritus Professor of Christian Ethics; B.S., Paine College, 1960; M.Div., Drew University Theological School, 1968; Ph.D., Garrett-Evangelical Theological Seminary, 1976. Author, *The Ethics of Martin Luther King, Jr.* (Edwin Mellen Press, Lewiston, New York, 1981) and "Christian Ethics and Affirmative Action" (*Journal of Theology*, Summer 1998).

Robert C. Tannehill, Emeritus Professor of New Testament and Emeritus Academic Dean; B.A., Hamline University, 1956; B.D., Yale Divinity School, 1959; M.A. Yale University, 1960; Ph.D., Yale University, 1963.

Diane C. Turner-Sharazz - Director of the Course of Study School in Ohio; B.A., Fisk University, 1969; M.S.S.A. Case Western Reserve University, 1971; M.Div. Methodist Theological School in Ohio, 1988; Ph.D. studies, Vanderbilt University, 1991.

Adjunct faculty and Field Education supervisors

David T. Ball, B.A., Ohio Wesleyan University, 1982; M.Div., Boston University School of Theology, 1986; J.D., University of California, Berkeley, 1991; Ph.D., Graduate Theological Union, 1998.

Charles Booth, Affiliated Professor of Homiletics, Trinity, 1995 - present; B.A., Howard University, 1969; M.Div., Eastern Baptist Theological Seminary, 1973, D.D., Virginia Seminary, 1980; D.Min., United Theological Seminary, 1990.

Laura Brenneman, B.A., Eastern Mennonite University, 1996; M.A. Eastern Mennonite University, 2000; M.A. in Theological Studies, Associated Mennonite Biblical Seminary, 2001; Ph.D. in Theology, University of Durham, 2005.

LaTaunya Bynum, B.A., Chapman College, 1976; M.Div. and D.Min., School of Theology at Claremont, 1980.

Mary Kay Cavazos, B.A. Albion College, 1983; M.Div., Methodist Theological School in Ohio, 1996; Ph.D., Drew University, 2007.

John Edgar, B.A., Miami University, 1975; M.Div., Harvard Divinity School, 1978.

Steven A. Harsh, B.A., The Ohio State University, 1968; M.Div., Methodist Theological School in Ohio, 1971; Ph.D., The Ohio State University, 1994.

Margaret Knerr, M.Div., Methodist Theological School in Ohio, 2008; M.S., University of Rhode Island, 2003; B.S., James Madison University, 1984.

Hank Langknecht, Associate Professor of Homiletics and Christian Communication, Trinity Lutheran Seminary, 2008-present; B.Mus., Stetson University, 1979; M.Div., Trinity Lutheran Seminary, 1986; Th.D., Victoria University in the University of Toronto, 2008.

Richard Lowery, B.A., University of Tennessee, 1979; M.Div., Yale Divinity School, 1982; M.A., Yale University, 1983; M.Phil., Yale University, 1986; Ph.D., Yale University, 1989.

Kendall McCabe, A.B, Dickinson College, 1961; M.Div., Yale University, 1964; M.A., University of Virginia, 1968; Ph.D., University of St. Andrews, 1980.

Robert Molsberry, B.A., University of Iowa, 1975; M.Div., Yale Divinity School, 1982.

Sandra F. Selby, B.A., Bucknell University, 1974; M.B.A., The University of Virginia, 1981; M.Div., Methodist Theological School in Ohio, 2004; D.Min. candidate, Methodist Theological School in Ohio.

Donna Sigl-Davies, Individual and Family Therapist and Group Facilitator, Columbus Psychological Services, Columbus and Worthington Center for the Healing Arts, Worthington; Family Advocate Coordinator, Delaware County Juvenile Court; Licensed Professional Counselor; clinical coursework for L.P.C.C., University of Dayton; M.A., Guidance and Counseling, and M.A., College Student Personnel, Bowling Green State University, 1992; B.S., Bowling Green State University, 1990.

Thomas Snyder, B.A., Ohio Wesleyan University, 1966; Th.M., Boston University School of Theology, 1970.

Randall Stearns, B.A., Asbury College, 1980; M.Div., Asbury Theological Seminary, 1983; D.Min., United Theological Seminary, 1994.

Adreana Tartt, B.S. Park College, 1990; M.A.A.D.A.M., Methodist Theological School in Ohio, 1993.

Charles Tobias, B.A., Hiram College, 1979; M.Div., Vanderbilt Divinity School, 1982.

Mark Tyler, B.A., Clark Atlanta University, 1991; M.Div., Payne Theological Seminary, 1994; Ph.D., University of Dayton School of Education and Allied Professions, 2006.

The Rev. John R. Wallace, B.A., Michigan State University, 1977; M. Div., Candler School of Theology, Emory University, 1982.

James Waugh, B.A., Otterbein College, 1971;
Masters of Theology, United Theological
Seminary, 1975.

Gary Williams, B.A., Capital University,
1976; M.A.A.D.A.M., Methodist Theological
School, 1986; Ph.D., Counselor Education,
Ohio University, June 2002.

Emeritus faculty

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Danny Russell, *Director of Communications*

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