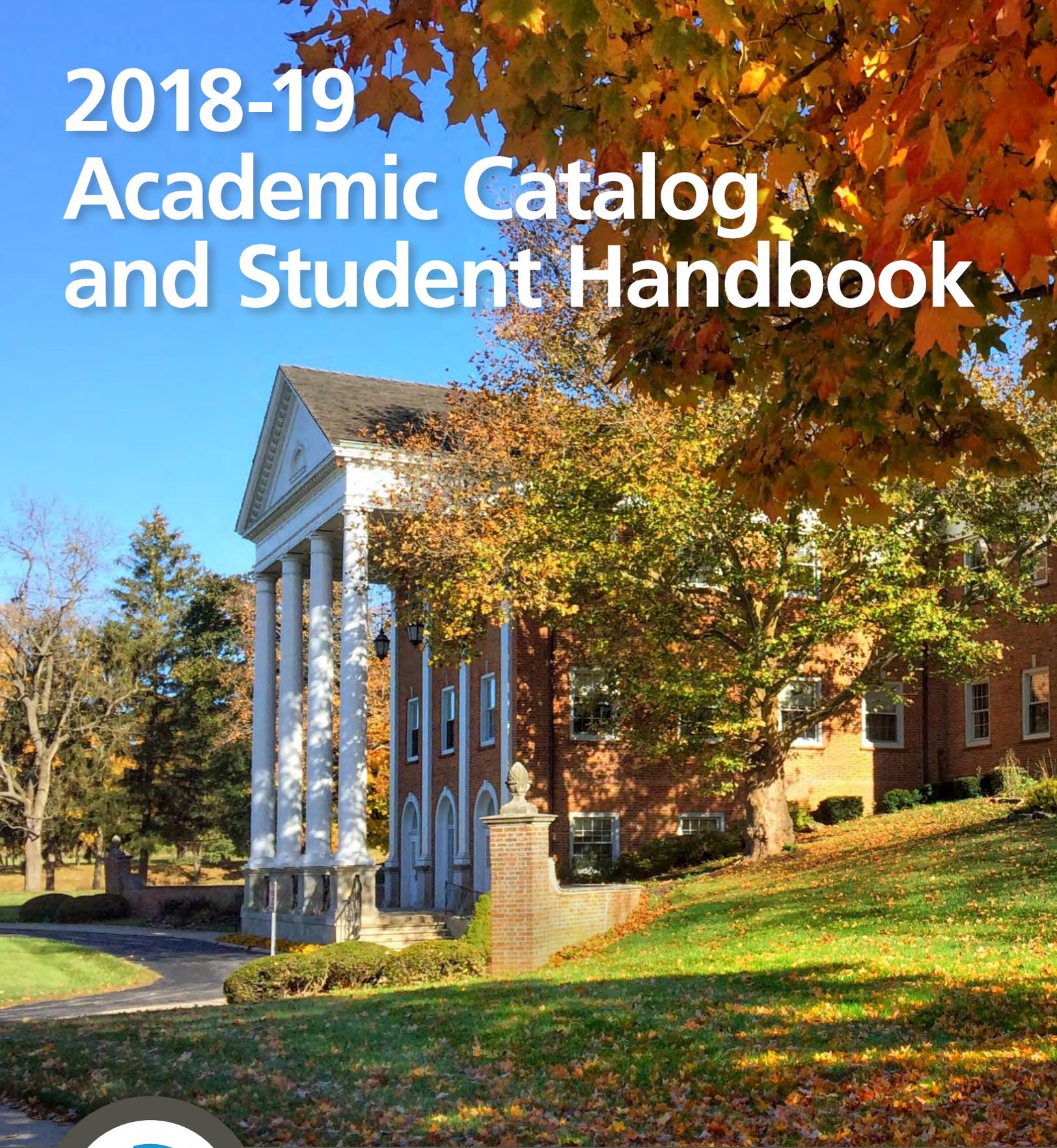


2018-19 Academic Catalog and Student Handbook



Methodist Theological School in Ohio

www.mtso.edu

MTSO Academic Catalog and Student Handbook 2018-19

Table of contents

About MTSO	5
Academic programs	11
Admissions and financial aid.....	34
Tuition, fees, billing and refunds.....	41
Campus housing	43
Academic policies	44
Library services	62
Denominational information.....	65
Student life and enrichment.....	68
Institutional policies and information	73
Campus safety.....	80
Faculty	85
Officers and Board of Trustees.....	99
Administration and staff.....	100
Course descriptions	103
Appendix I: Harassment grievance process.....	142
Appendix II: Title IX policy	143
Appendix III: Whistleblower policies	160
Appendix IV: Student worker policies	163
Appendix V: Information security policies	166
Appendix VI: Disability services policies.....	172
Appendix VII: Student records policies.....	175
Appendix VIII: Campus housing policies	178
Disclaimer and copyright	187
2018-19 academic calendar	188
2019-20 academic calendar	189

Consider what you can gain here – and what you can offer

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 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 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. 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.



Sacred grounds and life-changing work

A message from Dean Valerie Bridgeman

A college student visiting our campus asked me what I liked about MTSO. I felt my heart quicken as I told her how much I believe in this institution's commitments to a generous Christianity, to spiritual formation, to rigorously loving God with our minds, to justice-making, to building communion among us, and to sustainable ecosystems for all creation. We were sitting in Dunn Dining Hall, a stone's throw from Seminary Hill Farm. We had just eaten a wonderful meal prepared onsite, and the buzz of conversation sounded like the buzz that arises from the bee hives at MTSO. It's the landscape of this place to which I invite you.

In this ecosystem, we seek to live with one another with integrity and to study with enthusiasm, opening ourselves to where God is leading. Students who allow this generosity to expand them might find that the ground on which they stand shifts and that they are shaken. But those same students who immerse themselves in the learning ecosystem – who read, question, reflect, worship, struggle, confront, repent, change, pray, grow – will find they are not on the path alone. Your colleagues will be with you. Together, students, faculty, administrators, staff, alumni, trustees, and co-conspirators for truth build a brave learning community of leaders for the sake of the salvation of the whole cosmos. I encourage you to engage these learning opportunities with gusto.

You also will find our faculty are vested in learning with you. Capable guides, they will help you ground your faith or break it up with an ethic of care borne in commitment to the work of God in the world, whether one's call leads to the church, to a nonprofit organization, to community organizing, to teaching, or the myriad ways God brings God's commonwealth into the world. We faculty are, ourselves, learners willing to be changed, and that willingness is a gift to you. The world needs leaders who cultivate their gifts while also cultivating a thirst for lifelong learning and a desire to change when called. Here, on this land, we help each other learn how to continue to learn.

One other thing: This landscape where we learn has people who believe differently from one another, and so we build community where "sameness" is not a core value, nor even a desired one. Rather, we embrace the complexities, diversities, and histories of those who gather with us, and welcome the strength, the stretch, and the strain of community building. These realities, too, are gifts.

I believe these words – even when we imperfectly live them. Welcome to these sacred grounds and this life-changing work. Allow your time here to change you for good, so that you may help change the world for God.

About MTSO

Our mission

MTSO provides theological education and leadership in pursuit of a just, sustainable and generative world.

Our vision and purpose

MTSO is a vibrant, diverse, inclusive community that faithfully engages the intersections of church, society and academy to prepare leaders for ministry and service in pursuit of a transformed world. Celebrating and appropriating the scriptures, traditions and myriad experiences of Christian faith in an open and challenging formational community, we cultivate learning for ministry and service.

Our distinctiveness

MTSO is deeply committed to transformative, sustaining justice as an expansive theological vision consistent with the creative, renewing, resurrecting activity of God in the world. To this end, we create a new imagination for the church of the future through creative work in institutional programs, relationships and resources to promote equity, justice and integrity. We intentionally connect with social justice movements that attend to sustainable social change, transforming both church and world.

Our campus

Located on 80 hillside acres in Greater Columbus, the MTSO campus is a place where church, society and scholarship intersect for the benefit of all three. This location also offers the advantages and ministry opportunities of the 15th largest city in the United States. Greater Columbus, a metropolitan area of two million people, offers a wide array of opportunities for ministry, service, culture and recreation. We're also part of Delaware, rated one of Ohio's best small cities and home of Ohio Wesleyan University. Our location means that MTSO students enjoy a beautiful, pastoral setting for their studies while retaining close proximity to enjoy small town charm and big city amenities.

MTSO is 10 miles north of I-270 on U.S. Route 23. We are:

- 30 minutes from Downtown Columbus
- 30 minutes from John Glenn Columbus International Airport
- Two hours from Cleveland
- Two hours from Cincinnati
- Three hours from Indianapolis
- Three hours from Pittsburgh
- Three and a half hours from Detroit
- Four hours from Louisville



Accreditation

The Association of Theological Schools (ATS)

Methodist Theological School in Ohio is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada. The following degree programs are approved by the Commission on Accrediting: Doctor of Ministry, Master of Divinity, Master of Theological Studies, Master of Arts in Practical Theology, Master of Arts in Counseling Ministries, and Master of Arts in Social Justice.

The Commission on Accrediting of the
Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275-1110
412-788-6505
412-788-6510 (fax)
ats@ats.edu
www.ats.edu



The Higher Learning Commission (HLC)

MTSO is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312-263-0456
312-263-7462 (fax)
info@hlcommission.org
www.hlcommission.org



Ohio Department of Higher Education

MTSO has a Certificate of Authorization from the Ohio Department of Higher Education (formerly known as the Ohio Board of Regents) that is valid through December 31, 2020.

Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215
614-466-6000
hotline@highered.ohio.gov
www.ohiohighered.org



University Senate of the General Board of Higher Education and Ministry

MTSO is one of 13 United Methodist seminaries in the United States and is listed as an approved theological school for the education of United Methodist clergy by the University Senate of the General Board of Higher Education and Ministry of the United Methodist Church.

University Senate of the General Board of Higher Education and Ministry
PO Box 340007
Nashville, TN 37203-0007
615-340-7400
www.gbhem.org



Non-Discrimination Statement

Methodist Theological School in Ohio does not permit discrimination or harassment against any person on the basis of race, color, ethnic or national origin, sex, sexual orientation, gender identity or expression, marital status, pregnancy and parenting status, religion, physical and/or mental disability, medical condition, age, ancestry, military status, veteran status, creed, or any other characteristic protected by institutional policy and state, local or federal law. By its own ethos, MTSO values equity.

Questions, comments, or complaints regarding discrimination or harassment may be directed to:

Title IX/504/ADA Coordinator
Kathy Dickson
740-362-3440
kdickson@mtso.edu

Complaints may also be filed with the U.S. Department of Education, Office for Civil Rights at www2.ed.gov/about/offices/list/ocr/index.html or through the Office for Civil Rights Customer Service Hotline at 800-421-3481.

Declaration of Inclusiveness

The Declaration of Inclusiveness was drafted by the Campus Council and adopted by the faculty and the Board of Trustees as a covenant of the Methodist Theological School in Ohio in 1983.

We recognize ourselves as a community of persons united under one God. Our scriptures, as they witness to the reality of God, speak of humankind as created in God's image; and human existence is described in the light of God's acceptance of all people. As persons called Christians we are guided and instructed by scriptures that portray the way in which our human existence was and is enlightened by the coming of Jesus Christ into the world.

Jesus lived and taught the all-inclusiveness of God's love, and calls each of us into an intimate relationship with God; a relationship in which every aspect of our humanity is affirmed by God. Jesus instructed us to share this affirmation with our sisters and brothers in the gathering of a community, that through this community we might achieve full actualization of our individual and corporate potential for a right relationship with God.

Inclusiveness is the freedom for total involvement and participation of all persons in the membership and leadership of the community, at any level and in every place. We believe this freedom to be a mandate from God, not only as the basic right of every person, but also as a basic need for life, growth and the vitality of the community. Consequently, our task as members of this community is to see the realization of inclusiveness not as an onerous task or as a threat, but rather as an expression of the unity that gives us hope for our future as a community.

Where barriers of any kind prevent such inclusiveness from being a reality for any person or group of persons, the recognition of such barriers carries with it the responsibility for educating and raising the consciousness of all members to the community. The major responsibility for being aware of and eliminating those barriers rests with the group(s) who consciously or unconsciously placed them there. In order to enable our community and our world to reach its full potential for its relationship with God, we must risk giving up these barriers that prevent us from realizing our true unity in one God.

To this end, it is the intent of this document to set forth for the MTSO community, consideration of a variety of areas in our lives where barriers to inclusiveness are perceived to exist. We recognize that there are barriers to attitude, standing rules or procedures, lack of understanding or awareness, subtle maneuvering and reluctance to change. But we believe that if we are to justify reference to ourselves as God's people, these must change.

Theology and inclusiveness

We of the MTSO community hold a variety of theological positions. While we cannot claim all beliefs about God to be equally valid, we must accept those persons who hold beliefs different from our own.

As a community, we realize that we are only one microcosm in the world. We must constantly keep before us the need to keep our lives in a global perspective.

We affirm people's right to choose how they worship. We encourage ecumenism in our faculty and student body and through our participation in the Theological Consortium of Greater Columbus, Inc. It is our intention to encourage the continuation of pluralistic chapel services and our participation in the Week of Prayer for Christian Unity.

We will foster our global and ecumenical perspective through our individual and corporate action and through our openness to differing perspectives.

Language holds a strong power over people, both consciously and unconsciously, subtly and blatantly. The function of language is not to duplicate reality, but to recall it, comment on it and to provide a means of access to learning and growth. Language not only reflects but also forms our attitudes and actions. Yet, by its very nature, as an imperfect tool of imperfect beings, language suffers many significant limitations. Our language is often inaccurate and insensitive, even careless, as we fail to use words that will invite all people to hear and believe that which we call the good news.

Exclusive language, traditionally dominated in our culture by white male symbolism, has caused alienation of women, men, racial and ethnic minorities, the elderly, the very young, persons with handicapping conditions and persons from various socio-economic classes. The alienation caused by this often results in relationships broken and burdened by barriers of words. This is directly contrary to our Christian affirmation of the goodness and rightness of the development and nurture of relationships between persons and God, and between persons and persons.

Inclusive language is carefully and deliberately chosen to break barriers of exclusivity. It is for everyone and against no one. It focuses on the message given by guarding against inaccuracy in the vocabulary of the sender. Inclusive language is an intentional attempt to communicate in a universal way.

Inclusiveness and the human condition

All persons are unique and precious to God. We affirm this personhood that God creates and enables in every individual. Therefore, those who exclude persons from any aspect of the life of the community on the basis of human condition claim special personal merit that is irreconcilable with Christian understanding.

God has been and is inclusive in the initiation of relationship with humanity. This is witnessed to by Scriptures, tradition, experience and reason. With this basic understanding of essential human worth in mind, the following affirmations are necessary for an inclusive community:

1. We shall be intentional in being fully inclusive regarding work, educational and social participatory responsibilities.
2. We shall be intentional in being fully inclusive regarding social leadership responsibility and participation in all aspects of the life of the church. This participation includes both administrative and worship leadership as well as other roles in the wholeness of the community that celebrates and proclaims God's love and authority.
3. 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 condition.

As we continue our legacy of preparing people for leadership and service in the church and society, we will find ways to embody inclusion anew, guided by our Statement of Welcome.

Statement of Welcome

MTSO strives to ground hospitality in God's radical welcome of us all, which Christians confess is made evident in Jesus. We commit to a diverse community and a culture of respect, recognizing our interdependence with each other and creation. We recognize that our community is changing and growing and work to review institutional procedures, policies, behaviors and academic programs to ensure that they continue to uphold the institutional values stated here. We commit ourselves to be leaders of social justice who foster the renewal and rebirth of creation in the following ways:

- Provide an environment for brave engagement in theological, spiritual and intellectual inquiry.
- Invite and engage respectful dialogue across the theological spectrum as well as in ecumenical and interreligious relations.
- Work together to identify, resist, and transform the prejudices and oppressive structures based on race, color, ethnic or national origin, sex, sexual orientation, gender identity or expression, disability, economic class, religion, and age.
- Prepare leaders for wholeness – intellectually, spiritually, physically, and emotionally, as individuals and in community.
- Advocate a vision of justice that encompasses the thriving of all creation, and fosters life-giving relationships between humankind and the natural world.

History of MTSO

In April of 1958, 48 members of the Provisional Organization for the Establishment of a Methodist Theological School in Ohio signed a document laying the groundwork for the construction of a new educational institution on 70 hillside acres in Central Ohio. Its purpose, they wrote, was “to train, educate and prepare students for the preaching and proclaiming of the Gospel of Jesus Christ in the various ministries of the Church.” Later, on a campus cornerstone, they would state it more succinctly: “TO PREACH THE WORD.”

A year later, \$4 million had been raised for the project. A year after that, in the fall of 1960, the first classes met on the scenic new campus. The Rev. John W. Dickhaut, whose efforts were pivotal to the founding of the school, was elected its first president and would serve for 22 years. Van Bogard Dunn was appointed academic dean. The first graduating class, in 1963, was all male and included one African-American graduate. The second class included the first female graduate.

During its formative years in the turbulent 1960s, MTSO established a legacy of Christian concern for social-justice issues. Uncowed by the prospect of arrest and persecution, faculty and students protested racial discrimination, both in the South and closer to home.

MTSO graduate programs have evolved and expanded over the past five decades. Today the school offers five degrees: Master of Divinity, Master of Arts in Counseling Ministries, Master of Arts in Practical Theology, Master of Theological Studies and Doctor of Ministry. Campus facilities also have been expanded and updated. Technological advances enable the Dickhaut Library to offer access to 48 million books through an online system, in addition to the 130,000 volumes on its shelves.

The newest campus facility is Gault Hall, which opened in 2000 with spacious classrooms, faculty office space and a preaching chapel for homiletics classes. Academic facilities are complemented by housing options ranging from a residence hall that can accommodate single-night stays to townhomes suitable for families. The wooded beauty of the campus provides a backdrop for an outdoor chapel, a prayer labyrinth, a mile-long walking path and a hidden gem, the Dee Ann Chiles Garden.

In 1973, MTSO joined with two other Greater Columbus schools – Trinity Lutheran Seminary and the Pontifical College Josephinum – to form the Theological Consortium of Greater Columbus.

Thanks to the generosity of faithful donors and the prudent fiscal management of its leaders, MTSO has established a solid record of financial stability. Supported in part by an endowment of more than \$40

million, the school maintains an operating budget of over \$6 million and has no debt. As an institution affiliated with the United Methodist Church, MTSO also receives financial support from the church's Ministerial Education Fund. Students benefit from a generous financial-aid program; one in three current MTSO students has earned a full-tuition scholarship.

In 1981, John Dickhaut was succeeded as president by the Rev. Buford A. Dickinson. He was followed in 1986 by the Rev. Dr. Norman E. "Ned" Dewire, who served for 20 years.

The school's fourth president, the Rev. Jay A. Rundell, assumed office on July 1, 2006. His tenure has been marked by the implementation of a strategic plan aimed at seizing new opportunities for growth, quality and institutional advancement. Under his leadership, MTSO has developed a strong commitment to environmental sustainability, best exemplified by the founding of Seminary Hill Farm in 2013 and the development of renewable energy sources. The school's faculty members are led by Dean Valerie Bridgeman.

The diverse student body represents 15 faith traditions. Their engagement in the life of the school, in and out of the classroom, shapes the identity of the campus even as they prepare for lives of consequence beyond its borders.

Contact information and social media

Methodist Theological School in Ohio
3081 Columbus Pike
Delaware, Ohio 43015
www.mtso.edu
740-363-1146



Academic Affairs

academicaffairs@mtso.edu
740-362-3482

Dickhaut Library

library@mtso.edu
740-362-3450

Registrar

registrar@mtso.edu
740-362-3344

Admissions

admissions@mtso.edu
800-333-6876 | 740-362-3447

Dunn Dining Hall

tpeterson@mtso.edu
740-362-3377

Seminary Hill Farm

ndeehr@mtso.edu
740-362-3377

Advancement/Development

advancement@mtso.edu
740-362-3130

Field Education

twilden@mtso.edu
740-362-3363

Student Services

klofrumento@mtso.edu
740-362-3162

Alumni/Church Relations

alum@mtso.edu
740-362-3374

Financial Aid

finaid@mtso.edu
800-333-6876 | 740-362-3373

Technical Support

support@mtso.edu

Business Office

dkensinger@mtso.edu
740-362-3331

Housing

housing@mtso.edu
740-362-3380

Title IX/504/ADA

kdickson@mtso.edu
740-362-3440

Communications

drussell@mtso.edu
740-362-3322

Human Resources

ewiggins@mtso.edu
740-362-3366

Theological Commons

kdickson@mtso.edu
740-362-3440

Course of Study School

cos@mtso.edu
740-362-3120

Maintenance

maintenance@mtso.edu
740-362-3380

Vocational Discernment

kdickson@mtso.edu
740-362-3440

Academic programs

Doctor of Ministry

D.Min. 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 be able to theologically reflect on contemporary issues in ministry praxis and how those issues are affected by evolving cultural and ecclesial contexts.
2. Graduates will achieve sufficient expertise in a specialized area of ministry such as transformative leadership, ecology and justice, or preaching.
3. Graduates will have an ethical and collaborative approach to change.
4. Graduates will demonstrate expertise in discerning critical ministry issues in a local setting and devising appropriate means for intervention and change.

D.Min. admission requirements

Applicants for doctoral study at MTSO must have earned an M.Div. or its educational equivalent from an accredited institution with a cumulative graduate GPA of 3.0 (on a 4.0 scale). They must also have a minimum of three years of professional ministry experience and current engagement in formal ministry.

D.Min. transfer credit

Normally, Doctor of Ministry students may not receive transfer credit for courses completed prior to matriculation at MTSO.

D.Min. degree requirements

The degree requires 31 credit hours and a cumulative GPA of 3.00. The lowest passing grade is B-.

D.Min. Degree Requirements Chart			
	Course Code	Course Title	Credits
Core Required	DM901	Continuity and Change	3
	DM902	Particularity and Diversity	3
	DM903	Communities and Society	3
	DM905	D.Min. Peer Group I	1
	DM906	D.Min. Peer Group II	1
	DM907	D.Min. Peer Group III	1
Specialization	DM9##	D.Min. Specialization Course	3
	DM9##	D.Min. Specialization Course	3
	DM9##	D.Min. Specialization Course	3
	DM9##	D.Min. Specialization Course	3
Research/Project	DM981	D.Min. Research Methods I	1
	DM982	D.Min. Research Methods II	1
	DM983	D.Min. Research Methods III	1
	DM988	D.Min. Portfolio Review	0
	DM908	D.Min. Project Group	1
	DM909	D.Min. Project	3
			31

D.Min. 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. specializations

Leadership for Transformational Change

- DM914 Spirituality and Change
- DM915 Transforming Mission
- DM916 Individual and Systems Change: Trends, Tasks, Tensions
- DM917 Preaching for Change

Ecology and Justice Ministry

- DM940 Creation and New Creation in Christian Tradition
- DM941 Environmental Theology and Ethics
- DM942 Justice and the Practices of Ministry
- DM943 Ecology, Place, and Justice

D.Min. 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 two classroom contact hours, with an additional ten hours of virtual group contact per unit of credit.

D.Min. portfolio review

At the conclusion of course work and prior to the D.Min. Project Proposal, students submit a portfolio that is representative of their work throughout the program thus far. Components include an identified assignment from core, research, and specialization 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 student's project advisor and two members of the D.Min. Committee. A discussion of the portfolio and faculty response is to be scheduled between the student and the project advisor within 30 days of submission.

D.Min. project

The D.Min. Project Proposal must be prepared after completion of coursework and the DM988 D.Min. Portfolio Review. The D.Min. Project Proposal includes specified, measurable objectives that will be evaluated at the completion of the project and submitted for approval to the D.Min. Committee. The project advisor guides the student in the preparation of the proposal, with the D.Min. director helping administratively as needed. Evaluation is made by the director, second reader and one other faculty member assigned by the director.

Students graduating in the same cohort participate in DM908 D.Min. Project Group. This online learning community for those engaged in research and writing enables students to share and critique drafts of proposals and chapters.

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 or concern identified in the current place of professional ministerial practice. It 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 involves human subjects, the project proposal must be approved by the Human Subjects Research Committee (HSRC).

Master of Divinity

M.Div. 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 personal or systemic brokenness. 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.

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 through practices of theological reflection, worship, prophetic witness and ministerial empowerment.
3. Graduates will grow in God's grace personally and spiritually so as to be of prophetic service to church, faith-based organizations and world.

M.Div. admission requirements

Applicants for graduate study at Methodist Theological School in Ohio must have earned a baccalaureate degree or its educational equivalent from an accredited college or university with a cumulative GPA of 2.7 (on a 4.0 scale). Although there is no specific undergraduate major required 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.

M.Div. transfer credit

MTSO may transfer credit for graduate coursework completed at other schools accredited by the Association of Theological Schools or other regional accreditors. Transfer credit cannot exceed one-half of the credits required for a master's degree or certificate and factors may limit the transfer credit that can be awarded. According to the degree standards of the Association of Theological Schools, all course credits applied towards degree requirements must be earned within ten years of the awarding of the degree.

Dual-degree programs

Students may combine any two of our master's degrees to form a dual degree which will result in the conferral of two degrees upon graduation. Normally, dual degrees are completed concurrently and allow for approximately 28 semester hours of shared courses between the two degrees. For specific dual-degree requirements, please contact the Office of the Registrar.

M.Div. cross-cultural immersion requirement

All Master of Divinity students are required to complete a cross-cultural experience consisting of:

- CC601 Cross-Cultural Experience: Pre-Immersion Session (1 credit hour)
- CC602 Cross-Cultural Immersion Experience (2 credit hours)
- CC603 Cross-Cultural Experience: Post-Immersion Session (0 credit hours)

MTSO coordinates two approved immersions each year, typically during January term and summer term. Travel, lodging, and additional expenses will apply, but can be offset via disbursement from a student's individual cross-cultural account. For more information, see the Cross-Cultural Handbook.

M.Div. thesis option

With approval of the faculty advisor and the dean, students with a minimum cumulative GPA of 3.3 may contract with a faculty member to supervise the writing of a thesis. Following the approval of the thesis proposal, students may enroll in TH800 Thesis for three or six credit hours. The thesis will be graded on a pass/fail basis. More information about the thesis option is available in this publication under academic information and services.

M.Div. degree requirements

The M.Div. requires completion of 86 credit hours with a minimum 2.50 cumulative GPA.

M.Div. Degree Requirements Chart				
	Course Code	Course Title	Credits	
Integrative	ES101	Orientation for New Students	0	
	ES500	The Educated Spirit	2	
	ES600	Mid-Program Review	0	
	ES650	Student Enrichment Program (optional)	0	
	CC601	Cross-Cultural Pre-Immersion	1	
	CC602	Cross-Cultural Immersion	2	
	CC603	Cross-Cultural Post-Immersion	0	
	FE850A	Field Education I	1.5	
	FE850B	Field Education II	1.5	
Classical	Required	CE501	Introduction to Christian Ethics	3
		CH501	Survey of Global Christian History	3
		CT549	Introduction to Theology	3
		HB510	Introduction to the Hebrew Bible	3
		NT510	Introduction to the New Testament	3
	Electives	SR5## Elective	Any 500-level course from SR Study of Religion	3
		Classical Elective 6##	Any 600-level course from CE, CH, CT, HB, NT, or SR	3
		Classical Elective 6##	Any 600-level course from CE, CH, CT, HB, NT, or SR	3
		Classical Elective 6##	Any 600-level course from CE, CH, CT, HB, NT, or SR	3
		Classical Elective 7##	Any 700-level course from CE, CH, CT, HB, NT, or SR	3
		Classical Elective 7##	Any 700-level course from CE, CH, CT, HB, NT, or SR	3
		Classical Elective 7##	Any 700-level course from CE, CH, CT, HB, NT, or SR	3
		Classical Elective 7##	Any 700-level course from CE, CH, CT, HB, NT, or SR	3
Practical	Required	HM600	Introduction to Homiletics	3
		PC500	Introduction to Pastoral Care	3
		PT500	Leadership, Learning, and Community Formation	3
		WO500	Introduction to Worship	3
	Elect.	Practical Elective	Any course from ED, HM, LS, ME, PC, PT, or WO	3
		Spirituality Elective	Choose one: ME530, PT550, PT610, or PT615	3
Free Electives	Free Elective	Any course from any division	3	
	Free Elective	Any course from any division	3	
	Free Elective	Any course from any division	3	
	Free Elective	Any course from any division	3	
	Free Elective/DS660	Any course/United Methodist History	2	
	Free Elective/DS665	Any course/United Methodist Doctrine	2	
	Free Elective/DS670	Any course/United Methodist Polity	2	
	Free Elective/ME5##	Any course/Mission Elective: ME570, ME580, ME590	3	
	Free Elective/ME6##	Any course/Evangelism Elective: ME670 or ME680	3	
			86	

M.Div. free electives

Students should choose electives 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 Biblical Languages, Clinical Pastoral Education, or Leadership Studies.

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:

- DS660 United Methodist History (2 credit hours)
- DS665 United Methodist Doctrine (2 credit hours)
- DS670 United Methodist Polity (2 credit hours)
- ME5## Mission Elective: ME570 The Mission of the Church in the Contemporary World, ME580 The Mission of the Church in a Multicultural Society, or ME590 The Mission of the Church in Global Context (3 credit hours each)
- ME6## Evangelism Elective: ME670 The Ministry of Evangelism: Theology and Practice or ME680 Biblical Paradigms for the Practice of Evangelism (3 credit hours each)

Depending on vocational goals for ordination or community service, different electives may be recommended. 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 other denominations may be able to complete courses in the polity, history, and doctrine of their denominations at MTSO. Students should contact the dean regarding special course work for denominational requirements.

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

M.Div. specializations

Declaring a specialization with the Master of Divinity degree means committing 12 credit hours to study in one of the 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. Unless otherwise noted, all specializations require an integrative project or paper which 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. 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 through Academic Affairs.

M.Div. Specialization in Biblical Languages and Texts (12 credit hours)

This specialization serves a variety of purposes: to fill the need for pastors who have developed advanced exegetical skills through biblical language acquisition and additional 700-level biblical coursework, to enhance the abilities of students to encounter the cross-cultural dimensions of biblical studies, and to begin the process of preparation for those who hope to pursue advanced study in biblical studies. No integrative project or specialization-specific field education is required. Choose one of the following tracks.

Track I: Biblical Hebrew and Biblical Greek

- HB520 Elementary Biblical Hebrew
- HB620 Intermediate Biblical Hebrew

- NT520 Elementary Biblical Greek I
- NT620 Elementary Biblical Greek II

Track II: Biblical Hebrew

- HB520 Elementary Biblical Hebrew
- HB620 Intermediate Biblical Hebrew
- HB720 Exegesis of the Hebrew Bible
- HB7## Hebrew Bible course

Track III: Biblical Greek

- NT520 Elementary Biblical Greek I
- NT620 Elementary Biblical Greek II
- NT720 Exegesis of the Greek New Testament
- NT7## New Testament course

M.Div. Specialization in Black Church and African Diaspora Studies (12 credit hours)

This specialization prepares 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. This specialization also equips 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. An integrative project or paper (normally completed in conjunction with the final course for the specialization) is required. No specialization-specific field education is required. Choose four courses from the following list:

- Required: CH630 Introduction to Black Church and African Diaspora Studies
- CE645 Feminist and Womanist Ethics
- CE710 Great Ethicists: Martin Luther King Jr.
- CH634 African-American Religious History
- CH634 African-American Religious History
- CH636 American Christianity in Black and White
- CH643 Samuel DeWitt Proctor Conference
- CH644 Race, Religion, and Nation:
 - From Black Power to Black Lives Matter
 - HB/NT/HM735 The Bible and Preaching in African-American Traditions
 - LS/CE735 Women and the Ethics of Leadership
 - PC660 African-American Pastoral Care
 - PT540 Doing Our Own Work: An Anti-Racism Intensive for White People
 - PT/CH755 Howard Thurman
 - SR652 Christian-Muslim Relations

M.Div. Specialization in Chaplaincy (12 credit hours)

This specialization is designed for students called to chaplaincy work who intend to seek professional certification as Board Certified Chaplains by the Association of Professional Chaplains (APC) and other such agencies. Students will develop a pastoral-theological framework of justice, inclusivity, and appreciation for the diversity and complexity of human experiences. They will also acquire critical tools for assessing needs and providing pastoral and spiritual care to people who are experiencing various existential difficulties and suffering. The APC requires four units of clinical pastoral education (CPE) for certification as a Board Certified Chaplain. After completing the M.Div., students will apply for a year of residency at an approved CPE training program. Applications should be made one year before the desired placement. Students will apply for board certification after fulfilling all APC requirements. Chaplaincy certification from APC generally requires an endorsement from a religious denomination, in the form of ordination or commissioning. Additional courses may be required in order to meet these requirements. Students should consult with their respective denominations or religious bodies to determine what other requirements are necessary. Choose four courses from the following list:

- Required: PC510 Clinical Pastoral Education
- PC640 Theories of Counseling and Psychotherapy I
- PC661 Pastoral Theology of Suffering
- PC665 Forgiveness in Pastoral Care and Counseling
- PC672 Trauma and Narrative
- Pastoral Care and Counseling
- PC711 Multicultural Perspectives and Issues in Pastoral Care and Counseling
- PC721 Gender, Race, and Class Issues in Pastoral Care
- PC756 Spiritual Dimensions of Illness and Recovery
- PC771 Grief Care and Counseling
- PC772 Integrating Spirituality and Pastoral Care

M.Div. Specialization in Ecology and Justice (12 credit hours)

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. An integrative project or paper (normally completed in conjunction with the final course for the specialization) is required. No specialization-specific field education is required. Choose four courses from the following list:

- CE620 Resisting Biocide: Environmental Justice Ethics
- CE661 Christian Social Ethics
- CE/CT/PT752 Ecofeminist Theologies of Liberation
- CH642 Christianity and Social Issues in the U.S.A.
- CH736 Julian of Norwich
- CH750 Wesley and Society
- CH767 The Social Gospel Movement
- CT/CE751 Ecotheology and Global Ethics
- ED640 Ecological Religious Education
- HB715 Genesis
- HM730 Community Organizing and Preaching: Power, Action, and Justice
- LS675 Leading Transformational Change
- PT540 Doing Our Own Work: An Anti-Racism Intensive for White People
- PT600 Food, Land, and Faith Formation
- PT601 Field Theology: Water & Watersheds
- PT605 Practical Theology and Ecology
- PT606 A Deeper Shade of Green: Black Ecotheology and Ethics
- PT610 Spiritual Formation & Social Change
- PT615 Prophetic Hope & Creative Practice
- PT/WO620 Worship, Ecology, and Social Change
- PT/SR635 Celtic Spirituality
- PT640 Knowing Where We Dwell

M.Div. Specialization in Feminist and Womanist Studies (12 credit hours)

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, through which they will study women's roles, social locations and voices. An integrative project or paper (normally completed in conjunction with the final course for the specialization) is required. No specialization-specific field education is required. Choose four courses from the following list:

- CE640 The Ethics of Sex
- CE645 Feminist and Womanist Ethics
- CE720 Contemporary Moral Issues: Human Trafficking
- CE730 Queer Theological Ethics
- CE/CT/PT752 Ecofeminist Theologies of Liberation
- CH642 Christianity and Social Issues in the U.S.A.
- CH736 Julian of Norwich
- CT659 Gender, Sin, and Addiction
- CT731 Gender and Theology
- HB650 Women in the Biblical World
- HB745 Women in Judges
- HB781 Gender, Race, and Ecology in the Hebrew Bible
- LS/CE735 Women and the Ethics of Leadership
- WO710 Worship and Gender

M.Div. Specialization in Interreligious Contexts (12 credit hours)

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. An integrative project or paper (normally completed in conjunction with the final course for the specialization) is required. The student's field education experience should include some aspect of leadership work in an interreligious setting. Moreover, the student's cross-cultural experience shall give special attention to exposure to another religious context. Assignments submitted shall also give evidence of engagement with multi-religious issues. Choose four courses from the following list:

- CE/SR680 Religion and Society
- CH/SR740 The Holocaust: Roots, Realities, and Ramifications
- CH750 Wesley and Society
- CT/SR733 The Nones: Spirituality and Belief Beyond Religion
- ED675 Educating for Peace and Justice
- HB/NT641 The Dead Sea Scrolls
- HB/NT/SR645 Intro. to Rabbinic Literature
- ME580 The Mission of Church in a Multicultural Society
- NT/SR736 Paul, Jews, and Gentiles
- PC711 Multicultural Perspectives and Issues in Pastoral Counseling
- PT/SR635 Celtic Spirituality
- SR511 Interreligious Relations
- SR550 Introduction to World Religions
- SR553 Multi-Religious America
- SR652 Christian-Muslim Relations
- SR/CE654 Comparative Study of Religious Ethics
- SR655 Abrahamic Faiths
- SR657 Perspectives on Buddhism
- SR658 Perspectives on Islam

M.Div. Specialization in Spirituality (12 credit hours)

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. An integrative project or paper (normally completed in conjunction with the final course for the specialization) is required. No specialization-specific field education is required. Choose four courses from the following list:

- Required: CH629 The History of Christian Spirituality
- One of the following courses:
 - CH645 Spiritual Autobiography in the Wesleyan Tradition
 - CH736 Julian of Norwich
- One of the following courses:
 - ED615 Ministry with Young Adults: Intimacy, Vocation, and Community
 - HM765 Auto/biographies for Preaching
 - PC613 Theories of the Development of the Self and the Life-Cycle
- One of the following courses:
 - HM725 Spirituality as a Foundation for Preaching
 - ME530 Spirituality for Ministry
 - PC756 Spiritual Dimensions of Illness and Recovery
 - CT/SR733 The Nones: Spirituality and Belief Beyond Religion
 - HB760 The Psalms
 - PT610 Spiritual Formation & Social Change
 - PT615 Prophetic Hope and Creative Practice
 - PT/SR635 Celtic Spirituality
 - PT/CH755 Howard Thurman
 - PC772 Integrating Spirituality and Pastoral Care
 - PT550 Spirituality
 - WO625 Sacraments and Ordinances of Initiation and Eucharist

M.Div. Specialization in Youth and Young Adult Ministry (12 credit hours)

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. An integrative project or paper (normally completed in conjunction with the final course for the specialization) is required. No specialization-specific field education is required. Choose four courses from the following list:

- Two of the following courses:
 - ED505 Ministry with/for/by Youth
 - ED510 The Adolescent World
 - ED615 Ministry with Young Adults: Intimacy, Vocation, and Community
 - ED630 Intergenerational and Children's Ministry
 - ED680 Creating Learning Environments
- One of the following courses:
 - ME580 The Mission of the Church in a Multicultural Society
 - PT540 Doing Our Own Work: An Anti-Racism Intensive for White People
 - PC613 Theories of the Development of the Self and of the Life Cycle
 - PT610 Spiritual Formation & Social Change
 - PC771 Grief Care and Counseling
 - WO625 Sacraments and Ordinances of Initiation and Eucharist
- One of the following courses:
 - CE640 The Ethics of Sex
 - CH767 The Social Gospel Movement
 - CE720 Contemporary Moral Issues: Human Trafficking
 - CT/SR733 The Nones: Spirituality and Belief Beyond Religion
 - CH642 Christianity and Social Issues in the U.S.A.

Master of Arts in Counseling Ministries

MACM mission and goals

Life is sacred. Human problems are complex. Transformation requires wisdom, love and hope. The MACM program is dedicated to training highly competent pastoral and professional counselors who are equipped with counseling knowledge and skills, broad theological foundations, psychological and behavioral sciences, all focused to help individuals, families, and communities find meaning, healing, transformation, 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 5 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.).

MACM admission requirements

Applicants for graduate study at Methodist Theological School in Ohio must have earned a baccalaureate degree or its educational equivalent from an accredited college or university with a cumulative GPA of 2.7 (on a 4.0 scale). Although there is no specific undergraduate major required 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.

MACM transfer credit

MTSO may transfer credit for graduate coursework completed at other schools accredited by the Association of Theological Schools (ATS) or other regional accreditors. Transfer credit cannot exceed one-half of the credits required for a master's degree or certificate and factors may limit the transfer credit that can be awarded. According to the ATS degree standards, all course credits applied towards degree requirements must be earned within ten years of the awarding of the degree.

MACM degree requirements

The MACM requires the completion of 59 credit hours for Track I, 60.5 credit hours for Track II, and 83 credit hours for Track III with a minimum 2.50 cumulative GPA. Note: For the purposes of licensure, the State of Ohio requires a minimum grade of B- (B minus) in all PC courses. No new students are being admitted to the MACM Track III as of fall 2017.

One MACM integrative theological elective must be selected from the list below regardless of track:

- CH736 Julian of Norwich
- CH/SR740 The Holocaust: Roots, Realities, and Ramifications
- CT651 The Doctrine of God
- CT659 Gender, Sin, and Addiction
- CT/SR733 The Nones: Spirituality and Belief Beyond Religion
- HB/PC720 The Bible, Pastoral Care, and Counseling
- HM/HB745 Preaching and Interpreting Wisdom Traditions
- PC665 Pastoral and Psychological Facilitation of Forgiveness
- PT550 Spirituality
- PT610 Spirituality and Social Change
- SR550 Introduction to World Religions
- SR553 Multi-Religious America
- WO625 Sacraments and Ordinances of Initiation and Eucharist

MACM Track I – Pastoral Care and Counseling requirements (59 credit hours)

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.

MACM Track I Degree Requirements Chart			
	Course Code	Course Title	Credits
Classical Required	ES101	Orientation for New Students	0
	ES500	The Educated Spirit	2
	ES600	Mid-Program Review	0
	ES650	Student Enrichment Program (optional)	0
	CE501	Introduction to Christian Ethics	3
	CH501	Survey of Global Christian History	3
	CT549	Introduction to Theology	3
	HB510	Introduction to the Hebrew Bible	3
	NT510	Introduction to the New Testament	3
Practical Req.	PC500	Introduction to Pastoral Care	3
	PC510	Clinical Pastoral Education (CPE) (1 unit)	3
	PC631	Assessment and Appraisal of Ind. in Counseling	3
	PC640	Theories of Counseling and Psychotherapy I	3
	PC850A	Supervised Internship (Track I)	3
Restricted Electives	PC680 or PC784	Psychopathology for Counselors -OR- Evaluation of Mental and Emotional Disorders	3
	Integrative Elective	See above for Integrative Theological Electives	3
	PC6##/PC7##	Any 600-level or 700-level course from PC	3
	PC6##/PC7##	Any 600-level or 700-level course from PC	3
	PC6##/PC7##	Any 600-level or 700-level course from PC	3
	PC6##/PC7##	Any 600-level or 700-level course from PC	3
	PC6##/PC7##	Any 600-level or 700-level course from PC	3
Elect.	Free Elective	Any course/any division	3
	Free Elective	Any course/any division	3
			59

MACM Track II – Addiction Counseling requirements (60.5 credit hours)

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.

MACM Track II Degree Requirements Chart			
	Course Code	Course Title	Credits
Classical Required	ES101	Orientation for New Students	0
	ES500	The Educated Spirit	2
	ES600	Mid-Program Review	0
	ES650	Student Enrichment Program (optional)	0
	CE501	Introduction to Christian Ethics	3
	CH501	Survey of Global Christian History	3
	CT549	Introduction to Theology	3
	HB510	Introduction to the Hebrew Bible	3
	NT510	Introduction to the New Testament	3
Practical Required	PC555	Introduction to Chemical Dependency Ministries	3
	PC613	Theories of the Development of Self and the Life Cycle	3
	PC621	Family Systems Therapy	3
	PC630	Research Methods for Counselors	3
	PC631	Assessment and Appraisal of Individuals in Counseling	3
	PC640	Theories of Counseling and Psychotherapy I	3
	PC655	Alcoholism and Other Addiction Counseling	3
	PC657	Group Therapy	3
	PC680	Psychopathology for Counselors	3
	PC711	Multicultural Perspectives and Issues in Pastoral Counseling	3
	PC731	Life Planning Assessment and Career Development	3
	PC740	Theories of Counseling and Psychotherapy II	3
	PC756	Spiritual Dimensions of Illness and Recovery	1.5
	PC850A	Supervised Internship (Track II)	3
Elect.	Int. Elective	CT659, HB/PC720, or other Integrative Elective (see above)	3
			60.5

With their faculty advisor’s permission, students in Track II may substitute either SR511, SR550, or SR553 for either CE501, CH501, or HB510. Only one substitution of this kind is permitted, and this substitution is not allowed in dual M.Div./MACM degrees.

MACM Track III – Pastoral and Professional Counseling requirements (83 hours)

Note: No new students are being admitted to the MACM Track III as of fall 2017.

The Pastoral and Professional Counseling track 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 Ohio licensing examination. Out of state students should consult with the MACM program director for guidance regarding licensure in their home state. Note that the State of Ohio requires grades of B- or better in all PC courses for licensure.

MACM Track III Degree Requirements Chart				
	Course Code	Course Title	Credits	
Classical Required	ES101	Orientation for New Students	0	
	ES500	The Educated Spirit	2	
	ES600	Mid-Program Review	0	
	ES650	Student Enrichment Program (optional)	0	
	CE501	Introduction to Christian Ethics	3	
	CH501	Survey of Global Christian History	3	
	CT549	Introduction to Theology	3	
	HB510	Introduction to the Hebrew Bible	3	
	NT510	Introduction to the New Testament	3	
Practical Required	PC500	Introduction to Pastoral Care	3	
	PC555	Introduction to Chemical Dependency Ministries	3	
	PC613	Theories of the Development of Self and the Life Cycle	3	
	PC621	Family Systems Therapy	3	
	PC630	Research Methods for Counselors	3	
	PC631	Assessment and Appraisal of Individuals in Counseling	3	
	PC640	Theories of Counseling and Psychotherapy I	3	
	PC655	Alcoholism and Other Addiction Counseling	3	
	PC657	Group Therapy	3	
	PC680	Psychopathology for Counselors	3	
	PC711	Multicultural Perspectives and Issues in Pastoral Counseling	3	
	PC731	Life Planning Assessment and Career Development	3	
	PC740	Theories of Counseling and Psychotherapy II	3	
	PC780	Professional Counselor Practices	3	
	PC782	Diagnosis of Mental and Emotional Disorders	3	
	PC783	Treatment of Mental and Emotional Disorders	3	
	PC784	Evaluation of Mental and Emotional Disorders	3	
	PC860	Supervised Practicum	3	
	PC870A	Supervised Clinical Internship (Track III)	3	
	PC870B	Supervised Clinical Internship (Track III)	1	
	PC870C/D	Supervised Clinical Internship (Track III)	2	
	PC Elective	PC672 Trauma and Narrative Counseling -OR- PC771 Grief Care and Counseling -OR- PC772 Integrating Spirituality and Pastoral Care		3
		Integrative Elective	See above for Integrative Theological Electives	3
				83

With their faculty advisor's permission, students in Track III may substitute either SR511, SR550, or SR553 for either CE501, CH501, or HB510. Only one substitution of this kind is permitted, and this substitution is not allowed in dual M.Div./MACM degrees.

Master of Theological Studies

MTS mission and goals

The MTS provides a broad foundation in the basic theological disciplines: Bible, Church History, Theology, and Ethics, as well as Interreligious Relations. Students pursuing this degree will gain skills for participating intelligently in public discourse about religious issues and in some fields may be prepared for further study in an advanced degree. Beyond the introductory levels of these disciplines, MTS students are required to concentrate in one field and achieve sufficient depth to be able to do the following:

1. Read the literature of the discipline with understanding.
2. Intelligently discuss the major topics of that discipline.
3. Conduct relevant research in this discipline for competent nonprofessional writing and teaching.
4. Engage in creative and critical reflection on the contemporary world from the perspective of this discipline.

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

MTS admission requirements

Applicants for graduate study at Methodist Theological School in Ohio must have earned a baccalaureate degree or its educational equivalent from an accredited college or university with a cumulative GPA of 2.7 (on a 4.0 scale). Although there is no specific undergraduate major required 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.

MTS transfer credit

MTSO may transfer credit for graduate coursework completed at other schools accredited by the Association of Theological Schools or other regional accreditors. Transfer credit cannot exceed one-half of the credits required for a master's degree or certificate and factors may limit the transfer credit that can be awarded. According to the degree standards of the Association of Theological Schools, all course credits applied towards degree requirements must be earned within ten years of the awarding of the degree.

Dual-degree programs

Students may combine any two of our master's degrees to form a dual degree which will result in the conferral of two degrees upon graduation. Normally, dual degrees are completed concurrently and allow for approximately 28 semester hours of shared courses between the two degrees. For specific dual-degree requirements, please contact the Office of the Registrar.

MTS degree requirements

The MTS requires completion of 56 credit hours with a 2.50 minimum cumulative GPA.

MTS Degree Requirements Chart			
	Course Code	Course Title	Credits
Classical Required	ES101	Orientation for New Students	0
	ES500	The Educated Spirit	2
	ES600	Mid-Program Review	0
	ES650	Student Enrichment Program (optional)	0
	CE501	Introduction to Christian Ethics	3
	CH501	Survey of Global Christian History	3
	CT549	Introduction to Theology	3
	HB510	Introduction to the Hebrew Bible	3
	NT510	Introduction to the New Testament	3
Classical Electives	SR5##	Any 500-level course from SR Study of Religion	3
	CE6##/CE7##	Any 600- or 700-level course from CE Christian Ethics	3
	CH6##/CH7##	Any 600- or 700-level course from CH Church History	3
	CT6##	Any 600-level course from CT Christian Theology	3
	HB/NT###	Any course from HB/NT Hebrew Bible/New Testament	3
	HB/NT6##	Any 600-level course from HB/NT Hebrew Bible/NT	3
	Classical Elective ###	Any course from CE, CH, CT, HB, NT, or SR	3
Concentration	Concentration 6/7##	600-level or higher (see below for concentrations)	3
	Concentration 6/7##	600-level or higher (see below for concentrations)	3
	Concentration 6/7##	600-level or higher (see below for concentrations)	3
	Concentration 6/7##	600-level or higher (see below for concentrations)	3
	TH800 or TH805	TH800 Thesis or TH805 MTS Concentration Examination	required
Elect.	Free Elective	Any course/any division	3
	Free Elective	Any course/any division	3
			56

MTS concentrations

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 concentrations require 12 credit hours at the 600-level or higher drawn from one of the following areas:

- Biblical Studies – Any combination of 600-level or higher courses from HB or NT
- Ethical Studies – Any combination of 600-level or higher courses from CE
- Historical Studies – Any combination of 600-level or higher courses from CH
- Interreligious Contexts – Any combination of 600-level or higher courses from SR
- Theological Studies – Any combination of 600-level or higher courses from CT

MTS concentration examination

MTS students must pass a TH805 Concentration Examination no later than two weeks before the last day of regularly scheduled classes in their final semester. The exam is based on the student's course work in the concentration, supplemented by an additional annotated bibliography. The student, in consultation with members of the faculty who teach in the concentration, will first develop a series of broad thematic questions of interest to the student and of significance to the discipline. The student will then use these questions to develop an annotated bibliography of 20-25 sources, which they will submit to the faculty members as part of their preparation for the examination. The annotated bibliography will also be graded as a component of this requirement. The faculty members will select a limited number of the questions developed in consultation with the student for the exam itself. The examination will be administered on the MTSO campus on a date negotiated by the student and concentration faculty members. Students will have access to their notes and to a limited number of resource texts. Overall, the student must demonstrate solid independent research skills, including the evaluation of scholarly resources. Students will also identify themes that connect their work across their concentration courses, a process that should begin early in their degree program. The exam is graded on a pass/fail basis. In the case of failure of the examination, the student may retake the concentration examination up to two times.

In preparation for this exam, student may register for a three-credit directed reading course in the discipline of concentration during their final semester. The directed reading course may not be counted toward the MTS concentration and will be graded separately from the examination.

MTS thesis option

With approval of their faculty advisor and the dean, MTS students with a minimum cumulative GPA of 3.3 may contract with a faculty member to supervise the writing of a thesis for three or six credits as a substitution for the exam (three credits may count towards concentration requirements). Following the approval of a proposal for a thesis, students will be enrolled in TH800 Thesis to be graded on a pass/fail basis. More information about the thesis option is available in this publication under academic information and services.

In exceptional circumstances, students may petition for an alternative form of summative evaluation, to be worked out between the student's faculty advisor and the MTS coordinator.

Master of Arts in Practical Theology

MAPT mission and goals

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

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.

MAPT admission requirements

Applicants for graduate study at Methodist Theological School in Ohio must have earned a baccalaureate degree or its educational equivalent from an accredited college or university with a cumulative GPA of 2.7 (on a 4.0 scale). Although there is no specific undergraduate major required 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.

MAPT transfer credit

MTSO may transfer credit for graduate coursework completed at other schools accredited by the Association of Theological Schools or other regional accreditors. Transfer credit cannot exceed one-half of the credits required for a master's degree or certificate and factors may limit the transfer credit that can be awarded. According to the degree standards of the Association of Theological Schools, all course credits applied towards degree requirements must be earned within ten years of the awarding of the degree.

Dual-degree programs

Students may combine any two of our master's degrees to form a dual degree which will result in the conferral of two degrees upon graduation. Normally, dual degrees are completed concurrently and allow for approximately 28 semester hours of shared courses between the two degrees. For specific dual-degree requirements, please contact the Office of the Registrar.

MAPT degree requirements

The MAPT requires completion of 48 credit hours with a minimum cumulative GPA of 2.50.

MAPT Degree Requirements Chart			
	Course Code	Course Title	Credits
Integrative	ES101	Orientation for New Students	0
	ES500	The Educated Spirit	2
	ES600	Mid-Program Review	0
	ES650	Student Enrichment Program (optional)	0
	FE850A	Field Education I	1.5
	FE850B	Field Education II	1.5
	PT825	Integrative Public Project Seminar	1
Classical	CE501	Introduction to Christian Ethics	3
	CH501	Survey of Global Christian History	3
	CT549	Introduction to Theology	3
	HB510	Introduction to the Hebrew Bible	3
	NT510	Introduction to the New Testament	3
Practical	PT500	Leadership, Learning, and Community Formation	3
	PT6## Elective	Any 600-level PT Practical Theology Course	3
	Mission Elective	ME570, ME580, ME590, or CC601/CC602/CC603	3
Specialization	Specialization Course	See below for Specializations	3
	Specialization Course		3
	Specialization Course		3
	Specialization Course		3
Elect.	Free Elective	Any course/any division	3
	Free Elective	Any course/any division	3
			48

MAPT specializations

MAPT specializations require 12 credit hours in one of four areas. Students must consult with the faculty member primarily responsible for their specialization before registering for the third specialization course and prior to submitting their Specialization Declaration form to Academic Affairs. While some overlap between specialization courses and division electives is permitted, the same course may not be used for both the specialization and a named division requirement (e.g., the PT6## Elective or Mission Elective).

MAPT Self-Designed Specialization (12 credit hours)

MAPT Specialization in Chaplaincy (12 credit hours)

This specialization is designed for students called to chaplaincy work who intend to seek professional certification as Associate Certified Chaplains by the Association of Professional Chaplains (APC) and other such agencies. Students will develop a pastoral-theological framework of justice, inclusivity, and appreciation for the diversity and complexity of human experiences. They also will acquire critical tools for assessing needs and providing pastoral and spiritual care to people who are experiencing various existential difficulties and suffering. The APC requires two units of clinical pastoral education (CPE) for certification as an Associate Certified Chaplain and four units of CPE for certification as a Board Certified Chaplain. After completing the MAPT, students will apply for a year of residency at an approved CPE training program. Students will apply for board certification after fulfilling all APC requirements. Chaplaincy certification from APC generally requires an endorsement from a religious denomination, in the form of ordination or commissioning. Additional courses may be required in order to meet these requirements. Students should consult with their own denominations or religious bodies to determine what other requirements may be necessary.

MAPT students who wish to pursue a specialization in Chaplaincy must use one of their elective slots to complete PC500 Introduction to Pastoral Care (3 credit hours) in order to satisfy the prerequisite for the specialization courses. Choose four additional courses the following list:

- PC510 Clinical Pastoral Education
- PC640 Theories of Counseling and Psychotherapy I
- PC661 Pastoral Theology of Suffering
- PC665 Forgiveness in Pastoral Care and Counseling
- PC672 Trauma and Narrative Pastoral Care and Counseling
- PC711 Multicultural Perspectives and Issues in Pastoral Care and Counseling
- PC721 Gender, Race, and Class Issues in Pastoral Care
- PC756 Spiritual Dimensions of Illness and Recovery
- PC771 Grief Care and Counseling
- PC772 Integrating Spirituality and Pastoral Care

MAPT Specialization in Ecology and Justice (12 credit hours)

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 four courses from the following list:

- CE620 Resisting Biocide: Environmental Justice Ethics
- CE661 Christian Social Ethics
- CE/CT/PT752 Ecofeminist Theologies of Liberation
- CH642 Christianity and Social Issues in the U.S.A.
- CH736 Julian of Norwich
- CH750 Wesley and Society
- CH767 The Social Gospel Movement
- CT/CE751 Ecotheology and Global Ethics
- ED640 Ecological Religious Education
- HB715 Genesis
- HM730 Community Organizing and Preaching: Power, Action, and Justice
- LS675 Leading Transformational Change
- PT540 Doing Our Own Work: An Anti-Racism Intensive for White People
- PT600 Food, Land, and Faith Formation
- PT601 Field Theology: Water and Watersheds
- PT605 Practical Theology and Ecology
- PT606 A Deeper Shade of Green: Black Ecotheology and Ethics
- PT610 Spiritual Formation and Social Change
- PT615 Prophetic Hope and Creative Practice
- PT/WO620 Worship, Ecology, and Social Change
- PT/SR635 Celtic Spirituality
- PT640 Knowing Where We Dwell

MAPT Specialization in Parish and Community Ministry (12 credit hours)

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 four courses from the following list:

- CE730 Queer Theological Ethics
- CH767 The Social Gospel Movement
- CT658 The Doctrine of the Church
- ED680 Creating Learning Environments
- LS525 Faith, Money, and Stewardship
- LS650 Conflict Management
- ME570 The Mission of the Church in the Contemporary World
- ME580 The Mission of the Church in a Multicultural Society
- ME590 The Mission of the Church in a Global Context
- NT727 The Corinthian Correspondence
- PC500 Introduction to Pastoral Care
- PT525 Being with the Poor
- PT530 Congregations and Communities as Partners in Ministry with the Poor
- PT540 Doing Our Own Work: An Anti-Racism Intensive for White People
- PT610 Spiritual Formation and Social Change
- PT640 Knowing Where We Dwell
- SR553 Multi-Religious America

MAPT Specialization in Youth and Young Adult Ministry (12 credit hours)

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 four courses from the following list:

- CE730 Queer Theological Ethics
- CT670 Doctrine, Faith, and Film
- CT/SR733 The Nones: Spirituality and Belief Beyond Religion
- ED505 Ministry with/for/by Youth
- ED510 The Adolescent World
- ED615 Ministry with Young Adults: Intimacy, Vocation, and Community
- ED630 Intergenerational and Children's Ministry
- ED680 Creating Learning Environments
- PC613 Theories of the Development of the Self and of the Life Cycle
- PC772 Integrating Spirituality and Pastoral Care

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. 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. To earn this certificate, which is bestowed during our annual commencement ceremonies, students must successfully complete four courses from the list below with a minimum cumulative GPA of 2.50: Students may not be enrolled in a certificate and a degree program at the same time.

- Three of the following introductory courses:
 - CE501 Introduction to Christian Ethics (3 credit hours)
 - CH501 Survey Global Christian History (3 credit hours)
 - CT549 Introduction to Theology (3 credit hours)
 - HB510 Introduction to the Hebrew Bible (3 credit hours)
 - NT510 Introduction to the New Testament (3 credit hours)
- One Practical Division course at the introductory level (3 credit hours)

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. Students may not be enrolled in a certificate and a degree program at the same time.

- CH501 Survey Global Christian History (3 credit hours)
- CT549 Introduction to Theology (3 credit hours)
- DS660 United Methodist History (2 credit hours)
- DS665 United Methodist Doctrine (2 credit hours)
- DS670 United Methodist Polity (2 credit hours)
- HB510 Introduction to the Hebrew Bible (3 credit hours)
- ME5## Mission Elective: ME570 The Mission of the Church in the Contemporary World, or ME580 The Mission of the Church in a Multicultural Society, or ME590 The Mission of the Church in a Global Context (3 credit hours)
- ME6## Evangelism Elective: ME670 The Ministry of Evangelism: Theology and Practice or ME680 Biblical Paradigms for the Practice of Evangelism (3 credit hours)
- NT510 Introduction to the New Testament (3 credit hours)
- WO500 Introduction to Worship (3 credit hours)

Upon successful completion of these courses with a minimum cumulative GPA 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 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 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 may not be enrolled in a certificate and a degree program at the same time.

Students must complete 32 credit hours with a minimum cumulative GPA of 2.50 for the Certificate in Advanced Course of Study. Of these, 27 credit hours consist of Basic Graduate Theological Studies as outlined in *The Book of Discipline of The United Methodist Church* and described below. The remaining five credit hours are electives.

- CH501 Survey Global Christian History (3 credit hours)
- CT549 Introduction to Theology (3 credit hours)
- DS660 United Methodist History (2 credit hours)
- DS665 United Methodist Doctrine (2 credit hours)
- DS670 United Methodist Polity (2 credit hours)
- HB510 Introduction to the Hebrew Bible (3 credit hours)
- ME5## Mission Elective: ME570 The Mission of the Church in the Contemporary World, or ME580 The Mission of the Church in a Multicultural Society, or ME590 The Mission of the Church in a Global Context (3 credit hours)
- ME6## Evangelism Elective: ME670 The Ministry of Evangelism: Theology and Practice or ME680 Biblical Paradigms for the Practice of Evangelism (3 credit hours)
- NT510 Introduction to the New Testament (3 credit hours)
- WO500 Introduction to Worship (3 credit hours)
- Electives (5 credit hours)

Graduate Professional Certifications through GBHEM



HIGHER EDUCATION & MINISTRY

General Board of Higher Education and Ministry

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 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.

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

This 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 (CD4AP) in Columbus, Ohio. Certification requires a minimum of five courses.

- PT505 Theology and Practices of Ministry (3 credits)
- PT510 Engaging the Bible in Congregation and Community (3 credits)
- PT525 Being with the Poor (3 credits)
- PT530 Congregations and Communities as Partners in Ministry with the Poor (3 credits)
- DS6## United Methodist Elective: DS660 United Methodist History, DS665 United Methodist Doctrine, or DS670 United Methodist Polity (2 credits each)

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.

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. COSSO provides education for those pursuing ministry as licensed local pastors rather than as ordained clergy. To be eligible, 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.

Those interested must apply through the Course of Study Office which may be reached at 740-362-3120 or cos@mtso.edu. For further information, see www.cosohio.edu.

Admissions and financial aid

General admission requirements

Applicants for graduate study at Methodist Theological School in Ohio must have earned a baccalaureate degree or its educational equivalent from an accredited college or university with a cumulative GPA of 2.7 (on a 4.0 scale). Although there is no specific undergraduate major required 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.

Applicants for doctoral study must have earned an M.Div. or its educational equivalent from an accredited institution with a cumulative graduate GPA of 3.0 (on a 4.0 scale). They must also have a three or more years of professional ministry experience and current engagement in formal ministry.

Application process

Applications are made through our online portal located at www.mtso.edu/admissions/apply. For current application deadlines, see the admissions website. Applications for graduate study are most commonly accepted for students starting in fall semesters, though it is also possible to start in spring semesters. Applications for doctoral study are accepted for summer terms. Applications will be accepted a maximum of one year prior to the applicant's intended start date.

The Admissions and Student Aid Committee (ASAC) bases its decisions on consideration of the applicant's graces, gifts, and fitness for ministry, their cumulative GPA, references, written statements, vocational goals, a personal interview (if required), and other relevant factors.

Once the application and all supporting materials have been received, they will be promptly reviewed by the ASAC. The applicant will be contacted by an admissions representative if additional information is required. Applicants for the Master of Arts in Counseling Ministries must complete an interview with the MACM director. Other applicants may also be required to complete an interview with the director of admissions or other school officials as part of the admissions process.

Once a decision has been reached, an admissions representative will notify the applicant regarding their status. Offers of admission are extended to approved applicants (contingent upon the results of a background check). Approved applicants are asked to confirm their intention to enroll by submitting a \$100 tuition deposit within 30 days.

Materials submitted in support of admission are considered the sole and confidential property of MTSO. Admission files are not accessible to applicants. Falsification or failure to disclose required information in the application process could disqualify applicants for admission or result in grounds for dismissal if discovered after admission.

Background check

Admission is contingent upon the successful completion of a background check. As part of the application process, the applicant grants MTSO permission to perform a basic background check including criminal records (national and regional), civil records, Social Security number validation/verification, educational credentials, and professional credentials.

An applicant who is approved for admission with negative factors in his or her background check cannot be assured of opportunities for ordination, field education, practicum, internship, employment within counseling agencies, churches, hospitals, helping professions, or other ministries. Subsequent background checks are generally required by these aforementioned agencies. Offers for practicum, internship, field education and employment are evaluated and governed by said agencies' policies and practices and are rendered apart from the MTSO admissions and approval process.

Transfer students

Transfer applicants must meet the same admissions criteria as other applicants. MTSO may transfer credit for graduate coursework completed at other schools accredited by the Association of Theological Schools or other regional accreditors. Applicants must request transfer credit evaluation at the time they are admitted and prior to their first semester enrollment. Transfer credits are evaluated on a case-by-case basis by the Office of the Registrar.

Transfer credit cannot exceed one-half of the credits required for a master's degree or certificate and factors may limit the transfer credit that can be awarded. Normally, Doctor of Ministry students may not receive transfer credit for courses completed prior to matriculation at MTSO. According to the degree standards of the Association of Theological Schools, all course credits applied towards degree requirements must be earned within ten years of the awarding of the degree.

International admission and language proficiency

MTSO recognizes the global nature of Christianity and welcomes you to our beautiful campus in the American heartland. If you are looking for a quality theological education in a setting with the best of small-town and big-city American life, you'll want to seriously consider MTSO. Downtown Columbus, Ohio State University, and John Glenn Columbus International Airport all are within a 30-minute drive. One more thing to consider: International students often are pleasantly surprised by the low cost of living at MTSO compared to other U.S. seminaries.

MTSO is authorized under federal law to enroll non-immigrant students. International applicants must meet the same admissions criteria as other applicants and must be able to document that they have sufficient financial resources available to support all study and living expenses throughout the duration of their studies. International students may begin each fall semester. The completed application for admission and documentation financial resources must be received no later than March 1. The U.S. Citizenship and Immigration Services has also established certain health insurance coverage requirements that must be met.

International applicants (as well as applicants who completed undergraduate degrees at institutions where English was not the primary language of instruction) must demonstrate English language proficiency at a level sufficient for graduate study by completing the Test of English as a Foreign Language (TOEFL). The minimum score for admission is 79 on the internet test or 550 on the paper-based test. Scores must be less than two years old and are to be sent directly from the reporting agency to MTSO (Institution Code 1540). Applicants may be required to complete a summer class of English as a Second Language and/or ES501 English for Theological Studies during their first semester. Applicants may be required to work with a MTSO writing instructor.

For more information, see www.mtso.edu/admissions/welcome-international-students.

Provisional and conditional admission

Applicants who are granted provisional admission 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 MTSO.

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 typically limited to 11 credit hours per semester.

Visiting students

Degree students enrolled at other institutions accredited by the Association of Theological Students are invited to incorporate one or more MTSO courses into their studies. Visiting students have a streamlined application which relies on their institution's registrar or dean verify that they are a current degree student in good standing. Tuition and fees are paid directly to MTSO. Visiting students must coordinate with their home institution to ensure that the MTSO course will be accepted in transfer. Once grades for the course(s) post, an official transcript from MTSO should be requested to be sent to the home institution so that the credits can be transferred.

Occasional students

Admission as an occasional student is an option for those who want to enroll in classes at MTSO for academic credit but are not presently applying for admission to one of the school's degree or certificate programs. Occasional students may take up to 27 semester hours without having to apply to a program. After that, occasional students must seek admission to one of our degree or certificate programs in order to continue their enrollment.

MTSO and Ohio Northern 3+3 program



[Ohio Northern University](#) and Methodist Theological School in Ohio have teamed up to offer incoming college students a unique 3+3 program leading to an M.Div. Our 3+3 program is the only one of its kind in Ohio, and one of only a few in the country. The typical path to an M.Div. requires seven years of study. Through the 3+3 program, students save time and money by completing the degree in six years. Students start the program at ONU, where they choose one of three majors: religion, youth ministry, or religion and ecology. The religion and ecology major is only available through the 3+3 program and incorporates interdisciplinary courses in environmental studies from the perspectives of science, law and spirituality.

Through ONU's comprehensive curriculum, students gain a strong base of knowledge and hone their skills in leadership, critical thinking, and teamwork that are essential for a life spent in ministry. The next step is three years of study at MTSO. After the first year at MTSO, students complete their Bachelor of Arts from ONU. After completion of their seminary coursework, they earn the M.Div. degree. MTSO offers exceptional scholarship opportunities which ONU students in the 3+3 program can qualify for during their study at MTSO.

Both ONU and MTSO offer small class sizes and individualized attention from professors who care about your academic, emotional and spiritual well-being. Through the 3+3 program, you can expect to be challenged and enlightened.

For more information, contact Rev. Benjamin Hall (MTSO director of enrollment management) at bhall@mtso.edu or Dr. Ray Person (ONU professor of religion) at r-person@onu.edu.

Seminary Preview Program

Through MTSO's Seminary Preview Program, juniors and seniors from participating United Methodist colleges and universities in the state of Ohio who have a cumulative GPA of 3.0 or above are invited to enroll in up to six credits at MTSO with no charge for tuition.

Denial of admission or discontinuation of enrollment

MTSO 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.

Financial aid

Methodist Theological School in Ohio's admissions and financial aid representatives 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 MTSO. 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), which is available online at www.fafsa.ed.gov.

Special programs have been established at MTSO 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.

Financial aid eligibility

Students can be awarded financial assistance when they:

1. have been accepted into one of our master's degree programs;
2. have completed the FAFSA and supporting documents;
3. have demonstrated financial need;
4. 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 Standards of Satisfactory Academic Progress policy is explained below.

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 postsecondary 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. Students on special scholarship from MTSO may have additional requirements in order to retain that scholarship. Refer to the specific scholarship criteria in each program as documented in the Financial Aid award letter. For more information, contact the Office of Financial Aid at 740-362-3373 or finaid@mtso.edu.

Work study

MTSO offers work study opportunities. 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 apply for a work study position, a student must submit required financial aid documents, an employment application, and a current resume. Students must complete tax paperwork in the Office of Financial Aid prior to beginning work. Students are paid twice a month and work no more than 20 hours per week as determined by eligibility.

MTSO students are encouraged to apply for job opportunities through MTSO's College Central Network (CCN), an online platform to build e-portfolios, create and post resumes and search for part-time and full-time internships. For more details, see www.collegecentral.com/mtso. If you have interest in seeking a specialized ministry opportunity not listed, contact the director of field education, Rev. Dr. Tamara Wilden, at twilden@mtso.edu.

Veterans' benefits

MTSO welcomes veterans of the U.S. military, their spouses, and dependents. Veterans admitted to graduate programs at MTSO are eligible to receive VA benefits. Such students are eligible for education benefits through these programs:

- Montgomery G.I. Bill (Chapter 30)
- Post-9/11 G.I. Bill (Chapter 33)
- Chapter 33 students who receive MTSO scholarships for tuition and fees must deduct the amount of scholarship from the tuition and fees reported to the VA.
- Survivors' and Dependents' Education Assistance Bill (Chapter 35)
- Reserve Educational Assistance Program (REAP, Chapter 1607)
- Other programs sponsored by Veterans Affairs

Veterans' responsibilities

1. Visit [eBenefits for Veterans](#) to:
 - Obtain your benefit claim information.
 - Request and print your certificate of eligibility.
 - Check housing benefits.
 - Track status of your claims.
2. Submit your Certificate of Eligibility (COE) to the School Certifying Official (SCO).
3. Notify the SCO immediately of any changes to your registration as this will affect your benefits.

MTSO's responsibility to veterans

MTSO reviews each veteran's previous education and training, and request that the student obtain transcripts from all prior institutions, including military training, traditional college coursework, and vocational training. Transfer credit will be granted as appropriate. Only courses which count toward the degree will be included in the certification of enrollment.

Further assistance

For more information, see [U.S. Department of Veterans Affairs Education and Training](#).

MTSO's School Certifying Official (SCO) is Lee Richards, registrar (registrar@mtso.edu or 740-362-3344).

MTSO's ADA accommodations are overseen by Kris LoFrumento, director of student services (klofrumento@mtso.edu or 740-362-3126).

Federal Direct Loan funds

Students may be eligible for a Direct Unsubsidized Stafford loan to help finance their seminary education. Borrower interest rates are fixed for the life of the loan. Each year on July 1, the borrower interest rate is adjusted based on the last auction in May for the 10-year Treasury rate. That rate is in effect for all newly issued loans from July 1 through the following June 30. The interest rate for 2018-19 is 6.6% for Direct Stafford Unsubsidized loan (10-year Treasury + 3.60%) and 7.6% for a GradPLUS loan (10-year Treasury + 4.6%). 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 complete entrance and exit loan counseling session if they receive a loan award through this program. The amount cannot exceed \$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.

Return to Title IV policy

The federal government mandates that students who withdraw from all classes may keep only aid earned up to the time of withdrawal. If a student has federal Title IV aid (Unsubsidized Direct Loan or Direct

GradPLUS Loan) and fails to complete at least 60% of a term, the Office of Financial Aid must determine how much of aid, if any, must be returned to the federal aid programs based on the percent of the term completed. Once a student completes 60% of the term, they are considered to have earned 100% of aid.

The Office of Financial Aid reviews student withdrawal information to determine the effect on financial aid awards. The refund formula measures the actual number of days enrolled during the semester. Earned aid is determined by dividing the number of days enrolled by the number of calendar days in the semester, including weekends and holidays and excluding any breaks longer than five days. Unearned Federal Title IV aid will be returned as soon as possible after the withdrawal has been requested (but no later than 30 days) in the following order: Unsubsidized Direct Loan, Direct GradPLUS loan.

If a student did not receive all of the funds that were earned, they may be due a post-withdrawal disbursement. They may choose to decline some or all of the loan funds so that they do not incur additional debt. MTSO awards may be reduced (or pro-rated) as a result of a withdrawal, LOA, or less-than-part-time enrollment status.

Withdrawal date

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

Standards of Satisfactory Academic Progress

Federal financial aid funds are awarded with the understanding that students will make progress toward their chosen degree. MTSO, as directed by the U.S. Department of Education, has established guidelines the Standards of Satisfactory Academic Progress (SSAP) to follow in order to meet this goal. SSAP applies to the following types of federal financial aid: Federal Work-Study, Direct Loan, and Grad PLUS Loan.

Policy standards

The Standards of Satisfactory Academic Progress measures three components. Students must meet all three components to maintain their financial aid eligibility.

1. Grade Point Average: 2.5 cumulative GPA.
2. Maximum Timeframe: Students are required to complete their degree within one-and-a-half times the length of their program's published hour requirement (150%).
3. Pace of Progress: To ensure that students earn a degree within the maximum timeframe allowed, students must show a minimum completion rate of 67% of classes attempted.

Grades of WP, WF, and F do not count toward meeting completion percentage, therefore take away from your pace. Example A: Register for 12 hours, drop three hours after add/drop deadline, completing nine credit hours. $\text{Nine completed hours} / \text{12 attempted hours} = 75\%$ completion or pace = acceptable. Example B: Register for 12 hours, drop six hours after add/drop deadline, completing six credit hours. $\text{Six completed hours} / \text{12 attempted hours} = 50\%$ completion or pace = not acceptable.

All terms of attendance are reviewed including terms no federal financial aid was received. All hours are counted cumulatively including when changing degrees and repeating coursework. All hours accepted as transfer credit are used to calculate timeframe and pace measures.

Appeal procedures

At the end of each spring semester, the academic records of all students who are receiving or applying for federal financial aid are reviewed. Those students who fail to meet the Standards of Satisfactory

Academic Progress will be notified that they are no longer eligible to receive financial aid funds. Students have the following options available to restore their eligibility:

1. Make up any deficient hours by raising your overall completion rate to at least 67% and/or bring up GPA to a 2.5 without the use of federal funds or through grade changes.
2. Complete a full-time equivalent term with a 2.5 GPA without the use of federal funds. A student may complete multiple part-time terms with a 2.5 GPA to total the full-time equivalency in credit hours.
3. Submit a written appeal if the failure to maintain Satisfactory Academic Progress was due to extenuating circumstances (including how the situation has changed to allow progress). Be honest in your letter. If you made mistakes, let the committee know you recognize this. That is the first step toward change. Provide documentation that supports your mitigating circumstances (e.g., a statement from your doctor or counselor, or, if the circumstance was a death in the family, an obituary, news article, or funeral program that names the deceased and lists you as a survivor). The appeal must address the following questions:
 - a. What mitigating circumstances caused you to lose your eligibility for financial aid?
 - b. What steps have you taken to overcome these circumstances?
 - c. What do you plan to do differently if your appeal is granted?
 - d. How will you prevent yourself from being in the same situation in the future?
 - e. What steps have you taken to seek tutoring or other support services?
 - f. If you have taken time off from MTSO, what have you been doing?
 - g. What are your specific goals for the future?
 - h. If your appeal is due to being over 150% of your program of study credits, also address:
 - i. What prevented you from completing your degree within the 150% rule?
 - ii. How many credits do you need in order to graduate by your anticipated graduation date?

Written notification of completing options one or two or an appeal based on option three should be submitted to the Office of Financial Aid. Submissions should detail efforts in achieving options above, extenuating circumstance, and a specific plan to enhance future academic performance.

Questions regarding SSAP should be directed to the Office of Financial Aid. Decisions regarding SSAP appeals are reviewed by the Financial Assistance Committee on Academic Progress, which consists of the dean, director of financial aid, and registrar. Appeals may be granted if there are extenuating circumstances (e.g., death of a relative or an injury or illness of the student).

If aid eligibility is reinstated, the student's record will then be reviewed each term to ensure specified requirements for retaining aid eligibility are being met or until the student has once again established eligibility in meeting all three components of the policy.

If a student fails to re-establish eligibility in an appeal, eligibility can be sought through options one and two unless eligibility has been denied due to exceeding maximum timeframe for the academic program.

Tuition, fees, billing and refunds

Tuition and fees are due prior to the start of classes unless an alternative payment arrangement is approved by the Business Office. Business Office staff are available to answer questions and accept checks Monday-Friday 8:30-11:30 a.m. and 1-4:30 p.m. All other transactions are completed through [MTSO's Populi Student Information/Learning Management System](#).

Billing schedule

Fall Semester	August 1
D.Min. January Term	December 1
January Term/Spring Semester	January 1
D.Min. Summer Term	June 1
Summer Term	July 1

Tuition

Tuition	\$751/credit hour
Doctor of Ministry	\$12,000 (full program tuition)
<i>\$12,000 is the tuition cost for the entire D.Min. program if completed in four years. Installments of \$1,615 are due prior to each term for eight terms and include the \$115 technology fee. A continuation fee is charged for each summer term and January term beyond the initial eight terms.</i>	
PC850A MACM Supervised Internship (Tracks I & II)	\$475/course
PC870A MACM Supervised Internship (Track III)	\$500/course
PC870B MACM Supervised Internship (Track III)	\$150/course
PC870C MACM Supervised Internship (Track III)	\$300/course

Fees

Administrative services fee (new degree students)	\$175
Administrative services fee (new non-degree students)	\$50
<i>One-time fee for background check and a portion of graduation expenses.</i>	
Audit fee	\$200/course
Audit fee (senior citizens 60 and older)	\$75/course
<i>Full-time students, spouses of degree-seeking students, members of Parish Partner churches, current and former employees of MTSO, spouses of current MTSO employees, and Seminary Hill Farm workers may audit one course per term at no charge. Students must be full-time during the term they wish to audit in order to audit for free.</i>	
D.Min. continuation fee (after initial eight terms)	\$250/term
D.Min. project fee	\$1,000
Enrollment deposit (credited with first invoice)	\$100
M.Div. cross-cultural reserves	\$500/sem. for six semesters
<i>Applies to travel and program expenses for the M.Div. cross-cultural requirement. See Cross-Cultural Handbook.</i>	
Technology fee (Spring payment covers January Term)	\$115/term
Late fee (degree and certificate students only)	\$50
Interest charge on 61-day overdue balance	1%/month

Institutional refund policy

Students who drop classes within the designated drop period are entitled to refunds as indicated in the tables below. This refund policy applies to all courses regardless of structure or delivery method. Weekend and intensive courses that meet on irregular schedules are also subject to refunds as indicated below. Students taking intensive or weekend courses should review course materials prior to the start of the term so that a decision to drop can still be made within the 100%-time frame (which may be prior to the start of the course). For refund policies for Cross-Cultural courses and Doctor of Ministry courses, refer to their respective handbooks. Students who are deployed by the military in the middle of a semester will receive tuition credit for the courses in which they were enrolled at the time of deployment.

Refund Rate	3-5 Day Intensive Courses	10-Day Intensive Courses	Non-Intensive Courses
100% Refund	Before 1 st class starts	Before 2 nd class starts	By end of 1 st week of semester
75% Refund	Before 2 nd class starts	Before 3 rd class starts	By end of 2 nd week of semester
50% Refund	Not Applicable	Before 4 th class starts	By end of 3 rd week of semester
25% Refund	Not Applicable	Not Applicable	By end of 4 th week of semester
No Refund	After 2 nd class meets	After 4 th class meets	After end of 4 th week of semester

Reimbursement priority under federal and institutional refund policies

Necessary refunds to student financial aid programs will be made prior to release of any refund to a student. The following priority listing will be used (subject to change without notice): Federal Stafford Loans, Grad PLUS Loans, Institutional financial assistance (MTSO Grants and/or Scholarships), Private sources of financial assistance, and the student.

Balances due to the school as a result of other obligations (i.e., emergency loans, dining hall charges, guest room charges, late registration fees, interest charges, etc.) are not subject to refund. The student must pay these obligations in full.

Student account balances

It is the policy of Methodist Theological School in Ohio not to carry balances on student accounts after one year of inactivity on the student account. The following process and approach will be used with regard to such balances, excluding Federal Student Loan funds secured by the student:

1. The MTSO Business Office notifies students who have balances in their accounts and provides the instructions and forms necessary for the students to withdraw these balances. Students are provided a deadline for the school's receipt of completed forms for such withdrawal. The MTSO Business Office will determine the deadline for the school's receipt of the completed forms.
2. Student account balances become general revenue to the school if all of these conditions are met:
 - a. The student account has been inactive for one calendar year; and
 - b. The student has been notified of a balance in the student account and provided the necessary information to withdraw this balance; and
 - c. The established deadline date has passed; and
 - d. The student has not requested a withdrawal of the balance in their account.
3. Students who are on a documented leave of absence with the school will have their student account balances maintained at the school unless their status changes to withdrawn.
4. Any balance in a student's cross-cultural account will be subject to the policy pertaining to the Cross-Cultural Program rather than this policy. For more information, see the Cross-Cultural Handbook.
5. In cases where a student account balance moves to collection status or has been discharged due to bankruptcy, and the student later wishes to return to school, the MTSO controller reserves the right to require payment in full of the term's tuition and fees no later than the 100% refund deadline date of the term.

Campus housing

Whether you're staying on campus full-time or spending just a night or two a week, MTSO's accommodations suit your needs. MTSO has three separate on-campus housing facilities which offer reasonable rates and include many amenities at no extra charge: utilities, high-speed Internet, cable TV, local telephone service, waste removal, and laundry facilities. It's a short walk from campus housing down the hill to our academic facilities.

Dewire Residence Hall

Dewire Residence Hall rooms are appropriate for commuting students who require a room for one to four nights per week. All rooms are single occupancy (joined by a shared bathroom) and come fully furnished. Full size beds, linens and towels are included. Housing fees are charged at the beginning of each fall and spring semester, and do not include housing during breaks.

Four nights per week	\$1,568/semester
Three nights per week	\$1,176/semester
Two nights per week	\$784/semester
One night per week	\$392/semester
Friday, Saturday, Sunday nights	\$28/night
January Term and Summer Term	\$28/night

Helen Werner Apartments

The Helen Werner Apartment Building offers efficiencies and one-bedroom apartments designed for single occupancy. Couples or single parents with dependent children are not assigned to this building. All apartments are unfurnished. Housing fees are charged at the beginning of each fall and spring semester, and do not include housing during breaks. The months of January, June, July, and August are not part of semester rates and are charged separately at the beginning of those months.

Efficiency	\$1,960/semester or \$490/month
One-bedroom	\$2,280/semester or \$570/month

Kleist Manor Apartments

A cluster of townhomes, each with its own exterior entrance, providing one- and two-bedroom units for couples and families. Couples and single parents with dependent children receive priority consideration for assignments in Kleist Manor Apartments. All apartments are unfurnished. Housing fees are charged at the beginning of each fall and spring semester, and do not include housing during breaks. The months of January, June, July, and August are not part of semester rates and are charged separately at the beginning of those months.

One-bedroom	\$2,740/semester or \$685/month
Two-bedroom	\$3,180/semester or \$795/month

Guest rooms for non-students

Dewire Residence Hall	\$50/night
Dewire Residence Hall – alumni rate	\$28/night
Helen Werner Apartment	\$70/night
Kleist Manor Apartment	\$90/night

Deposits

Key deposit – all residents	\$25/set
Damage deposit – Helen Werner Apartments	\$175/unit
Damage deposit – Kleist Manor Apartments	\$200/unit
Pet deposit	\$500/each

Academic policies

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 (faculty advisors, staff who require information to perform their duties, etc.) are given access to student records, within the limitations of their need to know. For a list of items that constitute directory information at MTSO (those items that it can publish or publicly release), see the Annual Notification of Rights (FERPA) in Appendix VII. No information besides that designated as directory information will be published or publicly released. MTSO 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.

Credit hours and contact hours

MTSO operates on a semester system. Most traditional courses meet once weekly in a three-hour block, with occasional courses offered as weekend intensives. Courses are offered in a variety of intensive formats during January term and summer term. MTSO also offers hybrid courses which combine online and face-to-face contact time. Typical hybrid courses in the M.Div. Connections Pathway meet for 90 minutes once a week, with 60 minutes of online work plus additional preparation time.

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.

Faculty advising

Degree and certificate students are assigned to faculty advisors. The relationship between student and faculty advisor is considered central to the educational experience at MTSO. Faculty advisors assist students with planning their programs, identifying resources for further consultation, and formally approving course selections. While students are required to meet their faculty advisors on only a few occasions each year, faculty members are always willing to schedule additional appointments.

Registration and matriculation

New students register for courses via the Office of the Registrar. Returning students register during the designated windows as listed on the Academic Calendar. All returning students are required to consult with their faculty 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, they must be enrolled in courses for credit with registration documented in Academic Affairs. 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 three credit hours in January term. In the summer, students may complete nine credit hours but are limited to enrollment in three credit hours in each of the summer terms. The remaining three credit hours would normally consist of coursework from cross-registration, CPE or cross-cultural trips. Fifteen hours is permitted in fall or spring semesters when the student is enrolled in CC601 Cross Cultural Pre-Immersion. Any exceptions to these enrollment limits must have the approval of the student's faculty advisor and the 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 nine or more credit hours in the fall and the combined January term/spring semester are considered full-time students in those semesters. Half-time students are those enrolled in at least 4.5 credit hours but less than nine 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 term, six credit hours is considered full-time and at least three credit hours is considered half-time.

Doctor of Ministry students are considered to be enrolled half-time during the coursework phase of their program and less than half-time once they enter the project phase.

Note for recipients of Veteran's Benefits: The Veterans Administration requires us to report each term separately, so for purposes of "full-time" status, your January courses are separated from your spring courses and your summer courses are reported individually. Please check with the registrar regarding how this affects your VA benefits.

Program length and individual course load

All degrees and certificates must be completed within 10 years. According to the Association of Theological Schools, all course credits applied towards degree requirements should be earned within 10 years of the awarding of the degree.

Full-time study at MTSO involves full-time commitment. Each credit hour represents three hours of out-of-class work per week. Students who are working full-time and/or have significant church and family commitments may want to consider starting with 11 credits instead of 14. The remaining three credits would be scheduled into the summer or the second year.

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 (Pastoral Care and Counseling) in two years of full-time study. MACM Track II (Addiction Counseling) requires slightly more than two years of full-time study. MACM Track III (Pastoral and Professional Counseling) requires three years of full-time study. The maximum amount of credit allowed for each fall and spring semester 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 Connections pathway in the M.Div. may help students plan their three-year journey (see below).

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 offered in January and summer terms.

Certificate programs vary in required credits and can be completed within one to two years.

Students are responsible for ensuring that their graduation requirements are met. Academic Affairs 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.

Program changes

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

Specializations and concentrations in the M.Div., MAPT, and MTS degrees must be declared in Academic Affairs. Students who wish to drop a specialization must submit that request in writing. Students in specializations must submit verification from specialization advisors that the specialization requirements have been met prior to graduation.

M.Div. Connections Pathway

MTSO launched the M.Div. Connections Pathway in 2013. Connections is not a separate degree program but rather an approach to scheduling that enables students to complete the degree in three years while benefiting from the best of on-campus and online learning.

Connections students primarily spend one full day each week on campus, during which they'll get to know their professors and fellow students, stay up-to-date with assignments, and participate in chapel and other community activities. On-campus time is augmented by hybrid online learning, through which students may engage at times that fit best with their individual schedules.

More information about Connections, including sample schedules, see www.mtso.edu/connections.

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 fail a course if he or she is absent for 25% of the class sessions.

As it relates to blended courses, students may fail the course if they are absent for 25% of class meetings (including online meetings). Use of Skype or similar technology is not a substitute for attendance.

Course credits	1 credit	1.5 credits	2 credits	3 credits
25%	3 hours	4.4 hours	5.8 hours	8.8 hours

Class levels

Master's students are designated as first, second or third-year based on the number of credits earned.

First Year	Second Year	Third Year
0-27 credits	28-54 credits	54 or more credits

Adding a course

With their faculty advisor's approval, a student may add a non-intensive course within the first week of the semester (if there are open seats in the course). The student is responsible for completing any missed assignments. Students may not add an intensive course after the course begins.

Dropping a course

With their faculty advisor's approval, a student may drop non-intensive fall or spring courses prior to the fifth week of the semester. Three-to-five-day intensives may not be dropped after the second class meeting. 10-day intensives may not be dropped after the fourth class meeting. For policies related to dropping Cross-Cultural courses or Doctor of Ministry courses, please refer to their respective handbooks. For pro-rated refund schedules, please refer to the Institutional refund policy.

Withdrawing from a course

To withdraw from a course after the five-week drop period, students must submit a Petition to Withdraw from Course(s) form (available in Academic Affairs 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 GPA. Requests for withdrawal must be received prior to finals week.

Students who receive Federal Stafford Loans 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.

Grading scale

MTSO's grading scale uses letter grades (A, B, C, D and F, with pluses and minuses as appropriate).

Outstanding work

A+	4.0
A	4.0
A-	3.7

Good work

B+	3.3
B	3.0
B-	2.7

B- is the lowest passing grade for D.Min.

Work meets minimum standards

C+	2.3
C	2.0
C-	1.7

Substandard but passing work

D+	1.3
D	1.0
D-	<i>not used</i>

Failing work

F	0.0
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Other grades

P	Pass (equates to C- or higher)
WP	Withdrawn Passing
WF	Withdrawn Failing
IP	In Progress
I	Incomplete
AU	Audit

Grades are released to students through [MTSO's Populi Student Information/Learning Management System](#) upon completion of course evaluations.

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). Dual degree students may take three additional hours pass/fail. 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:

- | | | |
|---------|------------|---------|
| • CE501 | • ES501 | • ME670 |
| • CH501 | • FE850A/B | • ME680 |
| • CT549 | • HB510 | • NT510 |
| • DS660 | • HM600 | • PC500 |
| • DS665 | • ME570 | • PT500 |
| • DS670 | • ME580 | • WO500 |
| • ES500 | • ME590 | |

2. The deadline for pass/fail applications is the end of the second week of the course. For weekend courses, the deadline is prior to the second weekend. For intensive courses, the deadline is by the end of the second day of class. Requests should be made with the Application for Pass/Fail Credit or via email showing faculty advisor approval. Requests to change to pass/fail grading in a course received

after the deadline for these requests will not be accepted. Once a course has been changed to pass/fail, the course may not be reverted to standard letter grading. When exercising the pass/fail option, to receive a grade of pass the student must do at least the equivalent of C- work in the course. For example, if the student opts for pass/fail grading and his or her performance in the course would have earned a D+ 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.

3. Courses that are designated as offered only on a pass/fail basis do not reduce the number of pass/fail hours or options available to a student.
4. A grade of pass will earn credit for a student, but does not affect the student's cumulative GPA. A grade of fail in a pass/fail class is calculated as an F in calculating the cumulative GPA.

Incomplete grades

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 temporary course grade of Incomplete, students must petition the professor, their faculty advisor, and the dean. Students must complete the petition and obtain the appropriate signatures unless they are physically unable. The completed petition must be delivered to Academic Affairs before the last day of regularly scheduled classes (before finals week) as listed on the Academic Calendar. It is strongly recommended that students deliver the petition to Academic Affairs for review at least one week prior to this deadline as lack of sufficient lead time may result in the denial of the petition. The dean may ask to confer directly with the student, faculty advisor, and/or instructor before making a decision.

The date by which all course work must be completed will be no later than four weeks after the last day of the term as listed on the Academic Calendar. For incomplete courses in which a new letter grade has not been submitted after one week has passed from the date by which all course work was to be completed, the grade will be recorded as an F.

Grade changes and appeals

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

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 calculated in the GPA.

Students may repeat courses in which they received previous credit under 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 eligible to receive financial aid for one repetition of a course for which they have already received credit (e.g., completed and received a grade of D or higher).

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 faculty 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 dean, to be included in the student's file.

The 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 committees charged with granting honors scholarships or awards. Members of the faculty who receive requests to write a letter of recommendation also have access to the comments in the student's file.

Auditing courses

MTSO welcomes non-credit auditors in most courses. Clergy and others may audit master's level courses for a small per-course fee rather than paying the standard tuition rate. Full-time students, spouses of degree-seeking students, members of Parish Partner churches, Seminary Hill Farm workers, current and retired employees of MTSO, and spouses of current MTSO employees may audit one course per term at no charge. Full-time students must be enrolled full-time during the term in which they wish to audit. 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 our accrediting organizations, the school places a limit of 20% on the number of auditors in each course whose educational background would not qualify them for regular admission to graduate study.

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 non-credit application.

Mid-program review process

Degree students are required to complete a process of academic and professional reflection midway through the program. This process involves reviewing evaluations, grades, degree requirements and professional goals. The student is required to write an evaluative reflection and meet with their faculty advisor. The faculty advisor then submits a brief report to the dean for review. If concerns are raised by the faculty advisor, the student may be asked to meet with the dean for a follow-up discussion. ES600 Mid-Program Review must be completed in order for the student to continue into the subsequent term.

Cross-registration and commitment to ecumenism

MTSO has a long-standing commitment to ecumenical relationships that provide opportunities for growth, collaboration, and greater mutual understanding. This commitment is expressed through the

Theological Consortium of Greater Columbus (TCGC), special events addressing ecumenism, and cross-registration opportunities with other schools in the region. The TCGC is composed of MTSO, the Pontifical College Josephinum, and Trinity Lutheran Seminary at Capital University. MTSO students are strongly encouraged to cross-register for at least one course at a TCGC school. Tuition for cross-registered courses in the TCGC is paid directly to the student's home institution, not the host institution.

Cross-registration opportunities also exist with Payne Theological Seminary in Wilberforce and United Theological Seminary (UTS) in Dayton.

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

1. MTSO students may cross-register for no more than 18 semester hours. If a student wishes to exceed these limitations, he/she must show cause in a petition presented to the dean.
2. No more than six semester hours may be taken in each of the following areas of the MTSO curriculum: Biblical Studies, Historical Studies, Theological Studies (including Christian Ethics), and Practical Theology. This limit does not include Biblical languages. Students should consult with their faculty advisor 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 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: CE501, CH501, CT549, HB510, HM600, NT510, PC500, PC555, PT500, WO500, and any 600-level HB or NT course.

Field education

Field education is a two-semester course (FE850A and FE850B) designed to prepare effective leaders for ministry through the integration of academic learning with contextual ministry. Students serve in churches and organizations to practice the skills of ministry, discern God's call on their lives, and reflect theologically with an experienced supervisor.

Students planning to enroll in field education are encouraged to contact the Office of Field Education for assistance in finding an approved site when they have completed one-third of their degree credit hours. For more information, see www.mtso.edu/academics/field-education. Students can also refer to the College Central Network at www.collegecentral.com/mtso for available field education internships.

Clinical Pastoral Education

MTSO students may elect to complete a basic unit (400 hours) of Clinical Pastoral Education (CPE) for academic credit at a facility accredited by the Association for Clinical Pastoral Education (ACPE). A directory of more than 200 facilities accredited by ACPE is available at www.acpe.edu. 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, parishes 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. Some of the powerful outcomes of CPE include: honest feedback from fellow students and the chaplain or supervisor, increased 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 three credit hours for the

completion of a 400-hour unit of CPE with another three 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.
2. Students register at MTSO for PC510 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 Business Office. Students may apply for financial aid, following stated procedures and deadlines established by the Office of Admissions and the Office of Financial Aid.
3. MTSO will award three credit hours for one basic unit of CPE. Credit is awarded once a copy of the final CPE evaluations are received by Academic Affairs. Students must request both the supervisor's and their own final signed evaluations 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.
4. Students who use a unit of CPE for their field education requirement may not also receive separate credit for the CPE unit. They should only register for field education.

Individual study

Students in their final year may petition 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. Other 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. First year 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 this publication.

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:

1. Obtain a petition for individual study from Academic Affairs or from www.mtso.edu.
2. 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 may not supervise more than two per term.)
3. The student must complete the petition, and the supervising faculty member and the student's faculty advisor must sign it.
4. 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).
5. The petition must be presented to the 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 the fall semester.

Theses

Master of Theological Studies and Master of Divinity students with a minimum cumulative GPA of 3.3 may request approval to complete a thesis. The purpose of TH800 Thesis is to provide an opportunity for students to engage in serious research. More specifically, the purpose is to develop, in consultation with a faculty advisor, 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.

The general topic for the thesis should normally be identified in the second semester (MTS) or early in the second year (M.Div.) thereby allowing the student to structure future classes around that topic when feasible. The thesis proposal form may be obtained from Academic Affairs. Proposals are normally 600-900 words in length. A significant part of the proposal is the proposed bibliography (not included in the word count). A thesis proposal must be approved by the thesis supervisor, the student's faculty advisor, and the dean no less than one week before the beginning of the semester during which the student will register for the thesis. At the time of approval, the dean will assign a second reader, list that person on the form, and notify the student and the thesis supervisor of the selection.

The thesis supervisor will provide the student with a timeline. If the thesis work is confined to one semester, the process of defining the topic and developing the proposal usually occurs in the fall, with actual thesis registration in the following spring semester. If the thesis work is designated for six credit hours (normally two semesters), registration should occur in the spring for the following fall. Normally the student will consult with the supervisor at least four times in the process of research and writing. As faculty are able and willing, additional meetings may be scheduled, as well as conversations with the second reader or other faculty.

Including citations and bibliography, theses will be 12,000-15,000 words in length (for three credits) or 24,000-30,000 (for six credits). The thesis is to be presented in Arial or Times New Roman font, 12 point, double-spaced, 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 latest *Chicago Manual of Style*. The thesis should include a title page, an approval page for the signatures of the thesis supervisor, second reader, and the dean, a table of contents, section headings (at a minimum), and a full bibliography of works cited. A signature page template is available from Academic Affairs.

No less than three weeks prior to the end of the semester, the student must submit their penultimate draft (i.e., a finished project, though still open to minor additions and/or changes) to the thesis supervisor and the second reader.

No less than one week prior to the end of the semester, the student must arrange a thesis colloquium with the thesis supervisor and second reader. At the student's discretion, others may be invited to the colloquium as well. This is not to be understood as a defense of the thesis, since there is no assumption that original research will have been produced. Rather, it is intended to provide an opportunity for the student to discuss the research process and the thesis with faculty as a fitting way to provide a closure to the process.

Following approval by the thesis supervisor, second reader, and the dean, the student presents a signed, unbound copy of the thesis to the director of the MTSO Library, along with payment for binding services.

Advanced standing and course exemption

Upon satisfactory completion of evaluative consultation and/or examination, students may be granted advanced standing and substitute a higher level for a required course in the same department. The examination/consultation will be administered by faculty members from the appropriate division of the school in consultation with the dean. Advanced standing will not be given for undergraduate work. Advanced standing will be noted on the transcript. This procedure does not entitle the student to academic credit, and no fees are charged.

Transfer of credit and residency requirement

To earn a degree from MTSO, no less than 50% of the required credits for the degree must be completed at MTSO. Courses taken via cross-registration would not count towards this 50%.

Credit earned at other seminaries accredited by the Association of Theological Schools and 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. The student must have earned a grade of B- 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.

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 or approved graduate 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. Triple degrees are not permitted.

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

Students who have completed a MTSO certificate 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. Students may not be enrolled in a certificate and a degree program at the same time.

Courses transferred to MTSO will be listed on the student’s transcript with a grade of P. This grade is not calculated into the student’s GPA at MTSO.

According to the degree standards of the Association of Theological Schools, all course credits applied towards degree requirements should be earned within ten years of the awarding of the degree. MTSO coursework of former MTSO students who return will also be subject to this ten-year timeline. Please note that if graduation is delayed beyond the normal full-time completion rate, aging transfer work may have to be retracted. Exceptions to normal transfer rules can be made by appealing to the dean.

Degree	Normal Duration	Oldest transfer work considered
M.Div.	Three years	Seven years prior to matriculation at MTSO
MACM III	Three years	Seven years prior to matriculation at MTSO
MACM I/II; MTS; MAPT	Two years	Eight years prior to matriculation at MTSO

Transfer credit evaluation should be requested from the MTSO Office of the Registrar after admission but prior to matriculation. While scheduling classes, students should use the registrar’s transfer credit evaluation in tandem with the guidance of the faculty advisor. Once a student matriculates at MTSO, the following introductory courses may only be completed at MTSO: CE501, CH501, CT549, ES500, HB510, HM600, NT510, PC500, PC555, PT500, WO500, and a 600-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 six credit hours of doctoral level course work from other accredited institutions may be considered by the D.Min. Committee. 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. For more information on D.Min. transfer policies, see the Doctor of Ministry Handbook.

Credit from Course of Study School or Advanced Course of Study

MTSO will award a maximum of 12 elective credits 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, including the 10-year limitation. Courses from the Course of Study School receive 0.75 credit hours in transfer for each course in which a grade B+ or higher 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.

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 Academic Affairs or the MTSO website. The student should also schedule an exit interview with the Office of Student Life. The withdrawal form requires approval signatures from the student's faculty advisor, the 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 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 a 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 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

Any student who has withdrawn in good standing and who has been gone fewer than three years may apply for reinstatement through Academic Affairs. The Application for Reinstatement requires approval from various school offices to ensure that there are no outstanding obligations to MTSO.

If a student withdraws and then wants to return and transfer to a different program, they must be reinstated in the program previously enrolled in prior to any consideration of change of program or they must apply for readmission.

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

Degree completion, coursework, and time limits

All degrees and certificates must be completed within 10 years. According to the Association of Theological Schools, all course credits applied towards degree requirements should be earned within 10 years of the awarding of the degree.

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, returned all overdue items to the library and paid all library fines will be recommended to the Board for degrees, will be permitted to participate in commencement, and be

listed as graduates. An exception is made for MACM students who have completed all of their coursework and two-thirds of their required internship hours. Those students will be permitted to walk through commencement and receive their diplomas at the end of the second summer session when all of the internship hours have been met.

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 Academic Affairs of their intent to graduate by completing a graduation application by the stated deadlines on the application form.

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.

Students earning the Certificate in Deacon Studies or the Advanced Course of Study Certificate are invited to process in black robes with the degree students but will not wear master's degree hoods. Students earning the Certificate in Basic Theological Education will be recognized as part of the ceremony, but will not process.

Any student who is unable to attend commencement exercises must notify Academic Affairs, requesting permission to graduate *in absentia*.

Commencement and baccalaureate services

Commencement is the high point of each academic year. Commencement is held on the Saturday morning immediately following the conclusion of the spring semester. Commencement is typically held in the Dickinson Courtyard. Each graduating class presents a gift that becomes part of its legacy. A baccalaureate service is held on the Friday evening prior to Commencement in the Alford Centrum.

Recognition of friends of MTSO at commencement

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 at closing convocation

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.

The 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 taught at MTSO.

The 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 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 or 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 value is divided equally between the successful applicants.

The 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.

The 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.

The 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.

The 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.

The 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. 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.

The 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.

The Rev. Dr. David Wilcox Leadership Award

This award honors the service and leadership of the Rev. Dr. David Wilcox within the United Methodist Church and as a trustee of MTSO. The award recognizes a graduating student preparing for ministry in the context of the local church. The recipient must reflect characteristics of servant-leadership within the MTSO community and in church ministry, and show promise to become a leader in judicatory connections.

The Ronald L. Williams Prize in Theology and Ethics

Named in honor of a former MTSO theology professor, this prize recognizes the graduating senior recommended by the Division of Theology and Ethics to hold the highest potential for theological and ethical reflection. 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:

The 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.

The 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 GPA of 3.5 or higher, and are not recipients of a renewable premier scholarship.

The 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.

Transcripts

MTSO has partnered with Parchment, Inc. to provide 24-hour transcript ordering through a secure website. All requests for official MTSO transcripts must be made through our Parchment Ordering Service at www.mtso.edu/academics/registrar/transcript-requests. To request a transcript, you must login or register by creating a new account. If this is your first time using the online order system, click Create Account and enter the required information. Once your account is created you will be able to request transcripts online and track the status of your orders. If you have already registered, please enter your email and password and click Sign In.

Orders are generally processed within five business days (allow additional processing time for high volume periods). Students who have outstanding balances on their student account will not receive official transcripts without approval from the Business Office. For assistance with transcript requests, please contact Academic Affairs at academicaffairs@mtso.edu or 740-362-3482.

Current students may obtain unofficial transcripts through [MTSO's Populi Student Information/Learning Management System](#). Navigate to the Student tab, then the Transcript tab, and click the Transcript Actions link. Choose the option for exporting unofficial transcripts to access a .pdf document.

Transcripts from other institutions contained in student files are the property of MTSO and as such are under the control of Academic Affairs. 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 a Letter of Recommendation form

Students requesting a recommendation letter from a faculty member at MTSO must obtain the Permission to Write a Letter of Recommendation Form from Academic Affairs 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 Academic Affairs. Requests must be submitted to Academic Affairs 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 (SRC), which consists of four faculty members. The administrative assistant to the dean will refer the student's request to the chair of the SRC. The SRC 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 SRC may consult other members of the faculty, including the dean.

Conditional admission, academic probation, and academic expulsion

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 if their cumulative GPA falls below 2.50.

Conditionally admitted students and students on academic probation are limited to enrollment based on conditions in their admission letter, or if no conditions are specified, in nine credit hours per semester (or 11 credit hours if two of the credit hours are ES500 The Educated Spirit). These conditions will be lifted upon the successful completion of at least nine credit hours in the curriculum of MTSO with a cumulative GPA 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 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 placed on academic probation twice during enrolled semesters and students remaining on conditional admission after attempting nine credit hours or two consecutive semesters (whichever time period is longer) will have their records reviewed by the dean. The dean may make recommendations including (but not limited to) a required leave of absence or expulsion. A recommendation for a required leave of absence or expulsion is voted upon by the faculty members of the Academic Affairs Committee (AAC). Students may appeal the Committee's decision to the Executive Faculty by submitting a request in writing to the Office of the Dean.

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 expulsion. A minimum cumulative GPA of 3.0 is required for graduation from the D.Min. program.

Probation, suspension, and expulsion

In addition to academic probation and expulsion because of grades, students may be placed on probation, suspended, or expelled for violating school policies. Probation means a student may still attend classes, but has conditions that must be met within a certain timeframe. Suspension means that a student must leave campus for a defined amount of time before being allowed to return. Expulsion means that a student will not be allowed to return to campus. Policies that carry sanctions include academic dishonesty, Title IX, substance abuse, whistleblower, campus safety, and student worker policies.

Academic misconduct policy

The opportunity for free inquiry and free expression essential to the educational process exists effectively only within a system of order which supports it. Accordingly, academic misconduct in any form will not be tolerated and may result in failure of course work or other sanctions up to and including expulsion from the School.

Expectations for documenting written work at MTSO

The faculty has adopted the policy that all papers submitted for courses at MTSO must conform to a standard format for footnotes (which is taken to mean footnotes, endnotes, or in-line notes) and bibliography. The intent of a standardized format is that the readers have full and immediate information concerning works cited and consulted by the writer of the paper. In most instances, students may choose either one of two standard formats, which are here identified as 1) the Turabian format (sometimes called Chicago style), or 2) the Author-Date system (sometimes called the social science, or APA, format). Students may choose either format for any paper, but that format must be followed consistently throughout the paper. Mixing the two styles in the same paper is not permitted. Instructors may also designate one of the two formats as mandatory for assignments in a course. Papers not conforming to a proper and consistent style may be returned to the writer ungraded, for a re-write, or with a grade that reflects failure to follow the required format. If you have questions, please consult with the school's writing instructor, the dean, or a faculty member.

Academic misconduct: examples and definitions

The faculty identified the following as specific (but not all-inclusive) examples of academic misconduct:

1. Cheating on examinations of any kind by whatever means, including preparation for an examination by means of obtaining copies of examination, past or present, and copying from other students.

2. Use of oral and/or written private research of a paid or voluntary person and representing this work as one's own, whether within the classroom or in any context of the seminary's academic program.
3. Borrowing without attribution (plagiarism or misuse of sources) from published and unpublished works, including writings and media in any format taken from websites, apps, and other online sources. Plagiarism is defined for these purposes in a broad rather than a narrow sense and therefore is not limited to definitions found in Civil Law which apply to Copyright Laws, the commercial reproduction of books, articles, images, and audio and video recordings.

For a helpful discussion of how to avoid plagiarism, see the Purdue University Online Writing Lab (OWL) website at <https://owl.english.purdue.edu/owl/resource/589/02>.

This policy applies not only to the production of written assignments, but also to oral, electronic, and digital work presented in any format. Students are always expected to attribute clearly and explicitly work that is, properly speaking the intellectual and creative property of others.

Sanctions

When academic misconduct has been established to a faculty member's satisfaction, the faculty member may assign the student a failing grade on the assignment or in the course, and/or may recommend stronger sanctions to the dean.

Faculty members are required to report all incidences of plagiarism to the dean by way of a confidential written communication among the instructor, the dean, and the student. The instructor must submit a copy of the plagiarized assignment with corresponding proof of plagiarism.

The dean will meet with the student to discuss the matter. If after review it is determined that a violation of the policy on academic honesty has been committed, the dean has the option of imposing additional sanctions such as required meetings with the writing instructor, reprimand, probation, suspension or expulsion. Following this meeting, the dean will summarize these findings and outline any sanctions. This information will then be communicated by the dean to the student and to the student's faculty advisor in written form. Copies of all communications and documentation will be kept on file in the Office of the Dean for the duration of the student's enrollment in the school.

If a student is found to have violated the policy on academic honesty a second time, the dean may impose the sanctions of suspension or expulsion. If the dean initiates this sanction, the Academic Misconduct Disciplinary Review Process will take effect.

Academic misconduct disciplinary review process

The following process will ordinarily be followed when a student is suspended or dismissed from the School for reasons of academic misconduct. Deviations from the prescribed process shall not necessarily invalidate a decision, unless a significant prejudice to a student or to the School would result.

1. The dean shall initiate any suspension or dismissal for academic misconduct by giving the student written notice, delivered by hand or sent by United States mail to the student's last known address as shown on the records of the School, specifying the charge against the student and the discipline intended. The dean may in some circumstances meet with the student to communicate the charges and discipline prior to formal written communication.
2. If a student wishes to contest the academic misconduct charges or discipline, the student shall inform the dean in writing delivered by hand or sent by United States mail to the dean within seven days of receipt by the student of notice from the dean. In any situation in which it is unclear or disputed when or whether the student received the notice, the student's response must be received by the dean not later than twenty-one (21) days from the date the notice is mailed by the dean. Failure of the student to inform the dean within these time limits shall mean that the dean may impose the proposed discipline without the necessity of further proceedings.
3. If a student informs the dean in a timely manner in writing that the student wishes to contest the stated academic misconduct charges or discipline, the matter shall be scheduled for hearing by an

executive session of the Academic Affairs Committee of the School (hereafter referred to as “the Committee”) not earlier than five or later than twenty (20) days after the dean receives the student’s written response.

4. The academic misconduct hearing procedures at the School are not as formal as those existing in courts of law. The following procedures are generally applicable to the hearing process:
 - a. Formal rules of evidence shall not be applicable.
 - b. The Committee hearing shall not be open to non-participants, unless the students and the Committee agree otherwise. The student may have an advocate, other than an attorney, who is a member of the MTSO community, present. In the event there are pending criminal charges against the student, an attorney may be present to observe and advise the student. The attorney may not participate in the proceedings.
 - c. The presiding officer of the hearing shall exercise control over the hearing to provide fair and efficient procedures and to prevent the harassment or intimidation of witnesses. The burden of proof shall be upon the faculty member bringing the academic misconduct charges. The guilt of the accused student must be established by a preponderance of the evidence. The Committee shall have the authority to determine all procedural matters.
 - d. The parties shall have the right to present evidence and a reasonable number of witnesses. The presiding officer may limit the number of witnesses in order to avoid repetitious, irrelevant or unnecessary evidence. Parties shall have the right to question adverse witnesses.
 - e. The Committee shall deliberate in private session, and only information introduced in the hearing will be considered in reaching a judgment. The Committee may decide by majority vote to accept, reject or amend the discipline recommendation by the dean in the written notice to the student.
 - f. After determination of the facts and a decision regarding the disposition of discipline, the Committee may consult the student’s file prior to determination of the sanction.
 - g. The decision of the Committee shall be in writing and shall include a written summary of the testimony, which will be sufficiently detailed to permit review. The decision shall be delivered by hand to the student and the dean or sent by United States mail to the student’s last known address as shown on the records of the School.
 - h. The student may ask by written request, delivered to the dean within seven days of the receipt by the student of the Committee’s decision, that the Committee’s decision be reviewed by the faculty as a whole, meeting in executive session. In any situation in which it is unclear when or whether the student received the notice, the dean must receive the student’s response no later than twenty-one (21) days from the date the notice is mailed by the Committee. Failure of the student to request an appeal within this time limit shall result in the Committee’s decision becoming final.
 - i. The decision of the faculty shall be based on the written decision of the Committee, the summary of testimony, and any documents introduced into evidence. In addition, the student or the student’s advocate, and the dean may request to meet with the faculty prior to the decision of the appeal. The decision of the faculty shall be made in writing and delivered to the student and the dean. That decision shall be final.

Library services

The John W. Dickhaut Library, named for MTSO's founding president, is the school's primary information and research resource. With more than 133,000 volumes onsite, the library offers patrons access to 48 million volumes thanks to its membership in the Ohio Private Academic Libraries and OhioLINK consortia. It also provides access to roughly 80,000 online and print journals through databases including the ATLA Religion Database, JSTOR, and the OhioLINK Electronic Journal Center, and the Works of John Wesley.

The primary mission of the John W. Dickhaut Library at Methodist Theological School in Ohio is to support the information needs of the school's students, faculty, and staff. MTSO Alumni and other individuals (e.g., clergy, students, and researchers at other theological institution) may apply for borrowing privileges.

At MTSO, the central role of the library is quite evident. The library staff is ready to assist students with research and to facilitate the teaching and learning processes for faculty and students. To access a broad array, print, and electronic resources, please visit <http://libguides.mtso.edu/library>. The best resources for MTSO's programs are highlighted there as well as recent additions to the collection. This link also includes library hours, contact information for library staff, library policies, catalogs, databases, research tutorials, and guides related to copyright and citation formats.

Research consultations

An online request form is available at www.mtso.edu/academics/dickhaut-library/research-consultation-request. This request can be used to set up an appointment with director of the library or the assistant librarian to meet and discuss research strategies for course assignments requiring library research. We look forward to helping MTSO students, faculty and staff conduct efficient and productive research.

Borrowing privileges for visitors

Dickhaut Library extends borrowing privileges through the OPAL and OhioLINK catalogs to MTSO alumni, clergy, and visitors in order to support those pursuing theological degrees at other institutions or engaged in theological/religious research. Any person wishing to register for alumni, clergy, or visitor borrowing privileges will be asked to present photo identification to the director of the library. An access fee of \$30 is charged for visitor borrowing privileges per four-year registration period.

Circulation limits

	Books		Media	
	MTSO	OPAL/OhioLINK	MTSO	OPAL/OhioLINK
Duration	21 days	21 days	14 days	Seven days
Renewals*	Four	Six	Three	Three

*Renewals are not possible if an item has been placed on hold.

Alumni, clergy, and visitors are limited to 10 requests at a time for items from OPAL/OhioLINK, and no more than five for items from OhioLINK libraries outside of OPAL. Only MTSO students, faculty, and staff are eligible to put holds on OPAL and OhioLINK items. MTSO faculty and staff have extended borrowing privileges. They may borrow MTSO books for 90 days with three renewals unless a hold is placed and from OPAL or OhioLINK for 42 days with six renewals unless a hold has been placed.

Use of reserved items

All reserve items in the library may be kept by the library user up to two hours and can be renewed unless others are waiting.

Overdue items and bills

Patrons can monitor the books checked out and renew books up to six times through the MTSO online library catalog at <http://cat.opal-libraries.org/patroninfo>.

Library users will receive a series of overdue notices before fines begin to accrue. On the day that fines accrue, they do so at the rate of \$0.25 per day (\$0.10 per hour for reserves) back to the original date due. Once the user is billed for an item that is considered lost, the default cost of replacement is \$75 plus a \$50 processing fee. Returning the item at this point may reduce but will not eliminate fines and fees on the users account. The default cost of replacing an item borrowed through OPAL or OhioLINK is \$125 plus any other fines or fees as determined by the owning library.

From the due date on a reserved item, a 24-hour grace period begins during which a series of overdue notices are sent. As of the end of the grace period and the sending of the third overdue notice, fines are levied at \$0.20 per day retroactive to the original due date. As of hour 26 following the original due date, fines accrue at a rate of \$0.03 per hour for an indefinite period. Items are also considered lost at this point and, in addition to the fines, are subject to replacement cost to be determined by the library as well as a \$25 processing fee. Returning the item at this point may reduce but will not eliminate all fines and fees.

These policies and the other rules governing items loaned within OPAL and OhioLINK apply to all borrowers and may vary by owning library.

Depending on the status of the user, borrowing privileges will be suspended for fines and replacement costs exceeding the following levels:

- Students, faculty, and staff: \$50
- Alumni, clergy, and visitors: \$10

Borrowing privileges will be restored upon payment of the fine balance.

Printing, copying and scanning documents

The library offers its users a printer/copier that is connected to each student's account. New students are assigned a PIN # by the IT Department before the start of their first semester of enrollment. This PIN # will remain in effect for the duration of enrollment. \$10.00 is loaded on each account each semester (with no rollover). Copies are \$.05 for black and white and \$.10 for color. Scanning is free to an email address or flash drive. Printing can be done from any of the computers in the library to the copier/printer located in the library. More information on print services can be found posted by the printer/copier in the library. Students may load additional value to their account through the Business Office.

Quick Search

Quick Search allows patrons to perform a keyword search in all of the library's resources at once (e.g., catalog, databases, etc.) for a quick preliminary set of results. For more details, see <http://search.ebscohost.com/login.aspx?authtype=ip.uid&profile=eds>.

Full-text electronic resources

The OhioLINK Electronic Journal Center (EJC) includes the full text of more than 10,000 online research journals covering many subject areas in all disciplines. Its foremost value is that the EJC provides full text access to the most current issues. Most electronic indexes available to the Ohio academic community link from article citations to the full text in the EJC. Scholars can be notified by email or RSS feed about new articles according to subject, author, or journal title. Click on the link to My EJC in the upper right corner of the EJC home page to set up your account for either email alerts or RSS feeds for articles of interest. On campus, EJC is accessible at https://journals.ohiolink.edu/pg_1. EJC is accessible off campus at <https://login.ms.opal-libraries.org/login>.

The JSTOR Arts and Sciences III (A&S III) collection includes journals in languages and literature, as well as essential titles in the fields of music, film studies, folklore, performing arts, religion, and the history

and study of art and architecture. Additional interdisciplinary titles broaden the scope of coverage to include folklore, and feminist and women's studies. A&S III features full text articles from 152 Journals in 20 disciplines. The coverage of the included titles goes back to the time in which the journal commenced publication. The coverage stops within three to five years of the current issue for each title so that publishers can maintain their subscriber base. A&S III offers the largest cluster of titles on Eastern and Western religions and embraces all titles from JSTOR's Music Collection. On campus, A&S III is accessible at: www.jstor.org/action/showAdvancedSearch. A&S III is accessible off campus at <https://login.ms.opal-libraries.org/login>.

Off-campus electronic access

Patrons can connect to our online databases from off campus using the link for Off-Campus Database Access at <https://login.ms.opal-libraries.org/login>. Login using last name and your bar code number where prompted, and the next screen you will see is the list of databases with connectable links. Then simply click on the links to the OhioLINK EJC and JSTOR.

Denominational information

MTSO is one of 13 United Methodist seminaries in the United States and is listed as an approved theological school for the education of United Methodist clergy by the University Senate of the General Board of Higher Education and Ministry of the United Methodist Church. Nevertheless, 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. Denominational courses in 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 upon request, when possible.

MTSO seeks to invite leaders of various denominations to lead chapel, speak at special programs, and lecture in classes. MTSO offers additional resources for those affiliated with the following denominations.

Unitarian Universalist House of Studies at MTSO

MTSO is pleased to offer a Unitarian Universalist House of Studies, serving individuals pursuing ministry within the Unitarian Universalist Association. Two courses are being offered each year in Unitarian Universalist History and Unitarian Universalist Polity. Both courses fulfill requirements of the UU ministerial fellowship process and credits may be transferred to other institutions. They are taught by MTSO's UU House of Studies director, Rev. Dr. Susan Ritchie, who serves as minister of the North Unitarian Universalist Congregation in Lewis Center. She holds a doctorate in cultural studies from Ohio State University and a Master of Divinity from MTSO.



Additionally, Unitarian Universalist Special Topics courses are offered on rotation. These courses focus on special topics in Unitarian Universalist identity, as well as areas of UU expertise that are of interest to a wider population, such as issues as religious humanism, poststructuralist and post-Christian theologies, animal liberation theologies, and faith formation and religious education in multireligious contexts. The course may be repeated for credit as topics change.

For more information, contact the Unitarian Universalist House of Studies director, Rev. Dr. Susan Ritchie, at sritchie@mtso.edu.

United Church of Christ Learning Network at MTSO



UNITED CHURCH
OF CHRIST

The UCC Learning Network at MTSO is a house of studies and more, serving students, clergy, and lay leaders who are members of the United Church of Christ. The UCC Learning Network supports MTSO's

UCC students throughout their theological education and helps them become familiar with the denomination's ordination processes. It also provides UCC clergy and lay leaders with opportunities for lifelong education through MTSO's Theological Commons.

MTSO offers a three-credit course in United Church of Christ History and Polity, a seminar designed to familiarize students with the history and practices of the UCC and offered to assist students in meeting requirements of Association Committees on Church and Ministry for ordination in the denomination.

For more information, contact the UCC Learning Network coordinator, Kris LoFrumento, at klofrumento@mtso.edu.



Presbyterian Church (USA)

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 PCUSA on campus. Through these faculty members, the school has established relationships with several regional presbyteries. In addition, our Presbyterian faculty members work with Committees on Preparation for Ministry to assist MTSO students with the ordination process.

The United Methodist Church

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

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. Those interested in being ordained as United Methodist deacons or elders are encouraged to consult with the appropriate staff persons in the annual conference in which they will seek ordination. They should also begin discussion with MTSO's United Methodist candidacy liaison, Rev. Mark Reed, at mreed@mtso.edu.



Ordination as deacon in the United Methodist Church

Deacons are described in paragraph 329 of *The Book of Discipline of The United Methodist Church* 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."

The basic educational requirement for ordination as a deacon in The UMC is one of the following: a Master of Divinity degree from a school approved by the University Senate, a master's degree from an approved graduate theological school, or 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 bachelor's degree, professional certification or license in an area of specialized ministry, and a minimum of nine 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*, 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.
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 GPA 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* 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* (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”

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 current MTSO students 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.

Student life and enrichment

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.

Worship and spiritual opportunities

The opportunity to worship together is one of the most important aspects of community life. The worship coordinator directs the chapel schedule and provides resources for regularly scheduled services of preaching, prayer and communion. Students are encouraged to participate 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. There are also several locations for private and corporate spiritual contemplation and worship:

- The Dee Ann Chiles Memorial Garden commemorates the spirit of a long-time administrator who led the Business Office for many years. A quiet stream runs through the garden which is located near the gazebo and pond on the north side of campus.
- The Labyrinth was a gift from the Classes of 2001 and 2004 and is maintained by volunteers in the MTSO community. Students walk the labyrinth as a pathway to prayer and reflection. The Labyrinth is located on the north side of campus, east of the pond.
- 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. The Class of 2012 renovated the Outdoor Chapel and added energy-efficient lighting for evening meditation and worship. The Outdoor Chapel is located on the hill west of Helen Werner Apartment Building, just behind a small grove of trees.
- The Frazer Prayer and Meditation Room is located on the first floor of Gault Hall, just outside the Burgett Preaching Chapel (Gault 145). It is accessible whenever Gault Hall is open.
- The Sabbath Space (formerly the Gene Vest Conference Room) was a gift to the campus from the Class of 2007. This is a comfortable space with chairs, a table, a fountain, and an all-gender single occupancy family restroom. It is located on the lower level of Werner Hall.
- The Alford Centrum is available for prayer, meditation, as well as community worship and other large community gatherings when not scheduled for other events. Information concerning weekly worship services is posted to the [Populi Newsfeed](#).

Theological Commons

As a theological school, we believe we are called to share our intellectual resources with the church and the world in numerous ways, through the education of our students and in dialogue with our broader community. MTSO does this in part through the Theological Commons, a learning network built on



partnerships of scholarship, inquiry and practice. By offering events, learning resources and continuing conversation, the Theological Commons promotes the sharing of knowledge and experience between students, faculty, clergy and the public for the benefit of all participants and those they serve.

Many of our campus events open to the public are offered free of charge to MTSO students. These educational opportunities extend classroom learning and allow for networking and continued

conversation with alumni and members of the general public. For more information, see www.mtso.edu/theologicalcommons or contact Kathy Dickson at kdickson@mtso.edu.

Seminary Hill Farm on the campus of MTSO

An expression of MTSO's commitment to a just and sustainable world, Seminary Hill Farm covers more than six acres of the MTSO campus. Seminary Hill Farm is a USDA-certified organic farm, producing a wide variety of fresh fruits and vegetables, which are served in Dunn Dining Hall and offered to the wider community in numerous ways. The farm is valuable as a teaching and learning tool, augmenting conversation in a number of classes that focus on eco-theology. It also models best practices for MTSO students, who might have an opportunity to make better use of the land in places they serve throughout their vocational lives.



Dunn Dining Hall food services

Dunn Dining Hall serves farm-to-table lunches from 11:30 a.m. to 1:30 p.m. on Tuesdays, Wednesdays, and Thursdays during fall and spring semesters when school is in session. Meals are reasonably priced and feature fresh fruits and vegetables grown on Seminary Hill Farm on the campus of MTSO, just steps from the kitchen. Menus and dining hall hours are posted in the [Populi Newsfeed](#). Cash and credit cards are accepted, and pre-paid meal cards are available. Chef James and the Dunn Dining Hall team do their best to accommodate special dietary and scheduling needs. For questions, contact the farm and food engagement assistant, Lauren Dennis-Bucholz, at ldennis-bucholz@mtso.edu.

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, 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, Dale Andrews, Tex Sample, Gregory Palmer, Mark Kelly Tyler, Valerie Bridgeman, Jorge Lockward, Mike Graves, Anna Carter Florence, and Wil Gafney.

The 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, Luis Pedraja, Monica A. Coleman, Albert Hernandez, Daniel Boyarin, Melanie Harris, Stacey Floyd-Thomas, Titus Presler, John Thatamanil, and Grace Ji-Sun Kim.

Lecture on World Religions and Interreligious Relations

The Lecture on World Religions and Interreligious Relations, begun in 2005, is sponsored by the Theological Consortium of Greater Columbus, a collaborative effort of MTSO, Pontifical College Josephinum, and Trinity Lutheran Seminary at Capital University. The lecture presents representatives of and experts on a variety of religious traditions. Past lecturers have included R. Scott Appleby, Ralston Deffenbaugh, Yahya Hendi, Vasudha Narayanan, Ishmael Noko, David Fox Sandmel, Hermen Shastri, and Gunda Werner-Burggraf.

Alumni relations

MTSO alumni serve as pastors, educators, chaplains, counselors, missionaries, authors – these former students are the leaders in today’s church and society. MTSO invites alumni to return to campus for special seminars, lecture series, workshops, courses through affiliated programs and through the general curriculum, Alumni Day (each fall), and the Schooler Institute on Preaching (each spring). Alumni are welcome to make use of the resources available from the MTSO library, including the ATLA database. Many graduates remain in contact with faculty members, informally drawing on their scholarship and wisdom. Together, these opportunities offer a rich and diverse program for increasing understanding and enhancing ministry skills after graduation. In turn, graduates also assist MTSO by recommending prospective students and by contributing to the school’s financial programs. For more information, contact Alumni Relations at alum@mtso.edu.

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 and informal student groups and support structures that undergird campus life. The Student Leadership Council represents the student body and responds to student initiatives.

Student-initiated groups are encouraged. Organizations desiring official recognition shall present a written proposal to the director of student services for presentation to the Student Leadership Council and Administrative Council. Each group shall have at least five members, meet at least once per semester, and shall have a sponsor who is a current or retired faculty member. Sponsors shall meet with the group at least once each semester and be available to meet with the chairperson of the organization as needed. Student groups may receive recognition and limited funding through the Student Leadership Council. The director of student services will supervise the budget of recognized student groups. To reserve space for meetings and events, contact the advancement coordinator, Denise Hart, at dhart@mtso.edu.

Organizations and programs affiliated with MTSO

Below is a listing of programs and institutions with which MTSO maintains an affiliation. To suggest a new affiliation, contact the vice president of academic affairs.

Church and Community Development for All People



**Church and Community Development
For All People**

[Church and Community Development for All People](#) (CD4AP) grew out of a message of unconditional love and an atmosphere of radical hospitality. CD4AP was

formed 2003 with the mission of improving the quality of life for persons on the South Side of Columbus. CD4AP's vision is for a whole, healthy, and engaged community where All People are empowered to pursue their hopes, dreams, and aspirations; where lives are transformed by faith and trust, and personal fulfillment is experienced through the abundance of God’s love and grace. To bring this vision to life, CD4AP catalyzes collaborations with key strategic partners to improve the quality of life for all residents of the South Side through individual and community services. For details, see www.4allpeople.org.

Course of Study School of Ohio at MTSO

MTSO houses the [Course of Study School of Ohio](#) (COSSO), one of the eight regional COS schools. COSSO offers both the Five-Year COS and Advanced COS. Five-Year COS classes are held on the MTSO campus in four two-week-end sessions and one two-week summer intensive session. A vital aspect of this program is the integrated opportunity for spiritual formation and writing improvement, as well as an enrichment program that offers seminars and workshops in areas not covered in the curriculum. For details, see www.cosohio.org.



Healthy Congregations



MTSO and Healthy Congregations entered into a mutually-beneficial partnership in late 2017. The organization's offices and much of its programming now reside on the MTSO campus.

[Healthy Congregations](#) is an interfaith organization that equips leaders for challenges of thinking more clearly about families, relationships and faith communities. Its resources and training are based on seeing all communities as living systems that incorporate thinking, feeling, responsibility and purpose.

The Healthy Congregations team has created educational resources and leadership development material designed with the purpose of encouraging healthier, clearer and deeper individual and community life based on the contributions of leaders in the field of Bowen Theory and congregational life.

Healthy Congregations develops training, education and consultation in emotional process as it relates to community and congregational systems. It provides:

- Training for those interested in leading workshops
- Advanced training for those who serve as teachers of emotional process thinking and its resources
- Leadership development
- Opportunities for case studies, coaching, consultation, conversation
- Network for those interested and committed to making the connections between emotional process and clarity of purpose in an organization

The relationship between Healthy Congregations and MTSO affords the school's students, faculty and staff the opportunity to participate in Healthy Congregations events at reduced cost. For more information, visit www.healthycongregations.com.

Hispanic Summer Program

The mission of the [Hispanic Summer Program](#) (HSP) is to supplement and enrich the theological and ministerial education being offered in ATS



seminaries and universities, with academic courses and other activities directly addressing Latinx history, ministry, and theology. What the Hispanic Summer Program set out to achieve from its inception in 1989 was to supplement and enrich the theological and ministerial education being offered in seminaries and universities, with academic courses and other activities directly addressing Hispanic history, ministry, and theology. As an ecumenical program, it seeks to heal the divisions in the Latinx community fueled by denominational and theological differences. As a Latinx program, the HSP tries to find ways to restore connections and build bridges between Latinx and non-Latinx – among others by enhancing the awareness and appreciation that non-Latinx scholars, ministers, and administrators have of Latinx contributions to the past, present, and future of our churches and our nation.

The National Capital Semester for Seminarians

The [National Capital Semester for Seminarians](#) (NCSS) is a semester-long, intensive program of study in ethics, theology and public policy. Seminary students from across the United States come to [Wesley Theological Seminary](#) in Washington, D.C., for the spring semester. NCSS offers seminarians a semester filled with unique opportunities to:

- Study the intersection of faith and politics
- Interact with those involved in policy formation, implementation and evaluation
- Engage in community organizing
- Work with faith-based education and advocacy organizations
- Serve in internships on Capitol Hill
- Gain hands-on experience in policy research, advocacy and implementation

Theological Consortium of Greater Columbus

MTSO, the [Pontifical College Josephinum](#), and [Trinity Lutheran Seminary at Capital University](#) launched the Theological Consortium of Greater Columbus (TCGC) in 1973. The proximity of the schools has facilitated this collaborative educational venture, encouraging all to participate in the richness and diversity of traditions. Our combined catalog of courses, library resources, worship and musical events, lecture series, and friendships provide unusual opportunities for meaningful ecumenical dialogue.

Unitarian Universalist House of Studies at MTSO

MTSO hosts the [Unitarian Universalist House of Studies](#), serving individuals pursuing ministry within the Unitarian Universalist Association. UU History and Polity courses are offered annually, as well as special topics courses that focus on UU identity and areas of expertise of interest to wider populations, (e.g., religious humanism, poststructuralist and post-Christian theologies, animal liberation theologies, and faith formation and religious education in multireligious contexts).



United Church of Christ Learning Network at MTSO



UNITED CHURCH
OF CHRIST

The [United Church of Christ Learning Network at MTSO](#) is a house of studies and more, serving students, clergy, and lay leaders who are members of the United Church of Christ. The UCC Learning Network supports MTSO's

UCC students throughout their theological education and helps them become familiar with the denomination's ordination processes. It also provides UCC clergy and lay leaders with opportunities for lifelong education through MTSO's Theological Commons.

Institutional policies and information

Populi Newsfeed

The [Populi Newsfeed](#) is updated regularly with information useful to the MTSO community, including campus news and events. Postings may include:

- Local, national, and international opportunities (such as academic conferences)
- Student organizations and Student Leadership Council happenings
- Announcements of a personal nature
- General church announcements
- Messages that invite continued dialogue on a current event or political or social issue
- Opportunities for others to take something that a person is donating
- Babysitting or pet-sitting opportunities
- Boycott information (and other issues of social responsibility)
- Engagement, wedding, or commitment ceremony announcements
- Job announcements that are not directly connected to Field Education opportunities
- Party announcements and invitations to gather for other social events

To post an item in the newsfeed, email the director of student services, Kris LoFrumento, at klofrumento@mtso.edu. MTSO reserves the right to decline announcements deemed inappropriate.

MTSO email service

Email is the most commonly used medium for official communications from the school. Students are assigned an @mtso.edu email account upon enrollment. Students are required to check the email account frequently as notification of deadlines, class cancellations, and other matters of a time-sensitive nature may be sent through that channel. Students will be held accountable for information transmitted through MTSO email.

While students may choose to have their MTSO emails forwarded to a non-MTSO account, the student is responsible for the creation and maintenance of this forwarding arrangement, as well as the maintenance of the original MTSO account. It is important to ensure that the MTSO account does not become full of undeleted messages which could result in the student missing important information.

Some messages are not appropriate to communicate to the whole community through campus-wide email (e.g., solicitations for money or other support of a charitable or political cause). Campus-wide email is not a venue for vitriolic speech nor for the airing of grievances with the institution. For the latter, refer to the Student complaint policy.

MTSO mail service

Important notices (including graded academic work) may be sent through campus mail. Students receive a mailbox number and combination at Orientation and are responsible for retrieving the contents of their mailbox on a regular basis. Both U.S. and campus mail can be sent and received through the campus mail service.

The mailroom is located in the lower level of Werner Hall and is typically open Monday-Friday 9am-4pm. Occasionally, it is closed for 30 minutes while the student worker takes a lunch break. Mail is only delivered and picked up at the school Monday through Friday. The mailroom is closed on MTSO and legal holidays. Mailroom operating hours are posted on the mailroom door. If Werner Hall is closed, students can access their mailbox through the Coffee Shop entrance.

MTSO phone service

Campus residents receive free local and extended-calling-area (to Columbus) phone service, and can make long-distance calls from their rooms with credit or calling cards. For security reasons, campus residents should ensure that the landline phone in their premises is in working order at all times.

Local calls can be made from campus phones located in the Reception area in Werner Hall, Dining Hall foyer, Gault Hall, Gallery next to Library, and in the Dewire Residence Hall Lounge. Call boxes are located outside the main entrances to the Helen Werner Apartment Building and the Dewire Residence Hall. Those using the campus telephones will need to dial 9 before dialing the local, off-campus number. Because campus residents are often contacted through their campus extensions, MTSO has installed a corded landline phone in each apartment.

Other communication

Paper fliers may be posted on campus bulletin boards with the permission of the director of student services. Social networking and discussion board activity can be accomplished by joining one or more of MTSO's Facebook pages. Academic information is also sent and received through [MTSO's Populi Student Information/Learning Management System](#).

Drug-free, smoke-free and weapon-free campus

MTSO prohibits the unlawful use, possession or distribution of illegal drugs while on the MTSO premises. For details, refer to the Substance abuse policy.

Smoking (including the use of e-cigarettes) is prohibited in all inside areas on the campus (including personal residences). Smoking is prohibited within 30 feet of all doors and windows on campus. Designated outdoor smoking areas are provided.

No person shall store or possess dangerous weapons, have under the person's control, convey, or attempt to convey devices or substances including, but not limited to, firearms or ammunition on the property of MTSO or off campus at an MTSO-related activity, unless permitted on the basis of the person's position as a recognized safety official or appointed peace officer, even if otherwise permitted by law. A valid license does not authorize the licensee to carry a weapon onto the school premises. Use or misuse of weapons, devices or substances in a manner that causes or threatens serious harm to the safety or security of others is expressly prohibited. Violations of this policy by students will result in a recommendation for expulsion upon the first offense. Violations of this policy by employees will result in a recommendation for immediate expulsion upon the first offense. All violators of this policy, whether affiliated with MTSO or not, will be subject to prosecution to the fullest extent of the law.

Restrooms and family rooms

Following the May 13, 2016 joint guidance from the Department of Education and the Department of Justice, MTSO implemented this restroom (also referred to as all inclusive, all gender, gender-neutral, universal) and family room policy.

MTSO continues to promote inclusion, access, and a safe environment for all to thrive and believes that everyone should be treated with dignity and respect. There are individuals that encounter great discomfort when required to access gender-specific facilities. The restroom policy is intended to address a number of issues:

- Provides users additional options who voluntarily seek additional privacy;
- Those who do not conform with conventional notion of gender;
- Parents and caregivers assisting children of their opposite gender;
- Individuals with disabilities who need assistance from a caregiver of the opposite gender;
- To avoid situations of policing that could lead to harassment.

All restrooms will indicate appropriate designations for wheelchair access and braille.

Single-occupancy restrooms: Any single-occupancy restroom that does not designate a gender and can be used by any gender or gender identity. Restrooms for all genders are located in the Academic Affairs hallway, the Catacombs on ground level past maintenance, faculty on second floor, dining hall, and Dewire past the front desk, and Helen Werner dorms.

Gender-specific single-occupancy restrooms: Any single-occupancy restroom that has been designated men or women. Gender-specific single-occupancy restrooms are located on second floor of Helen Werner.

All-gender single-occupancy family rooms: An all-gender single occupancy restroom that has been designated for family and nursing use. All-gender single-occupancy family rooms are located in Werner/Gene Vest Room across from maintenance office, Faculty wing on second floor of Gault Hall, the Dining Hall, and Dewire past the front desk area.

Gender specific multi-stall: Any multi-stall restroom that has been designated men or women. These restrooms are located in Gault hall near classrooms, Library, Werner hall across from mailroom.

Stewarding our educational facilities

Gault Hall and Werner Hall: Food and beverages may be consumed with care in the conference rooms, classrooms and offices. Food and beverages for breaks during meetings and receptions will be provided by MTSO food service only in the Schooler Atrium, which connects Gault and Werner Halls, the lounge in Gault Hall, and in Meyer Lounge in Werner Hall. Cooking is not permitted in any conference rooms, classrooms or offices, except in the Coffee Shop using the microwave oven. It is expected that if a spill occurs, it will be cleaned up immediately by the person responsible, using cleaning supplies stocked in the restrooms. The responsible person should send an email to maintenance@mtso.edu identifying the type of spill and room number needing attention so that further cleaning can be done, if necessary. All faculty and staff are urged to comply.

John W. Dickhaut Library: The food and beverage policy is intended to preserve the collections and protect library facilities from vermin and harmful molds. By following the guidelines below, everyone helps to ensure the health and safety of all library users and a long life for library collections, furnishings, and equipment. Library users are asked to be considerate of others and to avoid consuming food items that create messes, strong odors, and/or noise.

- Acceptable food: Includes snack size containers of chips, cookies, candy, and other snack foods; small amounts of finger foods (e.g., small size fruits and vegetables, dried fruits and nuts, string cheese); candy bars, granola bars, power bars, etc.; and other snack foods that are not messy and do not emit a distracting odor.
- Unacceptable food: Hot entrees, e.g., burgers, fries, pizza, noodles, sub sandwiches, burritos, tacos, soup, large packages of chips, crackers, cookies, doughnuts, salad, etc. that are messy or emit a distracting odor.
- Beverages in covered, spill-proof containers, or capped bottles and snacks are permitted except at library workstations and in other areas as posted.

Please be considerate of other library users. We ask that all library users act responsibly when consuming food and drink in the library. Bring all food garbage to the lobby to discard on the way out of the library. Food garbage should not go into the trashcans that are in the library. Collect and remove all trash. Help us keep work surfaces clean. Report accidental spills to the circulation desk as soon as possible so that they can be addressed quickly.

Library staff has final approval of any sort of food, beverage, or container allowed in the Dickhaut Library, and reserves the right to exclude any food, beverage, or container for any reason. Users disregarding the Food and Beverage Policy will be asked to leave the library.

Computer equipment policy

Students, student spouses, guests, faculty and staff of MTSO are welcome to use the computer equipment in public spaces. Students have priority use of the computer equipment during the academic terms (fall semester, January term, spring semester, and summer term) for their coursework. Children may use the computer equipment, but must be under adult supervision while doing so. The computers have Internet access, without parental control features activated, and parents are encouraged to monitor the sites to which their children navigate. Unfortunately, we must be aware of the dangers of Internet predators, websites and chat rooms that lure unsuspecting youth.

The following rules apply to all users, and compliance with them may be monitored:

1. No individual shall use any part of the computing system in an activity that violates federal, state, or local laws (especially those applicable to obscenity, harassment and copyright violations).
2. No user should attempt to access the programs or data of another user without that person's express permission. Users should not attempt to alter in any manner the operation of the computer, network system, or any part thereof.
3. A person needing the computer facilities for research and class work takes precedence over recreational web browsing, email and games.
4. Technical support may be available to students after the administration, faculty and staff needs have been met. This pertains to campus access only.
5. Because of the nature of Internet technologies, users should not expect privacy in either the sending or receiving of electronic messages and the information on the Internet. MTSO reserves the right to retrieve, recover or delete any information generated or stored on school-owned equipment.
6. Upon termination of employment or matriculation, all campus-owned equipment should be turned in to the director of technology or to an immediate supervisor.

Electronic device usage policy

As an institution dedicated to the advancement of learning, MTSO is firmly committed to a philosophy of mutual respect. To that end, we have established a policy regarding the use of mobile phones, computers, tablets, and other electronic devices. Instructors have the right to impose appropriate grading penalties for excessive classroom disruptions due to these devices.

All electronic devices should be silenced during class. Unless there is an emergency requiring immediate attention, phone calls should be returned during classroom breaks in an area of the building that is not disruptive to other classes. The noise created by playing audio equipment so that others can hear it, or by using mobile phones in areas where others are attempting to study or to do research is disruptive.

Notebook and tablet computers have become commonplace in the classroom. However, the use of such devices should be restricted to course-related purposes. General browsing of the Internet or engaging in email or social network conversations during class time is inappropriate.

Technology and internet minimum requirements

Observing these minimum technology requirements will help ensure that you have an optimal experience using the educational technology provided at MTSO.

PC: Intel i3, 4GB RAM (8 GB recommended), graphics card and monitor capable of 1024x768 display, Wi-Fi or Ethernet category 5 data cable, speakers or headset, microphone, Windows 10, Office 2013, and Internet Explorer 11 or Google Chrome.

Mac: Mac OS X 10.11.5 (El Capitan), Office 2011 for Mac, Apple Safari or Google Chrome. Some applications may require a supported Windows Operating System, so be prepared to run a virtual machine environment such as Parallels desktop, vmWare fusion, or Oracle VirtualBox with an installed and supported Windows Operating System.

Internet access is required to participate in online components of your courses at MTSO. For optimal student experience, broadband (LAN, cable, or DSL) with a minimum connection speed of 1.5MB/second is highly recommended.

Public Internet access sites (libraries/cafés/coffee houses) offer an imperfect access solution: limited hours, long wait times, lack of privacy and content, limited bandwidth, and time/usage restrictions.

Health and wellness

Counseling and professional referrals

For a list of free short-term counseling resources in the area, including an option through the Pastoral Care Department at Ohio Health Riverside, contact the director of student services, Kris LoFrumento, at klofrumento@mtso.edu.

Emergency campus needs fund

A fund administered by the Office of the Vice President of Academic Affairs is available to assist any student in need of emergency financial support. To discuss your personal need, please contact the director of student services, or if unavailable, the academic affairs coordinator.

Exercise facilities

Limited exercise equipment is available in bottom level of Dewire Residence Hall and in the game room (opposite the mail room) in Werner Hall.

Game room

A game room, on the lower level of Werner Hall, across from the mailboxes, contains a foosball table and a ping pong table. Individuals younger than 16 years of age are welcome to use these tables while under an adult's supervision.

Health insurance

MTSO students are responsible for procuring their own health insurance coverage. MTSO's insurer, EIIA, developed My Benefit Basket to provide access to individual insurance policies for students who do not qualify for group plans or have no other coverage on their own. My Benefit Basket is an online health benefits platform that provides access to a broad choice of insurance plans. It is powered by an award-winning interactive decision support tool that analyzes health care preferences, financial position, risk tolerance, and insurance coverage to recommend a personalized benefits solution. My Benefit Basket also helps to quickly determine any individual's qualification for federal or state insurance subsidies. For details, visit www.eiiasip.org.

International students must be covered by health insurance, and should contact the director of student services, the school's official international student liaison, regarding insurance requirements set by the U.S. Citizen and Immigration Services (USCIS).

Students who experience financial difficulty related to medical expenses can see the director of student services for information on additional assistance that may be available through government resources.

Nature trail

A one-mile walking trail has been established which guides walkers through the woods that surround the campus. Plans are underway to enhance the trail with directional and signage and distance markers and to restore the old wooden footbridge for easy crossing at the creek. Students are invited to incorporate use of the walking trail into their regular fitness routines. For more information on area trails, see Preservation Parks of Delaware County (<http://preservationparks.com>), Columbus Metro Parks (www.metroparks.net), and State Parks of Ohio (www.dnr.state.oh.us/parks).

Spiritual directors

Students are encouraged to develop a confidential relationship with a spiritual director. For a list of area spiritual directors, contact the director of student services or visit the Spirituality Network at www.spiritualitynetwork.org.

Substance abuse policy

The primary objective of this policy is to promote good health practices as part of the educational mission of MTSO. In so doing, we strive to provide and maintain an alcohol-free and drug-free academic environment.

MTSO prohibits the unlawful use, possession or distribution of alcoholic beverages or illicit drugs. MTSO, through the Office of the Vice President of Academic Affairs will work with any student suspected of violating this policy.

A first sanction for unlawful use or possession of alcoholic beverages or illicit drugs would generally require, as a minimum, drug and alcohol assessment and, if needed, counseling and rehabilitation. Other disciplinary sanctions could be imposed through the personal/professional misconduct disciplinary processes. Repeated instances of substance abuse will absolutely constitute grounds for suspension or expulsion. Suspected unlawful distribution of alcoholic beverages or illicit drugs will be referred to legal authorities. The student would also be subject to disciplinary action by the school, including expulsion.

Vocational discernment

MTSO's Office of Vocational Discernment and Community Engagement exists to help students and alumni live into and embrace their vocations. We are here to walk with you, learn with you, and help you to thrive. Visit the office to find a conversation partner in your discernment process or for consultations on resumes, CVs, and cover letters. We also offer interview assistance, and professional development suggestions, and self-assessments to help identify and reaffirm your gifts and strengths. Our partnerships, programs, and events offer students and alumni additional opportunities to discern and explore their callings while connecting to the wider community.



MTSO offers students and alumni discernment and placement services through the College Central Network (CCN). Create an account at www.collegecentral.com/mtso to gain access to a variety of helpful resources and to search for internships, full-time and part-time positions, field education sites, and more. CCN also facilitates the posting of resumes and electronic portfolios that showcase relevant academic coursework and experiences as well as connecting with others in MTSO's Alumni Mentoring Network. Graduates retain access to this service following graduation.

For more information, contact the director of vocational discernment and community engagement, Kathy Dickson, at kdickson@mtso.edu. If you are seeking a specialized ministry opportunity not listed on CCN, contact the director of field education, Rev. Dr. Tamara Wilden, at twilden@mtso.edu.

International student services

For international student support and information regarding maintaining current visa status, contact director of student services, Kris LoFrumento, at klofrumento@mtso.edu.

Federal regulatory concerns and maintaining visa status

The director of student services is the Principal Designated School Official (PDSO). The director of financial aid and the academic affairs coordinator are Designated School Officials (DSO). International students must register with the PDSO or a DSO upon arrival on campus, and at the beginning of each semester the student is registered for classes.

International students must be covered by health insurance, and should contact the director of student services, the school's official international student liaison, regarding insurance requirements set by the U.S. Citizen and Immigration Services (USCIS).

Tutoring, conversation partners, and writing assistance

Native English-speaking students are available for peer tutoring if international students need assistance with concepts discussed in class. Native English-speaking students are available for intentional conversation to assist international students with language skills. International students needing writing assistance in English are encouraged to utilize the services of the writing instructor, Dr. Trad Nogueira-Godsey, at tgodsey@mtso.edu.

Student complaint policy

Processes for addressing certain student concerns are outlined in following sections:

- Redress of issues related to student performance - see Faculty comments on student performance;
- Redress of unfair course grading - see Grade changes and appeals;
- Redress of harassment concerns - see Harassment grievance process;
- Redress of dismissal or suspension for reasons of academic misconduct - see Academic misconduct disciplinary review process;
- Amendment of student records - see Student records policy.

If a satisfactory resolution is not achieved through these processes, students may avail themselves of this policy on student complaints.

Any written expression of dissatisfaction from a currently enrolled student, regardless of content (see above paragraph for some specific concerns), that is addressed and delivered to one of the following agents of Methodist Theological School in Ohio: president, human resources coordinator, or dean and vice president of academic affairs, shall be considered a formal complaint and logged accordingly. The complaint must be signed by the complaining party, and must include a return address for the complaining party. While the complaint can be delivered to any of the agents listed above, the final, official log of student complaints will be housed in the office of the human resources coordinator.

Information about lodged complaints must be shared with an evaluation team from the Higher Learning Commission at the time of a regularly scheduled comprehensive visit. However, individual identities will be shielded unless prior approval has been obtained from the individual(s) involved.

Campus safety

MTSO is proud of its safe campus environment. Both the natural setting and the community of people here invite feelings of wellbeing. The facilities manager acts as the chief security officer, and regularly patrols campus grounds for safety issues and is accessible by mobile phone. The Delaware Police Department (740-203-1111) holds the law enforcement authority for the campus. The campus is also under the jurisdiction of the Delaware County Sheriff's Office (740-833-2810). All city and state laws are enforced on campus. If any police action is taken on campus, the Delaware Police Department will inform MTSO of any violations and all actions taken. MTSO records all major accidents and police activity that takes place on campus and report these results to the federal government annually. A full report of campus crime statistics and our security policy is available at www.mtso.edu/resources.

MTSO Alert



MTSO Alert is MTSO's primary method for communicating weather-related cancellations and emergency messages. All students, faculty, and staff are encouraged to opt into this service at www.mtso.edu/alert. You may choose whether to receive alerts via text message, email, or telephone voice message. MTSO provides this service at no charge, though text messages or calls you receive are subject to whatever rates your service provider might charge.

Emergency information

In the event of a fire, medical emergency, or suspected criminal activity, call 911 from a mobile phone (or 9-911 from a campus telephone). Then call your building manager or another building manager.

Location	Name and Apartment	Campus Phone	Mobile Phone
Dewire Residence Hall	James Lance #107/109	3479	740-972-8830
Helen Werner Apartment Building	Josh Stokes #110	3480	315-398-3477
Kleist Manor	Shannon Harper #C-2	3810	614-512-6897

If no building managers are available, contact:

- Keith Huffman, facilities manager, extension 3380 or 740-360-7628
- Tammy Coffey, housing coordinator, extension 3380 or 740-971-3785
- Kris LoFrumento, director of student services, extension 3126 or 610-451-8979

For emergency facility repairs Monday-Friday 8 a.m. to 4:30 p.m., contact maintenance at 740-362-3380 and the building manager for the housing unit in which the resident lives or where the concern is located. Email the concern to maintenance@mtso.edu. During weekends, contact the building manager assigned to the housing unit in which the problem has been reported.

Hospital information

The nearest hospital emergency room is at [Grady Memorial Hospital](#), located at 561 W. Central Avenue, Delaware, OH 43015. The most direct route from MTSO to Grady is:

1. Turn right (North) onto U.S. Route 23 North to the William Street exit;
2. Turn left on West William Street;
3. Turn right on South Sandusky Street;
4. Turn left on West Central Avenue (Route 37 West);
5. Grady Memorial is on the left about 1.2 miles after turning onto West Central Avenue.

Non-emergency numbers

- Delaware Police Department: 740-203-1111
- Delaware Fire Department: 740-203-1300

Firearms, fireworks, weapons, explosives and projectiles

No person shall store, possess or detonate dangerous weapons, have under the person's control, convey, or attempt to convey devices or substances including, but not limited to, fireworks, firearms, ammunition, pellet guns, bow and arrows, martial arts equipment, switchblade knives, brass knuckles, swords, large knives, stun and shock devices, projectile devices (i.e. sling shot), and clubs. This prohibition includes all land, campus buildings, residence, in vehicles, and off campus at an MTSO-related activity, unless permitted on the basis of the person's position as a recognized public safety official or appointed peace officer, even if otherwise permitted by law. A valid license does not authorize the licensee to carry a weapon onto the school premises. Use or misuse of weapons, devices, or substances in a manner that causes or threatens serious harm to the safety or security of others is expressly prohibited. Violations of this policy by students will result in consideration for expulsion upon the first offense. Violations of this policy by employees will result in consideration for immediate dismissal upon the first offense. All violators of this policy, whether affiliated with MTSO or not, will be subject to prosecution to the fullest extent of the law. Further, toy guns (i.e., dart, paint ball, foam darts, squirt, cap, and other projectile devices) are also forbidden which could reasonably be mistaken for a firearm or explosive. The use of these items on campus is prohibited.

Fostering a safe environment

Residents are the primary eyes and ears of the campus as they develop the best sense of what is normal in terms of campus life. Suspicious persons or activities should be reported immediately to the facilities manager and/or building manager. If a resident witnesses anything that causes concern (e.g., an unfamiliar car, unknown people loitering near the housing units or other buildings after they are locked, etc.), call 9-911. The Delaware City Police Department non-emergency number is 740-362-1111.

Some buildings are accessible only by swipe card after they have been locked. To prevent intruders, never prop open doors. If expecting a guest (including pizza delivery), instruct the guest to use the call boxes outside the Helen Werner Apartment Building or the Dewire Residence Hall. The guest will dial the appropriate extension to reach the resident and the resident will come to the door to greet the guest.

Students are encouraged to walk together to the parking lots or to the residence halls after dark.

Wildlife

Various forms of wildlife including feral cats, skunks, moles, squirrels, geese, ducks, coyotes and deer may be found on campus. There may be times when these animals approach people on campus. For obvious reasons, we ask people not to touch or feed these animals. Notify Maintenance of any wildlife that is believed to represent a danger or a nuisance.

Fire safety

Fire drills

MTSO conducts mandatory, unannounced fire drills in all residence units at least annually. When the fire alarm sounds, immediately evacuate the room or apartment, using the nearest exit.

Evacuation guidelines

So that building managers can attempt to account for all residents and guests when there is a fire drill or fire alarm, evacuate using the following guidelines:

- Dewire Residence Hall: evacuate to the far side of the parking lot on the south side of the building (near the Maintenance Garage).
- Helen Werner Apartment Building: evacuate to the front lawn of that building.
- Kleist Manor: evacuate to the front lawn of their respective building.

Persons who do not evacuate a building during a fire drill can be assessed a fine by the fire marshal.

Alarm systems

All residence units have fire alarm systems and smoke detectors that are checked by the maintenance staff on a regular basis. Any trouble with a smoke detector should be reported to maintenance@mtso.edu.

Once an alarm has sounded, it must be reset in the living unit as well as the in the Administration Building – regardless of the time it is occurring. If the alarm sounds in a unit and the resident is certain there is no fire (e.g., smoke from cooking may set off the alarm), immediately inform maintenance, the front desk and a building manager. Regardless of the time of day, call the building manager.

In Kleist Manor apartments, fire extinguishers are located in the joint laundry rooms. In Dewire Residence Hall and the Helen Werner Apartments, fire extinguishers are located in each hallway. Additionally, residents may purchase fire extinguishers for personal protection in their apartments.

Fire doors

The Residence Hall and Apartment Buildings have fire safety doors in hallways and stairways. In the event of fire, these doors automatically close to prevent the spread of smoke and are marked “KEEP CLOSED.” Do not prop these doors open.

Fire safety practices

Parents who live on campus should be sure their children understand basic fire safety principles and procedures for reporting a fire as well as evacuating their residence in the event of a fire.

All residents need to be careful about how and where flammable materials are stored. Paper, empty boxes, chemicals and other flammable materials should not be stored in storage bins, hallways, or in Kleist Manor apartment utility areas. (Items stored in Kleist Manor utility areas must be at least three feet away from all sides of the furnace and water heater.)

MTSO allows the use of candles or open flames in worship services and other events where such use is appropriate, as long as the use is in full compliance with the requirements of applicable codes (e.g., not used near flammable or combustible materials, etc.) and where there is a continuous presence of individuals who are responsible for candle or open flame usage. However, based upon the potential fire risk for building occupants and buildings, MTSO requests that candles or other open flames not be used inside campus buildings (including housing units) outside of worship services and other appropriate events (such as birthday parties). We request that other means be used to accomplish the desired effect.

During Advent and Christmas, campus residents may wish to have a tree in their apartment and/or decorate using electrical lights. Lights must be turned off and unplugged when leaving the apartment for any length of time. Live trees present a fire hazard and must be watered daily. In addition, they are not to be placed near any location in the apartment that could be combustible. If a live tree is in an apartment, and the resident will be leaving campus for more than one day, the tree must be taken down prior to leaving and disposed of properly. Artificial trees may be used in MTSO housing but they must not be placed in the apartment near the heating units or any other location that could be combustible.

Severe weather

Central Ohio experiences severe weather on occasion. A watch of any kind means that conditions are conducive for severe weather to develop; a warning means that severe weather is imminent. Sirens may also sound when severe weather is approaching.

Thunderstorms

In the event of severe thunderstorms, it is advisable to turn off and unplug televisions, computers, and other electronic equipment. A power strip will not necessarily protect against the surges that an electrical storm can produce. Only a surge protector will protect electronic devices. We urge all residents to keep a flashlight in their emergency preparedness kit since high winds, lightning strikes, and fallen trees/limbs

often take down power lines. It can take quite some time before power is restored. For more information on emergency preparedness kits, see www.ready.gov.

Tornados

Although tornados can form at any time under the right conditions, April, May, and June constitute the peak of tornado season in central Ohio. A Tornado Watch means that weather conditions are such that there is a good possibility that tornadoes could develop. A Tornado Warning means that a funnel cloud has been sighted and persons should take cover immediately. Those who have experienced tornadoes report hearing a very loud noise that sounds like a freight train just before the tornado strikes. There may be very little time to react.

Helen Werner Apartment Building and Dewire Residence Hall: Proceed immediately to the basement or to a lower level stairwell. Usually the northeast corner of a basement is the safest place to be when a tornado passes over a building. Stay away from windows.

Kleist Manor Apartments: Proceed immediately to the basement of D or E building whichever is closest. Usually, the northeast corner of a basement is the safest place to be when a tornado passes over a building. Stay away from windows.

If you are in a structure, go to a pre-designated shelter area such as a safe room, basement, storm cellar, or the lowest building level. If there is no basement, go to the center of an interior room on the lowest level (closet, interior hallway) away from corners, windows, doors, and outside walls. Put as many walls as possible between you and the outside. Get under a sturdy table and use your arms to protect your head and neck. Do not open windows.

If you are in a vehicle, trailer, or mobile home, get out immediately and go to the lowest floor of a nearby sturdy building or storm shelter. Mobile homes, even if tied down, offer little protection from tornadoes.

If you are outside with no shelter, lie flat in a nearby ditch or depression and cover your head with your hands. Be aware of the potential for flooding. Do not get under an overpass or bridge. You are safer in a low, flat location. Never try to outrun a tornado in urban or congested areas in a vehicle. Instead, leave the vehicle immediately for safe shelter.

Campus closures

The president and vice president of academic affairs each have the authority to close the campus, delay opening, and/or cancel classes in response to an emergency, power or utilities failure, severe weather, or other calamity. There may be some circumstances under which classes would be cancelled, but offices will remain open, and vice versa. When circumstances permit, a decision to close the school will be made as early as possible in the day.

Classes will be cancelled and offices closed during a Level III weather emergency in Delaware County. The Delaware County Sheriff's Department declares all such emergencies.

Students living outside Delaware County should not drive if a Level III emergency is declared in the county in which they reside. Traveling during a Level III will result in a ticket and a fine.

Level I Snow Emergency: Roadways are hazardous with blowing and drifting snow. Roads are also icy. Extreme caution is advised when driving.

Level II Snow Emergency: Roadways are hazardous with blowing and drifting snow. Only those who feel it is necessary to drive should be out on the roadways. The student should contact his or her employer to see if he or she should report to work.

Level III Snow Emergency: All roadways are closed to non-emergency personnel. No one should be out during these conditions unless it is absolutely necessary travel. All employees should contact their employers to see if they should report to work. Those traveling on the roadways may be subject to arrest under 2917.13 of the Ohio Revised Code. This offense is a misdemeanor of the fourth degree.

Notification of closing or delayed opening

Notice of closing or delayed opening will be available through the following means:

- Sent instantly through MTSO Alert via text, email, or voicemail (subscribe at www.mtso.edu/alert);
- Posted to www.facebook.com/methodisttheologicalschoolinohio and @MTSOedu on Twitter;
- Posted to www.mtso.edu and announced to callers to the main MTSO number (740-363-1146);
- Submitted to Columbus-area radio and TV stations.

Use of personal judgment and notification of absence

Given that weather conditions in home locations of students and employees may differ significantly from those in Delaware County, employees and students should always exercise their best personal judgment when MTSO is open, and when travel to and from the school involves unusual or extraordinary risk. Students and employees should initiate direct communication with supervisors or faculty if absence is deemed necessary. It is assumed that responsibility, reasonableness and fairness will guide decisions regarding absence, and that compassion and understanding will guide faculty and supervisors as arrangements are made to make up for missed work.

Faculty

MTSO's faculty members are respected scholars, authors, and contributors to international religious and academic conferences. Those things matter – almost as much as this: They're highly effective educators with a passion for challenging, encouraging, and inspiring their students. Their teaching is enhanced by the many ways in which they are engaged in the church, the community, and the world.

MTSO faculty members are deeply engaged in the world beyond the classroom. Learn about their recent [publications](#), [lectures](#), [honors](#), and [ongoing projects](#).



The Rev. Jay Rundell

President, Gault Office of the Presidency

M.Div., Iliff School of Theology, 1988

B.A., Augustana College, 1984

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"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 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 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."



The Rev. Dr. Valerie Bridgeman

Dean and Vice President of Academic Affairs

Associate Professor of Homiletics and Hebrew Bible

Coordinator of the Black Church and African Diaspora Studies Specialization

Ph.D., Baylor University, 2002

M.Div., Austin Presbyterian Theological Seminary, 1990

B.A., Trinity University, 1986

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"As an interdisciplinary scholar/educator and activist, I see my role as living as out loud my commitments in my public theologian's life, my teaching life, and my preaching life so that students see possibilities of a fuller expression of call. My womanist commitments make me passionate about 'aha' moments in which students discover something about interpreting the bible in a liberating way for our current world, something about proclaiming a word of hope-bearing freedom for everyone, and something about being the vicar of Christ, God's representative in the world. I relish in shared discovery as I excavate an idea or concept alongside and with students, a discovery that is transformative. Like bell hooks and Paulo Freire, and others in the tradition of liberation pedagogy, I am always teaching for radical transformation. In so doing, I expect that such learning leads people to be disciples of the most radical person I know, Jesus Christ. I live in hope that changed, students will change the church and the world."



The Rev. Kyle Eugene Brooks

Visiting Assistant Professor of Homiletics and African-American Studies
Louisville Institute Fellow

Ph.D. Candidate, Vanderbilt University
M.Div., Yale University, 2012
M.A., Yale University, 2008
B.A., Yale University, 2005

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"The African-American anthropologist and novelist Zora Neale Hurston wrote that drama is at the heart of Black life and expression. As such, the migration of Black preachers and their communicative aesthetics into the realm of sociopolitical movement leadership has been the particular dramatic scene at the forefront of my academic work. In studying Black religious leaders, I have aimed not only to decipher the narrative hagiography that renders them larger than life, but also to uplift the critical labor of unsung figures that sets the stage for iconic moments of charismatic performance. My hope as a theological educator is to invite my students into the work of ongoing remembrance, critical interpretation, and conscientious practice, remembering that we are participants in living traditions that will always require our careful thought and application. To begin this work anew at MTSO is a privilege and a pleasure that I joyfully embrace."



Mr. Paul D. Burnam

Director of Dickhaut Library

M.A., The Ohio State University, 1979
M.L.S., Kent State University, 1973
B.A., Kalamazoo College, 1972

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"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."



The Rev. Dr. Jeffrey P. Jaynes

Professor of Church History in the Warner Chair of Church History
Director of the Doctor of Ministry Program
Director of the Cross-Cultural Program
Coordinator of the Spirituality Specialization

Ph.D., The Ohio State University, 1993
M.Div., Fuller Theological Seminary, 1980
B.A., California State University, Fresno, 1976

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"An awareness of church history is truly one of the great resources for ministry in and beyond the parish. I recently completed 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."



The Rev. Caleb Gilmore

Hebrew Union College-Jewish Institute of Religion Fellow

Ph.D. Candidate, Hebrew Union College-Jewish Institute of Religion
M.A., Hebrew Union College-Jewish Institute of Religion, 2016
B.A., Johnson University, 2011

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"My interest lies mainly in the Hebrew Bible (Old Testament) and how the many textual artifacts contained in it spawned new and different worlds throughout the history of its reception. Though I am interested in questions of historical and textual criticism, I approach the text of the Bible in order to understand how ancient communities of readers made sense of their world and their identities as humans by continuously re-reading and re-imagining their sacred texts. I also investigate the social contexts of these communities and the environments that prompted the writing of the Bible and later responses to the text. My pedagogical passion is to create a learning environment in which students can learn about the history of these texts while entering in to the stories and poetry in order to generate new imaginative possibilities of hope and restoration in their communities and in the wider world."



The Rev. Dr. John I. Kampen

Professor in the Dunn Chair in Biblical Interpretation

Ph.D., Hebrew Union College-Jewish Institute of Religion, 1985
M.Div., Mennonite Biblical Seminary, 1975
B.A., University of Saskatchewan, Saskatoon, Saskatchewan, 1968

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"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."



The Rev. Dr. Paul Kim

Professor of Hebrew Bible in the Williams Chair of Biblical Studies

Ph.D., Claremont Graduate University, 1998

Th.M., Princeton Theological Seminary, 1992

M.Div., Princeton Theological Seminary, 1991

B.A., Biola University, 1988

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“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. 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.”



The Rev. Dr. Sarah Heaner Lancaster

Professor in the Werner Chair of Theology

Coordinator of the MTS Program

Ph.D., Southern Methodist University, 1996

M.Div., Perkins School of Theology, Southern Methodist University, 1990

B.A, Rice University, 1978

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“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.”



Dr. Randy G. Litchfield

Professor of Christian Education in the Browning Chair
of Christian Education

Director of Academic Assessment

Ph.D., School of Theology at Claremont, 1991

M.R.E., Anderson University School of Theology, 1987

B.S., General Motors Institute, 1981

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“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 MTSO enables me to contribute to the ministries of students and the church.”



The Rev. Dr. Diane L. Lobody

Professor of Church History in the Nippert Endowed Chair
of Church History/Wesleyan Studies

Ph.D., Drew University, 1990

M.Phil., Drew University, 1982

Th.M., Boston University School of Theology, 1975

B.A., Syracuse University, 1972

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"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."



The Rev. Dr. Linda A. Mercadante

Professor of Theology in the Straker Chair of Historical Theology

Ph.D., Princeton Theological Seminary, 1986

Doctoral studies, Graduate Theological Union, 1979-80

M.C.S., Regent College, 1978

B.A., American University, 1968

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"I am serious when I contend, 'Bad theology kills.' Yet because a healthy theology contributes so greatly to an abundant spiritual life, I help direct students towards a theology that opens up 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. Most recently, I have been conducting research on the 'spiritual but not religious' movement and its impact on church and culture. All this work is undergirded by the conviction that, as an ordained Presbyterian, my ministry is to bring church and culture into dialogue."



Dr. Elaine Nogueira-Godsey

Assistant Professor of Theology and Global Ethics
Coordinator of the Feminist and Womanist Studies Specialization

Ph.D., University of Cape Town, 2014
M.A., University of Cape Town, 2007
B.A., Faculdade Teologica D'Oeste do Brasil, 1997

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“Racial and ecological perspectives in theology require us to revisit the very nature and purpose of the theological task today. For me, the teaching of theology must be grounded in a liberating spiritual praxis. To this point, Ivone Gebara has said that the effectiveness of any liberationist movement lies with its ability to prompt the practical aspect of awareness. Though critically deconstructing normalized religious forms of ecological, gender and racial injustice, the ecotheological task must go beyond ethical and political responsibilities and guide the tripartite relationship of humanity, divinity, and the earth. Therefore, I bring the experiences of the marginalized to the fore of my classrooms to challenge those normalized religious forms of injustice, and encourage my students to develop critical skills whilst becoming attuned to the realities of everyday life for those whom these norms disproportionately affect.”



The Rev. Dr. Paul D. Numrich

Professor in the Snowden Chair for the Study of
Religion and Interreligious Relations
Coordinator of the Interreligious Contexts Specialization/Concentration

Ph.D., Northwestern University, Department of Religion, 1992
M.Div., Garrett-Evangelical Theological Seminary, 1984
B.A., Aurora College, 1979

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“‘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.”



The Rev. Dr. Francesca D. Nuzzolese

Associate Professor of Pastoral Care
Acting Director of the Master of Arts in Counseling Ministries Program
Acting Coordinator of the Chaplaincy Specialization

Th.D., Columbia Theological Seminary, 2005
Th.M., Melbourne College of Divinity, 1997
B.Div., Ruschlikon Theological Seminary, 1994

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"Teaching pastoral care and counseling grants me the opportunity to engage in a journey of formation and transformation, which involves not only my students and myself but the communities to which we belong. As we work together to understand human nature and to accompany people towards psycho-spiritual growth, we become a community of fellow seekers, enriched and transformed by the journey we undertake with each other and the new things we learn about God. I love the challenge and the opportunity!"



The Rev. Dr. M. Fulgence Nyengele

Professor of Pastoral Care and Counseling in the
Chryst Chair in Pastoral Theology and Counseling
Director of the Master of Arts in Counseling Ministries Program
Coordinator of the Chaplaincy Specialization

Ph.D., Claremont School of Theology, 2002
M.A., Claremont School of Theology, 1999
M.Div., Claremont School of Theology, 1994
B.S., Institut Supérieur Pédagogique de Kamina, 1989

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"My principal teaching and research interests are grounded in pastoral counseling and psychotherapy and pastoral theology. The focus on grief, forgiveness, gender relations, multicultural issues, and postcolonial trauma is undergirded by a concern for human flourishing as an overarching theme that shapes much of my research and teaching. I am currently researching theories of human flourishing as expressed in the African tradition of Ubuntu and the relatively new positive psychology movement. I also have a long time interest in the use of psychoanalytic object relations theory and family systems theory in clinical practice. Beyond these specializations, I have a comprehensive interest in the interplay of counseling psychology, culture, and theology, and their implications for clinical practice and ministry. I bring my clinical pastoral counseling and parish ministry experience to the classroom."



The Rev. Dr. Emlyn A. Ott

Fully-affiliated faculty in Doctor of Ministry

D.Min., Phillips Theological Seminary, 1999

M.Div., Lutheran School of Theology at Chicago, 1986

B.A., College of Wooster, 1978

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“Congregational and community life is in my blood. The pastor that was a part of my growing up years said it this way: ‘That confirmation process actually worked for you, didn’t it?’ From the time that I was a teenager, I have been intrigued and blessed by the experiences that I have had in communities of faith. It is there that I have seen and experienced ‘the best of times and the worst of times.’ I have learned much from the wisdom of those who have provided strong and clear voices in times of change and transition. I have learned much from the times that have been enveloped in anxiety and fear. Both are instructive if I can continue to keep perspective and focus on the larger processes at play.”



The Rev. Dr. Joon-Sik Park

Professor in the E. Stanley Jones Chair of World Evangelism

Director of the Course of Study School of Ohio

Ph.D., Southern Baptist Theological Seminary, 1991

M.Div., Asbury Theological Seminary, 1993

B.A., Hankuk University of Foreign Studies, Seoul, Korea, 1980

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“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.”



The Rev. Dr. Bradford H. Price, LPC, LICDC-CS
Fully-affiliated faculty in Pastoral Care and Counseling

Ph.D., Kent State University, 1998
M.A.A.D.A.M. [M.A.C.M.], Methodist Theological School in Ohio, 1986
M.A., Claremont Graduate School, 1980
M.Div., Methodist Theological School in Ohio, 1976
B.A., Youngstown State University, 1973

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“Van Bogard Dunn, MTSO’s first dean, said that ‘Every question is, finally, a theological question.’ Theological education plays a special role in addressing such questions. It provides the opportunity to engage the depth and breadth of human experience, ancient and contemporary, to refine the process of meaning-making in our lives and to develop the sensitivity and skill necessary to assist others in theirs. As an educator, I am to facilitate this process, helping students develop a set of principles, criteria and methods by which all subsequent experiences can be enriched and made more meaningful. My research and clinical interests include understanding human spiritual development and its assessment, engaging the spiritual dimension in behavioral medicine and working with the various manifestations of anxiety in human experience. These pursuits are accompanied by the awareness that there’s always more.”



Dr. Ryan S. Schellenberg
Assistant Professor of New Testament
Coordinator of the Biblical Languages and Texts Specialization

Ph.D., University of St. Michael’s College (University of Toronto), 2012
M.A., Mennonite Brethren Biblical Seminary, 2005
B.A., Canadian Mennonite University, 2003

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“I approach the New Testament with a historian’s curiosity, but also with a keen interest in how this ancient text can sponsor creative engagement with our own world. This requires, I think, recognition of our cultural and historical distance from these texts, and real effort to understand the humans that populate them as people different from ourselves. But it likewise demands that we enter imaginatively into their stories – which is, after all, just what we do (at least if we are hospitable) when we meet other strangers.”



The Rev. Dr. Mark Kelly Tyler

Fully-affiliated faculty in Homiletics and African-American Studies

Ph.D., University of Dayton, 2006

M.Div., Payne Theological Seminary, 1994

B.A., Clark Atlanta University, 1991

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The Rev. Dr. Timothy L. Van Meter

Associate Professor in the Alford Chair of

Christian Education and Youth Ministry

Coordinator of the Ecology and Justice Specialization

Coordinator of the Youth and Young Adult Ministry Specialization

Ph.D., Emory University, 2003

M.Div., Emory University, Candler School of Theology, 1996

B.S., Tennessee Technological University, 1985

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“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.”



The Rev. Dr. Robin Knowles Wallace

Professor in the Taylor Endowed Chair of Worship and Music

Ph.D., Garrett-Evangelical Theological Seminary and Northwestern University, 1996

M.T.S., Emory University, Candler School of Theology, 1982

M.A., Scarritt College, 1978

B.A., University of Cincinnati, 1974

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“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.”



The Rev. Dr. Lisa R. Withrow

Professor in the Dewire Chair of Christian Leadership

Ph.D., University of Glasgow, 1993

M.Div., Duke University Divinity School, 1988

B.A., Bucknell University, 1985

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"The faithful leader is called to integrate theology and practice in a variety of ministry settings. To do so, she or he must develop practices of ministry that reflect disciplined spiritual and theological work while remaining a flexible, agile leader. Transformative leadership manages conflict, engages theology publicly, and provides hope for the future. Whatever the ministry focus, a leader will need to understand his or her context, social location, theological foundations, and practice sustainable spiritual formation, all for the sake of creating movements for a better world."



The Rev. Dr. C. Jeff Woods

Fully-affiliated faculty in Doctor of Ministry

Ph.D., Indiana University, 1987

M.Div., Southern Baptist Theological Seminary, 1984

B.S., Purdue University, 1980

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Dr. Yvonne C. Zimmerman

Associate Professor of Christian Ethics

Associate Academic Dean

Ph.D., University of Denver and Iliff School of Theology, 2008

M.T.S., Emory University, Candler School of Theology, 2001

B.A., Goshen College, 1998

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"I understand 'ethics' as the disciplines and practices of creating, maintaining and sustaining just relationships. My pedagogy aims at academic fluency in the discipline of ethics as well as critical, engaged activism for just social change on a wide variety of social, political and ecclesial issues. My goals are for students to become life-long learners who constantly hone the skills to learn in diverse contexts and from a broad range of conversation partners and, in this process, to see themselves as emerging experts who are competent in their roles as scholars, religious leaders, or activists to meet the challenges of working with others to make our shared world more just and humane."

Adjunct faculty

The Rev. Dr. Martha Baumer

Denominational Studies
D.Min., Eden Theological Seminary, 1990
M.Div., United Theological Seminary of the
Twin Cities, 1973
M.A., University of Wyoming, 1963
B.A., Lakeland College, 1960
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Dr. Tejai L. Beulah

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The Rev. Dr. Christopher Robert Carter

Practical Theology
Ph.D., Claremont School of Theology, 2015
M.Div., Claremont School of Theology, 2010
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The Rev. Kathryn T. Covey

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The Rev. Dr. Angela R. Cowser

Homiletics
Ph.D., Vanderbilt University, 2012
M.Div., Louisville Presbyterian Theological
Seminary, 2006
M.A. University of Chicago, 1988
B.A., Brown University, 1982
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The Rev. John Edgar

Practical Theology
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The Rev. Dr. Allan Thomas Georgia

New Testament
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M.Div., M.T.S. Methodist Theological School in
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The Rev. Jeff Gill

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The Rev. Dr. Jeannie C. Harsh

Denominational Studies
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The Rev. WillaMarie C. Jackson

Pastoral Care and Counseling
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The Rev. Dr. F. Willis Johnson, Jr.

Field Education
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M.Div., Christian Theological Seminary, 2005
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The Rev. Kara S. Jones

Field Education
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M.Div., Methodist Theological School in Ohio,
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B.A., Ohio Northern University, 2000
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The Rev. Dr. Thomas H. McGloshen, LPCC-S, IMFT-S

Pastoral Care and Counseling
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The Rev. John G. Millspaugh

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The Rev. Dr. Melanie Morrison

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B.A., Beloit College, 1971
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Dr. Trad Nogueira-Godsey

Christian Ethics, Study of Religion and
Interreligious Relations
Ph.D., University of Cape Town, 2012
M.T.S., Harvard Divinity School, 2008
B.A., Samford University, 2005
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The Rev. Dr. Mark Allan Powell

New Testament
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The Rev. Dr. Susan Ritchie

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The Rev. Scott A. Scheiber

Field Education
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The Rev. Tom Snyder

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The Rev. Dr. John R. Wallace

Missions and Evangelism, Practical Theology
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M.Div., Candler School of Theology, Emory
University, 1982
B.A., Michigan State University, 1977
jwallace@mtso.edu

The Rev. Dr. Michele E. Watkins

Denominational Studies
Ph.D., Garrett-Evangelical Theological
Seminary, 2017
M.Div., Garrett-Evangelical Theological
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Course descriptions

Course numbers

Courses are typically numbered according to the following pattern:

- 500-599 Introductory courses with no prerequisite
- 600-699 Intermediate courses with at least one prerequisite
- 700-799 Advanced courses with at least one prerequisite
- 800-899 Contextual education, advanced seminars, theses
- 900-999 Doctor of Ministry courses

Course department prefixes

Courses are divided into departments (identified by two-letter prefixes) and are grouped by division (Classical or Practical). Course descriptions are provided in alphabetical order based on these prefixes.

Classical Division

CE	Christian Ethics
CH	Church History
CT	Christian Theology
HB	Hebrew Bible/Old Testament
NT	New Testament
SR	Study of Religion and Interreligious Relations

Practical Division

ED	Christian Education
FE	Field Education
HM	Homiletics
LS	Leadership Studies
ME	Mission and Evangelism
PC	Pastoral Care and Counseling
PT	Practical Theology
WO	Worship

Courses with these designations are not classified by division:

CC	Cross-Cultural Immersion
DM	Doctor of Ministry
DS	Denominational Studies
ES	Educated Spirit
TH	Thesis

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Course projections and syllabi

Course instructor and frequency projections in the following pages are based on historic trends and the best available data at time of publication. Circumstances may require a course to be offered with different instructors and in semesters differing from those listed. Official syllabi for each course are posted to [MTSO's Populi Student Information/Learning Management System](#) at the start of each semester/term.

Cross-Cultural (CC) course descriptions

Primary Cross-Cultural faculty contacts:

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- Dr. Elaine Nogueira-Godsey
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- Dr. Timothy Van Meter
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CC601 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 CC602 and CC603, 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. [1 credit hour. Instructor: Varies. Frequency: Every fall and spring. Prerequisite: students normally will have completed one-third of a degree program before pursuing a cross-cultural immersion experience. Notes: Graded pass/fail.]

CC602 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 CC601 and CC603, satisfies the cross-cultural requirement for Master of Divinity students. For more details, see the Cross-Cultural Handbook. [2 credit hours. Instructor: Varies. Frequency: Every January term and summer. Prerequisite: CC601. Notes: Graded pass/fail.]

CC603 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 CC601 and CC602, satisfies the cross-cultural requirement for Master of Divinity students. Post-immersion meets for a few sessions (no more than five hours total) 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 non-credit sessions, but participation is considered in the facilitator's evaluation of the student's experience. [0 credit hours. Instructor: Varies. Frequency: Every spring and fall. Prerequisites: CC601 and CC602.]

CC850 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. [Credit hours vary. Instructor: Varies.]

Christian Ethics (CE) course descriptions

Primary Christian Ethics faculty contacts:

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- Dr. Elaine Nogueira-Godsey
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CE501 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. [3 credit hours. Instructor: Dr. Yvonne Zimmerman. Frequency: Every fall and spring. Prerequisite: None.]

CE620 Resisting Biocide: Environmental Justice Ethics

The environmental crises facing human communities worldwide present a host of difficult moral questions for the Christian life. The overlapping problems of ecological degradation, resource depletion, climate disruption, and more – especially in relation to those already victimized by poverty and other forms of oppression – require critical, systemic reflection as well as transformative changes within each sphere of our personal, economic, ecclesial, and public lives today. This course will survey key thinkers and themes within the field of environmental ethics, examine proposals for faithful Christian action, and challenge students to articulate a hopeful vision for discipleship today that accounts not only for the breadth of sin and evil but also the depth of God’s love for the world. [3 credit hours. Instructor: Dr. Elaine Nogueira-Godsey. Frequency: Even falls. Prerequisite: CE501.]

CE640 The 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. [3 credit hours. Instructor: Dr. Yvonne Zimmerman. Frequency: Rare. Prerequisite: CE501.]

CE645 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. [3 credit hours. Instructor: Dr. Tejai Beulah. Frequency: Rare. Prerequisite: CE501.]

CE661 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. [3 credit hours. Instructor: Dr. Yvonne Zimmerman. Frequency: Rare. Prerequisite: CE501.]

CE/SR680 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. [3 credit hours. Instructor: Dr. Trad Nogueira-Godsey. Frequency: Rare. Prerequisites: CE501 and any 500-level SR course.]

CE710 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. [3 credit hours. Instructor: Dr. Tejai Beulah. Frequency: Rare. Prerequisite: CE501.]

CE716 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. [3 credit hours. Instructor: Dr. John Wallace. Frequency: Occasional. Prerequisite: CE501.]

CE720 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. [3 credit hours. Instructor: Dr. Yvonne Zimmerman. Frequency: Rare. Prerequisite: CE501.]

CE730 Queer Theological Ethics

This course will explore the intersections of queer theory with Christian theology and Christian ethics. General questions include: What is queer theory? What is queer theology? What does queer theology do to us? Who queers ethics? What can we do with queer ethics? Attention will be given to deconstructive, constructive and speculative modes of theological and moral analysis. [3 credit hours. Instructor: Dr. Yvonne Zimmerman. Frequency: Occasional. Prerequisites: CE501 and CT549.]

CT/CE751 Ecotheology and Global Ethics

This course will help students to understand the current world's ecological crisis and the ways in which Christianity has responded to this reality, theologically and ethically. By engaging with scholars from different fields of expertise, students will have the opportunity to develop their own ecotheological perspectives. Ecological issues and theological responses will be discussed within the larger phenomena of religion(s), and religious anthropologies, imagination, consciousness, sensibilities and spiritualities. Broadening our understanding of sustainable development to include economic, ecological, social, cultural and spiritual wellbeing may be a basis for the construction of new practices, rituals, and myths for a planetary future that is not only ecologically ethical, but also promotes a healthy and sustainable Earth-human-divine relationship. [3 credit hours. Instructor: Dr. Elaine Nogueira-Godsey. Frequency: Rare. Prerequisites: CE501, CT549, and any 600-level CT course.]

CE/CT/PT752 Ecofeminist Theologies of Liberation

This course will explore the intersection of feminism, ecology, race, class and theologies of liberation from an interdisciplinary approach forged between the discourses of theology and social theory. To this aim we will analyze the social and religious forces that have shaped the countless aspects of womanhood and the implicit, and occasionally explicit, connection with how similar forces shape dispositions toward and action against the Earth. [3 credit hours. Instructor: Dr. Elaine Nogueira-Godsey. Frequency: Occasional. Prerequisites: CE501, CT549, and any 600-level CT course.]

LS/CE735 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. [3 credit hours. Instructor: Dr. Lisa Withrow. Frequency: Rare. Prerequisites: CE501, CT549, and PT500.]

CE891 Christian Ethics Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: CE501, any 600-level CE course, 3.0 GPA, and approved petition.]

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- Dr. Tejai Beulah
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CH501 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. [3 credit hours. Instructor: Dr. Jeffrey Jaynes or Dr. Diane Lobody. Frequency: Every fall and spring. Prerequisite: None.]

CH629 The 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. [3 credit hours. Instructor: Dr. Jeffrey Jaynes. Frequency: Occasional. Prerequisite: CH501.]

CH630 Introduction to Black Church and African Diaspora Studies

This course is designed to provide students, considering or enrolled in the specialization, with a comprehensible, interdisciplinary understanding of the black religious experience in the Americas from the beginning of the African presence in these countries, particularly in the U.S., to the present. This understanding will be grounded in some knowledge of enslaved African concepts of the sacred that survived Middle Passage, and shaped their adoption—and their remixing—of the religion of their masters. “The Black Church” emerged from that process. We will investigate the history of that church, from slavery to the recent past, and we will consider how the daughters and sons shaped by that institution have informed the fields of church history, biblical studies, theology, and Christian ethics, education, and leadership. Ultimately, students should come to understand that within this field, scholars have produced their work to make the church and society freer from social oppression, and to spiritually empower black women, children, and men. [3 credit hours. Instructor: Dr. Tejai Beulah. Frequency: Occasional. Prerequisite: CH501.]

CH634 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. [3 credit hours. Instructor: Dr. Mark Tyler. Frequency: Rare. Prerequisite: CH501.]

CH636 American Christianity in Black and White

The course examines the complex role that race has played in the Christian community in America from the nation's founding to the present. Paying special attention to the complex relationship of race and racism, students will examine such themes as: slave religion and colonial society; the evangelical awakening of the 18th century; blacks and whites within the Baptist, Methodist, Holiness, and Catholic traditions; the Ecumenical movement; the Civil Rights movement; and, the relationship of black and white Christians in the current spectrum of American Christianity. [3 credit hours. Instructor: Dr. Mark Tyler. Frequency: Occasional. Prerequisite: CH501.]

CH642 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. [3 credit hours. Instructor: Dr. Diane Lobody. Frequency: Rare. Prerequisite: CH501.]

CH643 Samuel DeWitt Proctor Conference

This course explores the historical prophetic activism of the black church. Students register in the seminary track and experience the conference alongside seminarians from several schools throughout the country. [3 credit hours. Instructor: Dr. Tejai Beulah. Frequency: Every spring. Prerequisite: CH501. Note: Students must secure permission from their instructors to miss other classes while attending the conference.]

CH644 Race, Religion, and Nation: From Black Power to Black Lives Matter

This course examines theoretical approaches to the categories of race, religion, and nation, and considers how scholars have demonstrated that they are not fixed, but contingent upon multiple contexts, and therefore, constantly shifting. Further, this course analyzes the relationship between these categories through a historical exploration of the #BlackLivesMatter movement with attention to critical antecedents including: Black Power activism, hip hop music(s) and culture, and the presidency of Barack Obama. [3 credit hours. Instructor: Dr. Tejai Beulah. Frequency: Occasional. Prerequisite: CH501.]

CH645 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. [3 credit hours. Instructor: Dr. Diane Lobody. Frequency: Rare. Prerequisite: CH501.]

CH736 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. [3 credit hours. Instructor: Dr. Diane Lobody. Frequency: Occasional. Prerequisite: CH501.]

CH/SR740 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. [3 credit hours. Instructor: Dr. Jeffrey Jaynes. Frequency: Occasional. Prerequisites: CH501 and any 500-level SR course.]

CH742 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. [3 credit hours. Instructor: Dr. Jeffrey Jaynes. Frequency: Occasional. Prerequisite: CH501.]

CH743 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. [3 credit hours. Instructor: Dr. Diane Lobody. Frequency: Occasional. Prerequisite: CH501.]

CH750 Wesley and Society

This course explores the writings of John Wesley in relation to selected social problems in eighteenth-century England. The questions addressed by Wesley continue to challenge Christians today. Students will examine Wesley's teachings about such persistent issues as the economy, education, the environment, family, gender, healthcare, political conflict, race, religious differences, science, slavery, and war. [3 credit hours. Instructor: Dr. Diane Lobody. Frequency: Occasional. Prerequisite: CH501.]

PT/CH755 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. [3 credit hours. Instructor: Dr. Tejai Beulah. Frequency: Occasional. Prerequisite: CH501.]

CH767 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. [3 credit hours. Instructor: Dr. Diane Lobody. Frequency: Occasional. Prerequisite: CH501.]

CH891 Church History Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: CH501, any 600-level CH course, 3.0 GPA, and approved petition.]

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- Dr. Elaine Nogueira-Godsey
egodsey@mtso.edu | 740-362-3387
- Dr. Linda Mercadante
lmercadante@mtso.edu | 740-362-3442

CT549 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. [3 credit hours. Instructor: Dr. Sarah Lancaster or Dr. Linda Mercadante. Frequency: Every fall and spring. Prerequisite: None.]

CT649 Christology

Who is Jesus Christ? How does Jesus Christ save? This course examines the way Christians have historically answered these questions. It also explores options for answering these questions in new contexts. [3 credit hours. Instructor: Dr. Sarah Lancaster. Frequency: Occasional. Prerequisite: CT549.]

CT651 The Doctrine of God

Nothing is more essential to theology than an understanding of God, and yet God is one of the most puzzling theological topics of all. This course examines how Christians have thought about God, and how major questions in the history of reflection on God have been addressed. [3 credit hours. Instructor: Dr. Sarah Lancaster. Frequency: Occasional. Prerequisite: CT549.]

CT654 The Doctrine of the Trinity

The Christian understanding of God as Tri-Unity has a rich historical lineage as well as liberating and crucial contemporary potential. Few Christians truly understand this radical doctrine or why it has been neglected for so long. The course explores this history and potential and creatively constructs liturgical expressions. [3 credit hours. Instructor: Dr. Linda Mercadante. Frequency: Rare. Prerequisite: CT549.]

CT659 Gender, Sin, and Addiction

An exploration of sin and grace in light of the addiction/recovery model. This will include attention to the history of this movement as well as contemporary gender and racial issues. While attention will be paid to the distinctions of the addiction/recovery model, a core aim of the course is to examine its relationship to Christian theology. [3 credit hours. Instructor: Dr. Linda Mercadante. Frequency: Occasional. Prerequisite: CT549.]

CT665 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. [3 credit hours. Instructor: Dr. Sarah Lancaster. Frequency: Occasional. Prerequisite: CT549.]

CT670 Doctrine, Faith, 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 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. [3 credit hours. Instructor: Dr. Linda Mercadante. Frequency: Occasional. Prerequisite: CT549.]

CT731 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. [3 credit hours. Instructor: Dr. Elaine Nogueira-Godsey. Frequency: Even falls. Prerequisites: CT549 and any 600-level CT course.]

CT/SR733 The Nones: Spirituality and Belief Beyond Religion

The dramatic increase in persons choosing to remain unaffiliated from organized religion is a very significant development in contemporary America. In importance, it equals the societal retreat from Protestant hegemony and the increase in religious diversity. This course focuses on the beliefs and behaviors of these “nones” – especially those who self-identify as “spiritual but not religious.” We will examine why they remain unaffiliated and how they practice their faith, with special attention given to how they justify and construct their belief without borders. In the process, we will consider what this means for the church, for society, for the common good, and for American religion in general. [3 credit hours. Instructor: Dr. Linda Mercadante. Frequency: Occasional. Prerequisites: CT549, any 600-level CT course and any 500-level SR course.]

CT736 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. [3 credit hours. Instructor: Dr. Sarah Lancaster. Frequency: Occasional. Prerequisites: CT549 and any 600-level CT course.]

CT/CE751 Ecotheology and Global Ethics

This course will help students to understand the current world’s ecological crisis and the ways in which Christianity has responded to this reality, theologically and ethically. By engaging with scholars from different fields of expertise, students will have the opportunity to develop their own ecotheological perspectives. Ecological issues and theological responses will be discussed within the larger phenomena of religion(s), and religious anthropologies, imagination, consciousness, sensibilities and spiritualities. Broadening our understanding of sustainable development to include economic, ecological, social, cultural and spiritual wellbeing may be a basis for the construction of new practices, rituals, and myths for a planetary future that is not only ecologically ethical, but also promotes a healthy and sustainable Earth-human-divine relationship. [3 credit hours. Instructor: Dr. Elaine Nogueira-Godsey. Frequency: Odd springs. Prerequisites: CE501, CT549, and any 600-level CT course.]

CE/CT/PT752 Ecofeminist Theologies of Liberation

This course will explore the intersection of feminism, ecology, race, class and theologies of liberation from an interdisciplinary approach forged between the discourses of theology and social theory. To this aim we will analyze the social and religious forces that have shaped the countless aspects of womanhood and the implicit, and occasionally explicit, connection with how similar forces shape dispositions toward and action against the Earth. [3 credit hours. Instructor: Dr. Elaine Nogueira-Godsey. Frequency: Odd springs. Prerequisites: CE501, CT549, and any 600-level CT course.]

CT891 Christian Theology Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: CT549, any 600-level CT course, 3.0 GPA, and approved petition.]

Denominational Studies (DS) course descriptions

Primary Denominational Studies faculty contacts:

- Dr. Sarah Lancaster
slancaster@mtso.edu | 740-362-3360
- Dr. Diane Lobody
dlobody@mtso.edu | 740-362-3444

DS501 United Methodist Polity and General Conference

The course focuses on the theological, historical, ecclesiological, and cultural issues which are currently confronting the United Methodist denomination as its people seek proactive ways to live together in their differences without presuming that the differences will be resolved. Students examine the different issues and aspects which triggered the calling of the special session of General Conference that they might better understand the resulting vote regarding the United Methodist Church's Way Forward. This course fulfills the DS670 UM Polity requirement and includes participation in the 2019 General Conference in St. Louis, Missouri. [3 credit hours. Instructor: Rev. Tom Snyder. Frequency: Rare. Next scheduled for spring 2019. Prerequisite: None. Notes: Additional cost for transportation, room, and board. Students must secure permission from their instructors to miss other classes while attending the conference. Class will meet in St. Louis Feb. 23-26 and on the MTSO campus Feb. 1-2, Mar. 1-2, and Apr. 26-27.]

DS660 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 DS665 and DS670, fulfills some of the United Methodist denominational requirements for commissioning and ordination as deacon or elder. [2 credit hours. Instructor: Dr. Diane Lobody. Frequency: Every fall. Prerequisite: CH501 (may be taken concurrently).]

DS665 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 DS660 and DS670, fulfills some of the United Methodist denominational requirements for commissioning and ordination as deacon or elder. [2 credit hours. Instructor: Dr. Sarah Lancaster or Dr. Michele Watkins. Frequency: Every spring or online Every fall. Prerequisite: CT549.]

DS670 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 DS660 and DS665, fulfills some of the United Methodist denominational requirements for commissioning and ordination as deacon or elder. [2 credit hours. Instructor: Rev. Tom Snyder. Frequency: Every January term. Prerequisite: None.]

DS680 Unitarian Universalist History

This course traces the theological and institutional emergence of Unitarianism out of the Radical Reformation. It will also focus on the universalism of 18th century England, and the state of Unitarianism in Europe and North America through its development through the late 19th and 20th centuries. [2 credit hours. Instructor: Dr. Susan Ritchie. Frequency: Every spring. Prerequisite: CH501.]

DS681 Unitarian Universalist Polity

Students will explore how changing cultures and theologies of leadership, authority and church shape our governance; how polity helps or hinders commitment to social justice; what historical roots exist for institutional behaviors; and how insights are taken to congregations and communities. When timing and geography allows, the course will include immersion in the UUA General Assembly. [1.5 credit hours. Instructor: Dr. Susan Ritchie. Frequency: Every summer. Prerequisite: None.]

DS682 Unitarian Universalist Special Topics

This course will focus on special topics in Unitarian Universalist identity as well as topics of Unitarian Universalist expertise of interest to a wider ecumenical population. These courses may include but are not limited to Religious Humanism, Poststructuralist and Post Christian theologies, Animal and Religion, Faith Formation and Religious Education in Multi-Religious Contexts. [3 credit hours. Instructor: Varies. Frequency: Every fall and every spring. Prerequisite: None. Notes: DS682 may be repeated for credit as topics change.]

DS690 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. [3 credit hours. Instructor: Dr. Marti Baumer. Frequency: Occasional. Next scheduled for spring 2019. Prerequisite: CH501.]

DS691 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. [3 credit hours. Instructor: Rev. Jeff Gill. Frequency: Rare. Next scheduled for spring 2019. Prerequisite: CH501.]

DS891 Denominational Studies Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: 3.0 GPA, and approved petition.]

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

Christian Education (ED) course descriptions

Primary Christian Education faculty contacts:

- Dr. Randy Litchfield
rlitchfield@mtso.edu | 740-362-3482
- Dr. Timothy Van Meter
tvanmeter@mtso.edu | 740-362-3437

ED505 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. [3 credit hours. Instructor: Dr. Tim Van Meter. Frequency: Odd falls. Prerequisite: None.]

ED615 Ministry with Young Adults: Intimacy, Vocation, and Community

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. [3 credit hours. Instructor: Dr. Tim Van Meter. Frequency: Even springs. Prerequisite: Any 500-level ED, PC, or PT course.]

ED630 Intergenerational and Children's Ministry

This course addresses congregations and households as intergenerational contexts in which age level ministries are couched. Such contexts will be approached in terms of integration of age-level ministries, dynamics of intergenerational learning, family dynamics, and faith development. Particular attention will be given to ministry with children including parenting, worship, teaching/learning, and programming. [3 credit hours. Instructor: Dr. Randy Litchfield. Frequency: Occasional. Prerequisite: PT500.]

ED680 Creating Learning Environments

This class explores ways that individuals and communities learn and ways diverse methods can be used to create effective learning environments in educational, pastoral, age-level, justice, or community ministries. Attention will be given to the influence of human development on learning and to the design of both single learning events and study series. [3 credit hours. Instructor: Dr. Randy Litchfield. Frequency: Occasional. Prerequisite: PT500.]

ED891 Christian Education Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: Any two ED courses, 3.0 GPA, and approved petition.]

Hebrew Bible/Old Testament (HB) course descriptions

Primary Hebrew Bible/Old Testament faculty contacts:

- Dr. Valerie Bridgeman
vbridgeman@mtso.edu | 740-362-3369
- Rev. Caleb Gilmore
cgilmore@mtso.edu
- Dr. John Kampen
jkampen@mtso.edu | 740-362-3364
- Dr. Paul Kim
pkim@mtso.edu | 740-362-3138

HB510 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. [3 credit hours. Instructor: Dr. Valerie Bridgeman or Dr. Paul Kim. Frequency: Every fall and spring. Prerequisite: None.]

HB520 Elementary Biblical Hebrew

An introduction to Hebrew, with exploration of how understanding of the Hebrew alphabet and basic grammar can aid interpretation. [3 credit hours. Instructor: Dr. Paul Kim or Dr. Valerie Bridgeman. Frequency: Odd springs. Prerequisite: None.]

HB620 Intermediate Biblical Hebrew

A continuation of the introduction to language begun in HB520 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. [3 credit hours. Instructor: Dr. Valerie Bridgeman. Frequency: Odd falls. Prerequisite: HB520.]

HB/NT641 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. [3 credit hours. Instructor: Dr. John Kampen. Frequency: Occasional. Prerequisites: HB510 and NT510.]

HB/NT/SR645 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. [3 credit hours. Instructor: Dr. John Kampen. Frequency: Occasional. Prerequisites: HB510 and NT510.]

HB650 Women in the Biblical World

This course surveys roles and presence of women in cultures that engage and surround the ancient world of the Hebrew Bible. It focuses on laws, stories, and interpretive ways of engaging gender in biblical texts through comparison with other cultures. [3 credit hours. Instructor: Dr. Valerie Bridgeman. Frequency: Occasional. Prerequisites: HB510 and NT510.]

HB/NT660 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 what might distinguish a Jew from other groups in the ancient world, what might distinguish groups of Jews from each other, and how group dynamics, geographical setting and social location might affect identity formation and expression among Jews. [3 credit hours. Instructor: Dr. Paul Kim. Frequency: Occasional. Prerequisites: HB510 and NT510.]

HB715 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. [3 credit hours. Instructor: Dr. Paul Kim. Frequency: Occasional. Prerequisites: HB510 and any 600-level HB or NT course.]

HB716 Central 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. [3 credit hours. Instructor: Varies. Frequency: Occasional. Prerequisites: HB510 and any 600-level HB or NT course.]

HB/PC720 The Bible, Pastoral Care, and Counseling

This course will explore selected biblical themes, images, and figures and their relevance for pastoral care and counseling. The course will examine how the biblical narratives may be used to help reconstruct human narratives of suffering, despair, and brokenness for purposes of healing and transformation. A major concern is to engage the Bible through various exegetical approaches and issues in an interdisciplinary dialogue with pastoral care and counseling, with the goals of allowing insights from pastoral and counseling to enrich biblical interpretation and for biblical insights to inform pastoral care and counseling. [3 credit hours. Instructors: Dr. Paul Kim and Dr. Fulgence Nyengele. Frequency: Rare. Prerequisites: HB510, NT510, and PC500.]

HB720 Exegesis of the Hebrew Bible

In this course students practice reading elementary Hebrew texts and draw on their knowledge of Hebrew to enrich their interpretation of those passages. [3 credit hours. Instructor: Dr. Paul Kim. Frequency: Even springs. Prerequisites: HB520 and HB620.]

HB730 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. [3 credit hours. Instructor: Dr. Paul Kim. Frequency: Rare. Prerequisites: HB510 and any 600-level HB or NT course.]

HB733 Samuel, Kings, and Chronicles

This course both examines the stories of the peoples and the history of early prophecy during the monarchical Israel in Samuel/Kings and compares with the records of the rise and fall of the monarchy in Chronicles of the postexilic era. To study the various dimensions of human dramas, including cultural, sociopolitical and religious realms, both literary and theological approaches will be incorporated, such as a close reading of plot, character, intertextuality, contending social groups, as well as the divine-human relationships within the narrative. [3 credit hours. Instructor: Dr. Paul Kim. Frequency: Rare. Prerequisites: HB510 and any 600-level HB or NT course.]

HB/NT/HM735 The Bible and Preaching in African-American Traditions

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 African-American religious traditions and cultural environment, and examination of the preaching traditions and forms that have developed. [3 credit hours. Instructor: Dr. Valerie Bridgeman. Frequency: Rare. Prerequisites: CT549, HB510 and NT510, and HM600.]

HB739 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 Greco-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. [3 credit hours. Instructor: Dr. John Kampen. Frequency: Rare. Prerequisites: HB510 and any 600-level HB or NT course.]

HM/HB745 Preaching and Interpreting Wisdom Traditions

This course focuses on wisdom literature, with selected portions from Ecclesiastes, Job, Proverbs, Song of Songs, and Wisdom psalms. Non-preaching students will do alternate public address of a publishable exegetical or hermeneutical essay with ample aid from the professor. Students will be exposed to liberationist forms of preaching, especially Womanist preaching strategies. [3 credit hours. Instructor: Dr. Valerie Bridgeman. Frequency: Occasional. Prerequisite: CT549, HB510 and NT510, and HM600.]

HB745 Women in Judges

The book of Judges is an intriguing and complex narrative, both in terms of the book as a whole and the distinct, smaller narrative units. Exploring a wide range of methodological approaches such as narrative criticism, feminist criticism, postcolonial criticism, this course will examine various depictions of women with regard to the issues of war, idolatry, and faith amid Israel's socially and theologically turbulent years, which have pertinent implications toward today's church and world. [3 credit hours. Instructor: Dr. Paul Kim. Frequency: Rare. Prerequisites: HB510 and any 600-level HB or NT course.]

HB750 The Minor Prophets

Study of the 12 minor prophets (Hosea-Malachi) in light of historical, canonical, and theological perspectives. Attention is 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. [3 credit hours. Instructor: Varies. Frequency: Occasional. Prerequisites: HB510 and any 600-level HB or NT course.]

HB760 The 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. [3 credit hours. Instructor: Dr. Paul Kim. Frequency: Occasional. Prerequisites: HB510 and any 600-level HB or NT course.]

HB891 Hebrew Bible Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: HB510, any 600-level HB course, 3.0 GPA, and approved petition.]

Homiletics (HM) course descriptions

Primary Homiletics faculty contacts:

- Dr. Valerie Bridgeman
vbridgeman@mtso.edu | 740-362-3369
- Rev. Kyle Brooks
kbrooks@mtso.edu

HM600 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. [3 credit hours. Instructor: Dr. Valerie Bridgeman or Dr. Mark Tyler. Frequency: Every fall and spring. Prerequisites: CT549, HB510 and NT510.]

HM725 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. [3 credit hours. Instructor: Dr. Lisa Withrow. Frequency: Rare. Prerequisites: CT549, HB510, NT510 and HM600.]

HM730 Community Organizing and Preaching: Power, Action, and Justice

This course combines preaching with community organizing concepts. The purpose of the course is for students to learn the principles of community organizing, understand how the concepts can be used in a variety of ministerial settings, and combine those principles in their preaching. Students will learn how community organizing principles can be used in a variety of venues and organizations to achieve justice and change, effectively. [3 credit hours. Instructor: Dr. Angela Cowser. Frequency: Rare. Prerequisites: CT549, HB510, NT510 and HM600.]

HB/NT/HM735 The Bible and Preaching in African-American Traditions

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 African-American religious traditions and cultural environment, and examination of the preaching traditions and forms that have developed. [3 credit hours. Instructor: Dr. Valerie Bridgeman. Frequency: Rare. Prerequisites: CT549, HB510, NT510, and HM600.]

HM740 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. [3 credit hours. Instructor: Dr. Lisa Withrow. Frequency: Rare. Prerequisites: CT549, HB510, NT510, and HM600.]

HM/HB745 Preaching and Interpreting Wisdom Traditions

This course focuses on wisdom literature, with selected portions from Ecclesiastes, Job, Proverbs, Song of Songs, and Wisdom psalms. Non-preaching students will do alternate public address of a publishable exegetical or hermeneutical essay with ample aid from the professor. Students will be exposed to liberationist forms of preaching, especially Womanist preaching strategies. [3 credit hours. Instructor: Dr. Valerie Bridgeman. Frequency: Occasional. Prerequisites: CT549, HB510, NT510, and HM600.]

HM/WO760 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. [3 credit hours. Instructor: Varies. Frequency: Rare. Prerequisites: CT549, HB510, NT510, HM600, and WO500. 3 credit hours.]

HM761 Collaborative Homiletics: Theory and Practice

This course is designed for advanced students to develop practices of collaborative sermon preparation and homiletical analysis. Building on the “roundtable pulpit” methodology (John McClure, *The Roundtable Pulpit: Where Leadership and Preaching Meet*), students will collectively engage in exegetical research on shared texts that will inform classroom conversation and the development of sermons. This course will introduce students to key homiletical texts as well as selected readings in communication theory and rhetoric in order to build their knowledge of the intellectual history of homiletics, and how this history impacts the practice of preaching. The goal is to provide students with historically and theoretically informed approaches to sermonic development and evaluation. [3 credit hours. Instructor: Rev. Kyle Brooks. Frequency: Occasional. Prerequisites: CT549, HB510, NT510, and HM600. 3 credit hours.]

HM765 Auto/biographies for Preaching

This course seeks to introduce students to reading autobiographies and biographies by or about preachers in order to help them reflect on their formation as a preacher and to help them learn best practices for using story and personal story in preaching. [3 credit hours. Instructor: Dr. Valerie Bridgeman. Frequency: Rare. Prerequisites: CT549, HB510, NT510, and HM600.]

HM770 Storytelling Techniques

This course will explore the joyful process of crafting narrative 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 two sermons for peer review. [3 credit hours. Instructor: Rev. Sondra Willobee. Frequency: Odd springs. Prerequisites: CT549, HB510, NT510, and HM600.]

HM891 Homiletics Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: CT549, HB510, HM600, NT510, 3.0 GPA, and approved petition.]

Leadership Studies (LS) course descriptions

Primary Leadership Studies faculty contact:

- Dr. Lisa Withrow
lwithrow@mtso.edu | 740-362-3343

LS500 Introduction to Leadership

The purpose is to introduce students to leadership theories, develop theological understandings of leadership, and teach skill sets for effective leadership in different settings. The course will focus on formational development of leaders and the action-reflection required to bring organization transformation. Student outcomes will include organizational acumen, understandings of influence and authority, effective cross-cultural interaction, and practical skill development. [3 credit hours. Instructor: Dr. Lisa Withrow. Frequency: Every spring. Prerequisite: None.]

LS650 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 study and skill-development work will be included in this course. [3 credit hours. Instructor: Dr. Lisa Withrow. Frequency: Occasional. Prerequisite: PT500.]

LS675 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. [3 credit hours. Instructor: TBD. Frequency: Rare. Prerequisite: PT500.]

LS/CE735 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. [3 credit hours. Instructor: Dr. Lisa Withrow. Frequency: Occasional. Prerequisites: CE501, CT549, and PT500.]

LS750 Advanced Conflict Transformation

This course advances the framework for conflict management by deepening understandings of management moving toward relational and organizational transformation. The positive side of conflict and its short-and long-term effects will be explored and practices. Students will leave with deep skill sets, with practiced ability to conduct courageous conversations, with an eye to transforming conflict into a new way of leading. [3 credit hours. Instructor: Dr. Lisa Withrow. Frequency: Even springs. Prerequisites: LS500 and LS650.]

LS891 Leadership Studies Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: PT500, 3.0 GPA, and approved petition.]

Mission and Evangelism (ME) course descriptions

Primary Mission and Evangelism faculty contact:

- Dr. Joon-Sik Park
jpark@mtso.edu | 740-362-3367

ME530 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. [3 credit hours. Instructor: Dr. Joon-Sik Park. Frequency: Occasional. Prerequisite: None.]

ME570 The 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. [3 credit hours. Instructor: Dr. Joon-Sik Park. Frequency: Even falls. Prerequisite: None, but either CE501 or CT549 is strongly recommended.]

ME580 The 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. [3 credit hours. Instructor: Dr. Joon-Sik Park. Frequency: Occasional. Prerequisite: None.]

ME590 The Mission of the Church in a Global Context

This course explores Christian mission in a global context with an eye for shifting paradigms. It carefully examines the historical development of the missionary movement as well as the current issues and challenges facing mission today. Special attention is 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 Christianity toward the Southern Hemisphere continents. Mission theories of major thinkers in missiology will be studied, particularly those of David Bosch and Andrew F. Walls. [3 credit hours. Instructor: Dr. Joon-Sik Park. Frequency: Odd falls. Prerequisite: None.]

ME670 The Ministry of Evangelism: Theology and Practice

This course helps students construct their own theology of evangelism on biblical and theological foundations and assists them in developing a program of evangelism appropriate to their ministry contexts. Attention is 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. [3 credit hours. Instructor: Dr. John Wallace. Frequency: Odd springs. Prerequisite: ME570, ME580, or ME590.]

ME680 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. [3 credit hours. Instructor: Dr. Joon-Sik Park. Frequency: Even springs. Prerequisite: ME570, ME580, or ME590.]

ME891 Mission and Evangelism Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: Any 500-level ME course, 3.0 GPA, and approved petition.]

New Testament (NT) course descriptions

Primary New Testament faculty contacts:

- Dr. John Kampen
jkampen@mtso.edu | 740-362-3364
- Dr. Ryan Schellenberg
rschellenberg@mtso.edu | 740-362-3125

NT510 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 basic knowledge of the content of the New Testament, an introduction to the perennial critical questions concerning these texts, and beginning practice in creative, ethical and intellectually responsible interpretation. [3 credit hours. Instructor: Dr. Ryan Schellenberg or Dr. Mark Powell. Frequency: Every fall and spring. Prerequisite: None.]

NT520 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. [3 credit hours. Instructor: Dr. Ryan Schellenberg. Frequency: Even springs. Prerequisite: None.]

NT620 Elementary Biblical Greek II

A continuation of NT-520. Students will begin to look at selected passages in the Greek New Testament. [3 credit hours. Instructor: Dr. Ryan Schellenberg or Dr. Alan Georgia. Frequency: Even falls. Prerequisite: NT520.]

HB/NT641 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. [3 credit hours. Instructor: Dr. John Kampen. Frequency: Occasional. Prerequisites: HB510 and NT510.]

HB/NT/SR645 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. [3 credit hours. Instructor: Dr. John Kampen. Frequency: Occasional. Prerequisites: HB510 and NT510.]

NT650 Reading Early Christian Fiction

A study of the Apocryphal Acts against the backdrop of Jewish and Greek novelistic literature. Particular attention is given to the interplay of narrative strategies and social dynamics, especially conceptions of gender/sexuality and ethnic/religious identity. [3 credit hours. Instructor: Dr. Ryan Schellenberg. Frequency: Occasional. Prerequisites: HB510 and NT510.]

HB/NT660 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 what might distinguish a Jew from other groups in the ancient world, what might distinguish groups of Jews from each other, and how group dynamics, geographical setting and social location might affect identity formation and expression among Jews. [3 credit hours. Instructor: Dr. Paul Kim. Frequency: Occasional. Prerequisites: HB510 and NT510.]

NT720 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. [3 credit hours. Instructor: Dr. Ryan Schellenberg. Frequency: Odd springs. Prerequisites: NT520 and NT620.]

NT727 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. [3 credit hours. Instructor: TBD. Frequency: Rare. Prerequisites: HB510, NT510, and any 600-level HB or NT course.]

HB/NT/HM735 The Bible and Preaching in African-American Traditions

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 African-American religious traditions and cultural environment, and examination of the preaching traditions and forms that have developed. [3 credit hours. Instructor: Dr. Valerie Bridgeman. Frequency: Rare. Prerequisites: CT549, HB510, NT510, and HM600.]

NT/SR736 Paul, Jews, and Gentiles

Focusing primarily upon Paul's letters to the Galatians and the Romans, this course examines Paul's view of the law and Jewish beliefs of the time to develop a better understanding of his arguments about Christ and the Gentiles. Attention will be given to the manner in which these questions are intertwined with the issue of anti-Judaism in their treatment by Pauline scholars. [3 credit hours. Instructor: Dr. Ryan Schellenberg. Frequency: Rare. Prerequisites: HB510, NT510, and any 600-level HB or NT course.]

NT751 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. [3 credit hours. Instructor: Dr. John Kampen. Frequency: Occasional. Prerequisites: HB510, NT510, and any 600-level HB or NT course.]

NT752 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 500- and 600-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. [3 credit hours. Instructor: TBD. Frequency: Rare. Prerequisites: HB510, NT510, and any 600-level HB or NT course.]

NT753 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. [3 credit hours. Instructor: Dr. Ryan Schellenberg. Frequency: Occasional. Prerequisites: HB510, NT510, and any 600-level HB or NT course.]

NT754 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 600-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. [3 credit hours. Instructor: Dr. Allan Georgia. Frequency: Rare. Prerequisites: HB510, NT510, and any 600-level HB or NT course.]

NT761 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. [3 credit hours. Instructor: Dr. Ryan Schellenberg. Frequency: Rare. Prerequisites: HB510, NT510, and any 600-level HB or NT course.]

NT891 New Testament Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: NT510, any 600-level NT course, 3.0 GPA, and approved petition.]

Pastoral Care and Counseling (PC) course descriptions

Primary Pastoral Care and Counseling faculty contacts:

- Dr. Francesca Nuzzolese
fnuzzolese@mtso.edu | 740-362-3368
- Dr. Fulgence Nyengele
fnyengele@mtso.edu | 740-362-3432
- Dr. Bradford Price
bprice@mtso.edu

PC500 Introduction to 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. [3 credit hours. Instructor: Dr. Fulgence Nyengele or Dr. Francesca Nuzzolese. Frequency: Every fall and spring. Prerequisite: None.]

PC510 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). [3 credit hours. Instructor: Dr. Fulgence Nyengele or Dr. Francesca Nuzzolese. Frequency: Every semester. Prerequisite: PC500. Notes: Confirmation of CPE site must be submitted to MACM director at least one week prior to start of the semester or course will be dropped. Students must request both the supervisor's and their own final signed evaluations from their clinical site. Credit is awarded once a copy of the final CPE evaluations are received by Academic Affairs. Students may earn an additional three credit hours if a second unit of CPE is taken.]

PC555 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. [3 credit hours. Instructor: Dr. Fulgence Nyengele. Frequency: Every fall. Prerequisite: None.]

PC613 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. [3 credit hours. Instructor: Dr. Fulgence Nyengele. Frequency: Odd springs. Prerequisite: PC500 or PC555.]

PC621 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. [3 credit hours. Instructor: Dr. Fulgence Nyengele or Dr. Francesca Nuzzolese. Frequency: Even springs. Prerequisite: PC500 or PC555.]

PC630 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 familiarize students with basic strategies used to conduct research in the helping professions, methodology for collecting and interpreting data typically reported in the helping professions, conventions for published reporting in their fields of interest, and to provide students with knowledge and skills to become critical consumers of social science research as applied to their fields of study. [3 credit hours. Instructor: Dr. Francesca Nuzzolese. Frequency: Odd springs. Prerequisite: PC500 or PC555.]

PC631 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. [3 credit hours. Instructor: Adreana Tartt. Frequency: Even springs. Prerequisite: PC500 or PC555.]

PC640 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. [3 credit hours. Instructor: Dr. Fulgence Nyengele. Frequency: Every fall. Prerequisite: PC500 or PC555.]

PC655 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. [3 credit hours. Instructor: Dr. Bradford Price. Frequency: Every spring. Prerequisite: PC555.]

PC657 Group Therapy

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. [3 credit hours. Instructor: Dr. Francesca Nuzzolese. Frequency: Even summers. Prerequisite: PC500 or PC555.]

PC665 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. [3 credit hours. Instructor: Dr. Fulgence Nyengele. Frequency: Rare. Prerequisite: PC500.]

PC672 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. [3 credit hours. Instructor: Dr. Fulgence Nyengele. Frequency: Rare. Prerequisite: PC500 or PC555.]

PC680 Psychopathology for Counselors

This course acquaints students with the varieties of mental, emotional and behavioral disorders that counselors are likely to encounter. [3 credit hours. Instructor: Dr. Henry Stringer. Frequency: Even falls. Prerequisite: PC500 or PC555.]

PC711 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. [3 credit hours. Instructor: Dr. Fulgence Nyengele. Frequency: Odd falls. Prerequisite: PC500 or PC555.]

HB/PC720 The Bible, Pastoral Care, and Counseling

This course will explore selected biblical themes, images, and figures and their relevance for pastoral care and counseling. Focus will also be placed on identifying some biblical practices and approaches, and how these may inform the pastoral process in pastoral caregiving. In addition, the course will also consider how the biblical narrative may be used to help reconstruct human narratives of suffering, despair, and brokenness for purposes of healing and transformation of persons. A major concern is to ground pastoral care and counseling in the biblical tradition, as well as to allow insights from pastoral care to inform biblical interpretation for teaching and preaching and, thus, encourage an integrative practice of ministry. [3 credit hours. Instructors: Dr. Paul Kim and Dr. Fulgence Nyengele. Prerequisites: PC500, HB510, and NT510.]

PC731 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. [3 credit hours. Instructor: Dr. Francesca Nuzzolese. Frequency: Odd falls. Prerequisites: PC500 or PC555, and any 600-level PC-course.]

PC740 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. [3 credit hours. Instructor: Dr. Fulgence Nyengele or Dr. Brad Price. Frequency: Every spring. Prerequisites: PC500 or PC555, and PC613 or PC640.]

PC756 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. [3 credit hours. Instructor: Dr. Fulgence Nyengele or Dr. Brad Price. Frequency: Odd January terms. Prerequisite: PC500 or PC555.]

PC771 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. [3 credit hours. Instructor: Dr. Fulgence Nyengele. Frequency: Odd January terms. Prerequisites: PC500 or PC555, and PC640, PC655, or PC680.]

PC772 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. [3 credit hours. Instructor: Dr. Francesca Nuzzolese. Frequency: Odd summers. Prerequisite: PC500 or PC555.]

PC785 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. [3 credit hours. Instructor: Rev. WillaMarie Jackson. Frequency: Rare. Prerequisite: PC500 or PC555.]

PC850A/B Supervised Internship (400 or 480 hours) for Tracks I and II

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. [3 credit hours. Instructor: Dr. Fulgence Nyengele. Frequency: Every semester. Prerequisites: PC500 or PC555, and PC640. MACM II students also need PC655 and PC657. MACM III students also need PC631, and PC680 or PC784. Note: PC850B (0 credit hours) is used when students have hours remaining to complete that extend into a new term. Graded pass/fail.]

PC870A Supervised Internship (600 hours, 300 direct) for Track III

This experiential course is designed as an integrative field placement. Students are expected to engage in an on-site counseling program where at least half of the internship hours will include diagnosis and treatment and allow the application of Master of Arts in Counseling Ministries Track III curriculum content under the direction of an approved site supervisor who holds a LPCC license with a supervising designation and MTSO faculty. Students will also fully attend and actively participate in the required clinical didactic component associated with the clinical internship. If graduating MACM students enrolled in PC870 have less than 200 outstanding clinical hours at the time of commencement, but all other academic work is completed, they may walk in the commencement ceremony without receiving their diploma. A minimum of 400 hours must be completed. The date of graduation will be changed to the graduation date for the term in which the work is completed. Internship supervisors must submit a report of satisfactory progress to the MACM director prior to the faculty vote on degree candidates. This internship must be completed over the course of the fall, January and spring terms. [3 credit hours. Instructor: Dr. Tom McGloshen. Frequency: Every fall. Prerequisites: PC500 or PC555, and PC640, PC740, and PC860.]

PC870B Supervised Internship (600 hours, 300 direct) for Track III

See PC870A description. [1 credit hour. Instructor: Dr. Tom McGloshen. Frequency: Every January term. Prerequisites: PC500 or PC555, and PC640, PC740, PC860, and PC870A.]

PC870C/D Supervised Internship (600 hours, 300 direct) for Track III

See PC870A description. [2 credit hours. Instructor: Dr. Tom McGloshen. Frequency: Every spring. Prerequisites: PC500 or PC555, and PC640, PC740, PC860, PC870A, and PC870B. Note: PC870D (0 credit hours) is used when students have hours remaining to complete that extend into a new term.]

PC891 Pastoral Care and Counseling Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: PC500 or PC555, any 600-level PC course, 3.0 GPA, and approved petition.]

Practical Theology (PT) course descriptions

Primary Practical Theology faculty contacts:

- Dr. Randy Litchfield
rlitchfield@mtso.edu | 740-362-3482
- Dr. Timothy Van Meter
tvanmeter@mtso.edu | 740-362-3437

PT500 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. [3 credit hours. Instructor: Dr. Randy Litchfield. Frequency: Every fall. Prerequisite: None.]

PT510 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. [3 credit hours. Instructor: Dr. John Wallace. Frequency: Even summers. Prerequisite: None.]

PT525 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. [3 credit hours. Instructors: Rev. John Edgar and Dr. Katelin Hansen. Frequency: Odd January terms. Prerequisite: None.]

PT530 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. [3 credit hours. Instructors: Rev. John Edgar and Dr. Katelin Hansen. Frequency: Even January terms. Prerequisite: None.]

PT540 Doing Our Own Work: An Anti-Racism Intensive for White People

Students will explore how white people can and must move through denial, guilt, shame, and fear so they can take action with greater anti-racist awareness and courage, humility, and compassion to participate in movements led by people of color. Utilizing theological and biblical resources, students will learn to help build "beloved communities" and sustain this anti-racist journey. [3 credit hours. Instructor: Dr. Melanie Morrison. Frequency: Odd January terms. Prerequisite: None.]

PT550 Spirituality

This course explores the nature of spirituality and ways to nurture spirituality. [3 credit hours. Instructor: Dr. Lisa Withrow. Frequency: Odd springs. Prerequisite: None.]

PT600 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. Instructor: Dr. Tim Van Meter. Frequency: Odd summers. Prerequisite: PT500.]

PT601 Field Theology: Water and Watersheds

Rivers, lakes, oceans, and aquifers set boundaries and offer sustenance essential for our existence. This course will explore place, space, boundaries, and possibilities through the reality and metaphors of water. The course will explore two primary watersheds of Ohio (Lake Erie and Ohio River) as sources for life, commerce, political action, environmental degradation, and communal renewal. [3 credit hours. Instructor: Dr. Tim Van Meter. Frequency: Even summers. Prerequisite: PT500.]

PT605 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. Instructor: Dr. Tim Van Meter. Frequency: Even falls. Prerequisite: PT500.]

PT606 A Deeper Shade of Green: Black Eco-Theology and Ethics

This course will begin with an exploration of environmental justice, paying particular attention to environmental injustice on black and brown bodies. It then moves to interpret black and womanist theologies and ethical discourse in light of eco-injustice, and ends with our collective discernment on how people of faith might address these global issues. [3 credit hours. Instructor: Dr. Christopher Carter. Frequency: Even summers. Prerequisite: PT500.]

PT610 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. [3 credit hours. Instructor: Dr. Tim Van Meter. Frequency: Odd springs. Prerequisite: PT500.]

PT615 Prophetic Hope and Creative Practice

Contemporary human cultures rely on systems that exploit our earth and diminish its capacity to sustain life. Many people find it increasingly difficult to articulate hope or sustain a vision for a future in which all creatures can thrive on our abundant earth. This course engages the creative work of poets, artists, musicians, and filmmakers as spiritual practices supporting communities in the midst of ecological, economic, political, and cultural challenges. Students will explore theology and the arts as sources for articulating hope, constructing resilient communities, and renewing heart and spirit. [3 credit hours. Instructor: Dr. Tim Van Meter. Frequency: Even springs. Prerequisite: PT500.]

PT/WO620 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. [3 credit hours. Instructor: Dr. Robin Knowles Wallace. Frequency: Rare. Prerequisites: PT500 and WO500.]

PT/SR635 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. [3 credit hours. Instructor: Dr. Lisa Withrow. Frequency: Rare. Prerequisites: CH501, any 500-level SR course, and ME530, PT550, PT610, or PT615.]

PT640 Knowing Where We Dwell

This course fosters knowing the places in which we dwell through critical methods of interpretation, theological reflection, and discernment. Knowing where we dwell requires attention to land, physical spaces, and our web of social settings. Students will engage place through photography, mapping, ethnography, and social research. Knowing place facilitates discerning God's activity in the world and in turn vocation. [3 credit hours. Instructor: Dr. Randy Litchfield. Frequency: Even springs. Prerequisite: PT500.]

PT700 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. [3 credit hours. Instructor: Dr. Tim Van Meter. Frequency: Rare. Prerequisites: PT500, any 600-level CT course, and ED675 or PT600.]

CE/CT/PT752 Ecofeminist Theologies of Liberation

This course will explore the intersection of feminism, ecology, race, class and theologies of liberation from an interdisciplinary approach forged between the discourses of theology and social theory. To this aim we will analyze the social and religious forces that have shaped the countless aspects of womanhood and the implicit, and occasionally explicit, connection with how similar forces shape dispositions toward and action against the Earth. [3 credit hours. Instructor: Dr. Elaine Nogueira-Godsey. Frequency: Occasional. Prerequisites: CE501, CT549, and any 600-level CT course.]

PT/CH755 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. [3 credit hours. Instructor: Dr. Tejai Beulah. Frequency: Occasional. Prerequisite: CH501]

PT825 Integrative Public Project Seminar

As a culminating seminar for the MAPT degree, this course will reinforce the interdisciplinary, contextual research methodologies that are a foundational part 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. [3 credit hours. Instructor: Dr. Randy Litchfield. Frequency: Every spring. Prerequisite: at least 36 semester hours. Notes: recommended for final semester of enrollment.]

PT891 Practical Theology Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: PT500, any 600-level PT course, 3.0 GPA, and approved petition.]

Study of Religion and Interreligious Relations (SR) course descriptions

Primary Study of Religion and Interreligious Relations faculty contact:

- Dr. Paul Numrich
pnumrich@mtso.edu | 740-362-3443

SR511 Interreligious Relations

An overview of various kinds of relations among religious individuals and groups (such as cooperative efforts, dialogue, marriage and family dynamics, proselytization and conversion, and violence and reconciliation) and religion's potential for social good or ill. [3 credit hours. Instructor: Dr. Paul Numrich. Frequency: Occasional. Prerequisite: None.]

SR550 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. [3 credit hours. Instructor: Dr. Paul Numrich. Frequency: Occasional. Prerequisite: None.]

SR553 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. [3 credit hours. Instructor: Dr. Paul Numrich. Frequency: Occasional. Prerequisite: None.]

PT/SR635 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. [3 credit hours. Instructor: Dr. Lisa Withrow. Frequency: Rare. Prerequisites: CH501, any 500-level SR course, and ME530, PT550, PT610, or PT615.]

HB/NT/SR645 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. [3 credit hours. Instructor: Dr. John Kampen. Frequency: Occasional. Prerequisites: HB510 and NT510.]

SR652 Christian-Muslim Relations

This course examines various ways that Christianity and Islam – and Christians and Muslims – have interrelated historically and currently such as missionary efforts, global political and cultural interactions, local relationships, and interfaith initiatives. [3 credit hours. Instructor: Dr. Paul Numrich. Frequency: Rare. Prerequisite: Any 500-level SR course.]

SR655 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. [3 credit hours. Instructor: Dr. Paul Numrich. Frequency: Rare. Prerequisite: Any 500-level SR course.]

SR657 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. [3 credit hours. Instructor: Dr. Paul Numrich. Frequency: Rare. Prerequisite: Any 500-level SR course.]

SR658 Perspectives on Islam

An overview of Islamic history, texts, beliefs and practices from a variety of academic, Islamic, and Christian perspectives. [3 credit hours. Instructor: Dr. Paul Numrich. Frequency: Rare. Prerequisite: Any 500-level SR course.]

CE/SR680 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. [3 credit hours. Instructor: Dr. Trad Nogueira-Godsey. Frequency: Rare. Prerequisites: CE501 and any 500-level SR course.]

CT/SR733 The Nones: Spirituality and Belief Beyond Religion

The dramatic increase in persons choosing to remain unaffiliated from organized religion (the "nones") is a very significant development in contemporary America. In importance, it equals the societal retreat from Protestant hegemony and the increase in religious diversity. This course will focus on the beliefs and behaviors of these "nones" – especially those who self-identify as "spiritual but not religious." Why we will examine why they remain unaffiliated and how they practice their faith, special attention will be given to how they justify and construct their belief without borders. In the process, we will consider what this means for the church, for society, for the common good, and for American religion in general. [3 credit hours. Instructor: Dr. Linda Mercadante. Frequency: Occasional. Prerequisites: CT549, any 600-level CT course and any 500-level SR course.]

NT/SR736 Paul, Jews, and Gentiles

Focusing primarily upon Paul's letters to the Galatians and the Romans, this course examines Paul's view of the law and Jewish beliefs of the time to develop a better understanding of his arguments about Christ and the Gentiles. Attention will be given to the manner in which these questions are intertwined with the issue of anti-Judaism in their treatment by Pauline scholars. [3 credit hours. Instructor: Dr. Ryan Schellenberg. Frequency: Rare. Prerequisites: HB510, NT510, and any 600-level HB or NT course.]

CH/SR740 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. [3 credit hours. Instructor: Dr. Jeffrey Jaynes. Frequency: Occasional. Prerequisites: CH501 and any 500-level SR course.]

SR891 Study of Religion and Interreligious Relations Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: Any 500-level SR course and any 600-level SR course, 3.0 GPA, and approved petition.]

Worship (WO) course descriptions

Primary Worship faculty contact:

- Dr. Robin Knowles Wallace
rwallace@mtso.edu | 740-362-3431

WO500 Introduction to Worship

A theological and practical study of worship in the church. Students will practice leading a variety of worship experiences in class. [3 credit hours. Instructor: Dr. Robin Knowles Wallace. Frequency: Every January term and occasional summers. Prerequisite: None.]

PT/WO620 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. [3 credit hours. Instructor: Dr. Robin Knowles Wallace. Frequency: Occasional. Prerequisites: PT500 and WO500.]

WO625 Sacraments and Ordinances of Initiation and Eucharist

This course will consider baptism, confirmation and communion, which were a unitive ritual in the early church. Biblical, historical and theological understandings will be studied as the foundation for practice of these ordinances and sacraments in the church today. [3 credit hours. Instructor: Dr. Robin Knowles Wallace. Frequency: Rare. Prerequisites: CH501, CT549, HB510, NT510, and WO500.]

HM/WO760 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. [3 credit hours. Instructor: Dr. Robin Knowles Wallace. Frequency: Rare. Prerequisites: CT549, HB510, HM600, NT510, and WO500. 3 credit hours.]

WO891 Worship Individual Study

Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. Final-year students requesting an individual study must have at least a 3.0 GPA (both overall and in the division in which the individual study is proposed). Other students must have at least a 3.3 GPA (both overall and in the division in which the individual study is proposed). First-year students may not request individual studies. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: WO500 and any 600-level WO course, 3.0 GPA, and approved petition.]

Miscellaneous courses and requirements

ES101 Orientation for New Students

Orientation is required for all degree students and strongly encouraged for all non-degree students. [0 credit hours. Instructor: Various. Frequency: Every fall and spring. Prerequisite: None. Note: This course is expected to be completed in the first semester. Failure to complete this course may limit registration options until it is completed.]

ES500 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. Instructor: Varies. Frequency: Every fall. Prerequisite: None. Note: Letter grade required. This course must be completed in the first semester.]

ES501 English for Theological Studies

This course will provide targeted language support for students whose first language is not English. Students will work with the school's writing instructor and a peer conversation tutor (as needed) as they prepare class assignments and develop greater facility in written and conversational English. [1 credit hour. Instructor: Trad Nogueira-Godsey. Frequency: As needed. Prerequisite: Concurrent enrollment in ES500.]

ES600 Mid-Program Review (MPR)

Students complete a Mid-Program Review (MPR) process approximately half way through their degree program. This process involves academic and professional reflection and the reviewing of evaluations, grades, degree requirements, and professional goals. The student writes an evaluative reflection and meets with their faculty advisor. The faculty advisor then submits a brief report to the dean for review. If concerns are raised by the faculty advisor, the student may be asked to meet with the dean for a follow-up discussion. The MPR must be completed in the semester in which it is assigned in order for the student to continue into the next semester. [0 credit hours. Instructor: Dr. Valerie Bridgeman. Frequency: Every spring. Prerequisite: Approximately ½ of coursework completed.]

ES650 Student Enrichment Program (SEP)

Thanks to a generous grant from the Walter and Marian English Foundation, the Student Enrichment Program (SEP) makes funding available for student pursuits beyond the MTSO campus. Grants are awarded throughout the year for scholarly and professional conferences, social-action endeavors, and service initiatives. Students have traveled nationally and internationally through SEP, enriching the campus with the wisdom they bring home. All students whose applications are approved for funding must share the process and outcomes of their enrichment projects with the MTSO community. [0 credit hours. Instructor: Kris LoFrumento. Frequency: Every semester. Prerequisite: Application for grant.]

FE850A/FE850B Field Education I/II

This required course involves the student in peer reflection on ministry events. This year-long course begins in fall (FE850A) and must be completed the following spring (FE850B). [3 credit hours (1.5 credit hours each in fall and spring). Instructor: Varies. Frequency: Every fall and spring. Prerequisites: 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. Note: Students who use a CPE unit for their field education experience may not receive separate credit for the same CPE experience.]

TH800 Thesis

With approval of the faculty advisor and the dean, MTS and M.Div. students with a minimum 3.3 cumulative GPA may contract with a faculty member to supervise the writing of a thesis. More information about the thesis option is available in this publication under academic information and services. [3 or 6 credit hours. Instructor: Varies. Frequency: Every fall and spring. Prerequisite: 3.3 cumulative GPA and approved thesis proposal. Note: Graded pass/fail.]

TH805 MTS Concentration Examination

MTS students must pass the TH805 Concentration Examination no later than two weeks before the last day of regularly scheduled classes in their final semester. The exam is based on the student's course work in the concentration, supplemented by an additional annotated bibliography. The student, in consultation with members of the faculty who teach in the concentration, will first develop a series of broad thematic questions of interest to the student and of significance to the discipline. The student will then use these questions to develop an annotated bibliography of 20-25 sources, which they will submit to the faculty members as part of their preparation for the examination. The annotated bibliography will also be graded as a component of this requirement. The faculty members will select a limited number of the questions developed in consultation with the student for the exam itself. The examination will be administered on the MTSO campus on a date negotiated by the student and concentration faculty members. Students will have access to their notes and to a limited number of resource texts. Overall, the student must demonstrate solid independent research skills, including the evaluation of scholarly resources. Students will also identify themes that connect their work across their concentration courses, a process that should begin early in their degree program. In preparation for this exam, student may register for a three-credit directed reading course in the discipline of concentration during their final semester. The directed reading course may not be counted toward the MTS concentration and will be graded separately from the examination. [0 credit hours. Instructor: Dr. Sarah Lancaster (MTS coordinator). Frequency: Every fall and spring. Prerequisite: Final semester of MTS program. Note: Graded pass/fail. In the case of failure of the examination, the student may retake the concentration examination up to two times.]

Doctor of Ministry (DM) course descriptions

Primary Doctor of Ministry faculty contacts:

- Dr. Jeffrey Jaynes
jjaynes@mtso.edu | 740-362-3446
- Dr. Jeff Woods
jwoods@mtso.edu

DM900 Doctor of Ministry Program in Progress

Students who are between intensive sessions (i.e., fall and spring semesters) will be enrolled in this course to indicate continuing enrollment in the Doctor of Ministry program. [0 credit hours. Instructor: Dr. Jeffrey Jaynes. Frequency: Every semester. Prerequisite: None.]

DM901 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. Instructor: Varies. Frequency: Every January term. Prerequisite: None.]

DM902 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. Instructor: Varies. Frequency: Every summer. Prerequisite: None.]

DM903 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. Instructor: Dr. Jeff Woods. Frequency: Every summer. Prerequisite: None.]

DM905/DM906/DM907 D.Min. Peer Group I/II/III

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 two classroom contact hours with an additional 10 hours of virtual group contact per unit of credit. [3 credit hours (1 credit hour each semester). Instructor: Dr. Jeffrey Jaynes. Frequency: Every summer and January term. Prerequisite: None. Graded pass/fail.]

DM908 D.Min. 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. Instructor: Dr. Jeffrey Jaynes. Frequency: Varies. Prerequisite: None. Graded pass/fail.]

DM909 D.Min. Project

The D.Min. project commences upon approval of the project proposal. The project must result in practical strategies for change in the student's local ministry setting which are 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. [3 credit hours. Instructor: Dr. Jeffrey Jaynes. Frequency: Varies. Prerequisite: DM908 and approved project proposal. Graded pass/fail.]

DM914 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. Instructor: Dr. Emlyn Ott. Frequency: Even summers. Prerequisite: None.]

DM915 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. Instructor: Dr. Mark Tyler. Frequency: Odd January terms. Prerequisite: None.]

DM916 Individual and Systems Change: Trends, Tasks, Tensions

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. Instructor: Dr. Emlyn Ott. Frequency: Odd summers. Prerequisite: None.]

DM917 Preaching for Change

Effective preaching is a means of transformation and change in a community. This course will explore how, through its interpretation of God's Word into the human condition, preaching effects change in the minds and hearts of individuals. Further, students will consider how preaching, as a rhetorical act for the community, has the capacity to shape a community's story; clarify contexts and issues; provide language and imagery for community self-expression; and reframe the future for mission and ministry. [3 credit hours. Instructor: Dr. Mark Tyler. Frequency: Even January terms. Prerequisite: None.]

DM940 Creation and New Creation in Christian Tradition

Drawing on biblical and historical study, this course examines justice and the creative action of God in the world. Students will explore connections between Christian traditions and systemic problems facing Church and world. Specific topics may include ecological responsibility, globalization, racial injustice, and the limits of capitalism. [3 credit hours. Instructor: Dr. Diane Lobody. Frequency: Even January terms. Prerequisite: None.]

DM941 Environmental Theology and Ethics

This course explores contemporary theological and ethical thought in relation to climate change, food security, and our ecological reality. Students may delve into the interplay of science and theology, eschatology, theodicy, ethical critiques of economic theories, and the suffering of God through a variety of perspectives and social locations. [3 credit hours. Instructor: Dr. Elaine Nogueira-Godsey. Frequency: Odd summers. Prerequisite: None.]

DM942 Justice and the Practices of Ministry

Contemporary ecological challenges require faith communities to develop creative responses through religious education, leadership development, spiritual formation, liturgy and ritual. Students will discover, critique, and create practical resources for forming just congregations and local communities. [3 credit hours. Instructor: Dr. Tim Van Meter. Frequency: Even summers. Prerequisite: None.]

DM943 Ecology, Place, and Justice

Students will identify and engage with local community-based organizations and movements that seek to respond to contemporary ecological challenges. Through on-site research, students will explore the mission, resources, contexts, and structures that allow these groups to thrive. [3 credit hours. Instructor: Dr. Randy Litchfield. Frequency: Odd January terms. Prerequisite: None.]

DM981 D.Min. Research Methods I

This course provides an orientation to the discipline of research methods. A significant portion of this course is devoted the cultivation of online research skills, an introduction to databases that are essential to theological research, and an examination of additional digital tools and online collections that are of particular use in D.Min. studies. The course is offered in July of the student's first year of study, and includes a required online component to be completed after the face-to-face session. [1 credit hour. Instructors: Dr. Jeff Woods and TBD. Frequency: Every summer. Prerequisite: None.]

DM982 D.Min. Research Methods II

This course addresses both the quantitative and qualitative methodologies for research. The course addresses the interface of theological and social science disciplines. Quantitative content of the class includes Basics of Sampling, Question Construction, Answer Scales, Rudimentary Statistical Analysis, Analyzing Data, Participant/Observer Methods and Ethical Issues. Qualitative content will include observation/conversation reporting. The course is offered in January of the student's first year of study, and includes a required online component to be completed as a supplement to the face-to-face session. [1 credit hour. Instructor: Dr. Jeff Woods. Frequency: Every January term. Prerequisite: DM981.]

DM983 D.Min. Research Methods III

In this course, students continue to develop their capabilities in research methods. In addition, students begin to formulate topics for their proposed projects and theses, and to identify appropriate methodologies appropriate. The course is offered in July of the student's second year of study, and includes a required online component to be completed as a supplement to the face-to-face session. [1 credit hour. Instructors: Dr. Jeff Woods and TBD. Frequency: Every summer. Prerequisites: DM981 and DM982.]

DM988 D.Min. Portfolio Review

At the conclusion of course work and prior to the Project Proposal, students submit a portfolio that is representative of their work throughout the program thus far. Components include an identified assignment from core, research, and specialization 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 student's newly assigned project advisor and two members of the D.Min. Committee. A discussion of the portfolio and faculty response is to be scheduled between the student and the project advisor within 30 days of submission. [0 credit hours. Instructor: Varies. Frequency: Varies. Prerequisite: Completion of all D.Min. core and specialization courses. Note: Graded pass/fail.]

DM991 Doctor of Ministry Individual Study

D.Min. individual studies are available only in extenuating circumstances. Individual studies are unique learning experiences crafted between the student and the faculty supervisor that do not duplicate existing courses. D.Min. students requesting an individual study must have at least a 3.3 GPA. For more details, refer to the Individual Study section earlier in this publication. [1-3 credit hours. [1-3 credit hours. Instructor: Varies. Frequency: By request only. Prerequisites: DM901, DM902, DM903, 3.3 GPA, and approved petition.]

Appendix I: Harassment grievance process

Harassment is generally understood to mean conduct or the use of prejudicial words with intent to inflict physical, psychological, or other form of harm, or that seeks to diminish or demean another on the basis of differentiation (e.g., race, disability, appearance, age, sexual orientation, or religious affiliation). Discrimination on the basis of sex, or gender-based misconduct, is a unique form of harassment which MTSO addresses with a separate grievance process that is compliant with Title IX of the Educational Amendments of 1972.

Harassment (harmful ridicule or conduct) is contrary to Methodist Theological School in Ohio's spirit of inclusiveness, and the School will neither condone nor tolerate harassment. Frivolous or spurious accusations of harassment are also viewed as destructive and equally unacceptable.

Members of the MTSO community are expected to discipline their publically written (i.e. Facebook, Twitter, or other social media), verbal and physical expression in interpersonal relationships to avoid even the appearance of questionable motivation or disregard for individual sensitivities. Intimidation and coercion of persons on the basis of sex, race or other differentiation is cause for serious concern and, if clearly demonstrated to the satisfaction of school authorities, will result in disciplinary action.

MTSO seeks to establish an environment in which persons can engage in their tasks free from fear of, or subjection to, harassment. Providing the opportunity to defend one's personhood is central to the process. Christian justice and reconciliation are the goals of the process.

1. Calling the responsible person's attention to the problem, either in person or in writing, can solve many problems involving the perception of harassment by members of the campus community. If the harassment continues, or if dealing directly with the offending person is inappropriate, the alleged harassment may be reported to the vice president of academic affairs. An advocate, other than an attorney, who is a member of the MTSO community, may accompany the aggrieved person.
2. The vice president of academic affairs may investigate the complaint and seek to determine the facts, hearing both the aggrieved person and the person who is the alleged cause of the grievance. The vice president of academic affairs may also contract with an appropriate, qualified, neutral, external person to conduct a thorough, impartial investigation, resulting in findings of fact and recommendations for mediation and/or resolution of any allegation of harassment.
3. This process may result in a solution to the problem satisfactory to both parties involved. If this is not the case and there is sufficient evidence, the vice president of academic affairs will take disciplinary action. If the vice president of academic affairs decides there is not sufficient evidence, the vice president of academic affairs will inform both parties of this decision. Either party may appeal the vice president of academic affairs' decision to the president.

It is a violation of MTSO policy for any employee or student to retaliate against any person exercising their rights under this process. However, it is also a violation of MTSO policy for an individual to accuse another of discriminatory or assaultive conduct without having a good-faith basis for doing so. All inquiries, complaints, and investigations will be treated with as much discretion as possible. However, MTSO is legally obligated to remedy known discrimination in its programs, and therefore cannot keep allegations of discrimination, or other forms of assault or abuse, confidential. Additionally, employees who have knowledge that a felony has been committed or who have reasonable cause to believe that a minor or a disabled individual has been abused are expected to immediately report that fact to the Title IX coordinator and to the proper authorities.

Appendix II: Title IX Policy

Notice of non-discrimination

Title IX of the Educational Amendments of 1972 provides that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

By its own ethos and in compliance with the requirements of Title IX, MTSO does not permit discrimination or harassment against any person on the basis of race, color, ethnic or national origin, sex, sexual orientation, gender identity or expression, marital status, pregnancy and parenting status, religion, physical and/or mental disability, medical condition, age, ancestry, military status, veteran status, creed, or any other characteristic protected by institutional policy and state, local or federal law.

The director of vocational discernment and community engagement has been designated as the Title IX coordinator. In addition to being responsible for coordination of compliance efforts and receipt of inquiries for Title IX of the Education Amendments of 1972, the coordinator also has responsibility for compliance efforts and inquiries for the following acts:

- Title IV of the Civil Rights Act of 1964
- Section 504 of the Rehabilitation Act of 1973
- Age Discrimination Act of 1975
- Americans with Disabilities Act of 1990
- Jeanne Clery Act
- Violence Against Women Reauthorization Act
- Campus Sexual Violence Act

Inquiries concerning any of these acts should be addressed to:

Katherine Dickson, Title IX/504/ADA Coordinator
Methodist Theological School in Ohio
3081 Columbus Pike
Delaware, Ohio 43015
740-362-3440
kdickson@mtso.edu

For more information, see the appendices on Title IX Policy and Disability services. Questions regarding Title IX may also be referred to the U.S. Department of Education’s Office for Civil Rights.

Overview

Methodist Theological School in Ohio is committed to fostering an environment free from all forms of sex discrimination and/or harassment and/or misconduct through clear and effective policies, coordinated education and prevention programs, and prompt and equitable procedures for resolution of complaints.

MTSO’s primary prevention program, known as Sexual Molestation and Abuse Prevention program has three components: required background checks, mandatory training upon new hire and every two years thereafter, and availability of a confidential misconduct reporting procedure. Program participants include: all staff, faculty, adjunct faculty, Course of Study faculty, students enrolled in Field Education and/or Counseling Ministries Practicum and/or Internships, students working as building managers, and student workers, on or off campus.

This Title IX policy defines community expectations regarding sex and gender-based misconduct and establishes mechanisms for determining when those expectations have been violated. This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity, and it refers to all forms of sex discrimination, including but not limited to sexual harassment, sexual assault,

sexual violence, domestic violence, dating violence and stalking, occurring on or off campus. Such acts are contrary to the values and standards of the Methodist Theological School community and are serious violations of School policy. They may also constitute criminal conduct under local, state, or federal laws.

Academic success of pregnant and parenting students notice

MTSO does not discriminate on the basis of sex which includes a student's pregnancy, childbirth, and related conditions, or recovery. Students are provided equal access in all academic, educational, curricular, extra-curricular, and other programs and activities due to medical conditions related to pregnancy or parenting for as long as the student's physician deems the absences medically necessary.

To ensure access for pregnant and parenting students, when necessary, students are encouraged to work together and directly with their professor and the director of student services to make adjustments or provide accommodations to the regular program that are reasonable and responsive to the student's temporary status. Students who require assistance in requesting accommodations or believe that they have been improperly denied a reasonable accommodation may of course contact the compliance officer.

Non-retaliation

It is a violation of School policy to retaliate in any way against a student or employee for engaging in legally protected activity by raising allegations of sexual harassment and/or sexual misconduct of any form. The School recognizes that reprisal can take many forms, may be committed by or against an individual or group, and that the Respondent or third party may also be the subject of retaliation by other individual, including the Complainant.

An individual reporting sexual harassment and misconduct of all forms is entitled to protection from any form of retaliation following a report that is made in good faith, even if the report is not later substantiated. Similarly, individuals accused of sexual harassment or those who participate in an investigation related to a complaint are entitled to protection from any form of retaliation. Complaints of retaliation should be filed with the Title IX coordinator (or designee) or the Office of Civil Rights.

Consensual sexual activity

For individuals to engage in sexual activity of any type with each other, there must be clear, knowing and voluntary consent prior to and during sexual activity. Consent is sexual permission. Consent can be granted by word or action, but verbal consent adds clarity to the expectations of sexual partners. Consent to some form of sexual activity does not imply consent to any other form of sexual activity, and prior consent to sexual activity does not imply consent to future sexual activity. Silence cannot be assumed to show consent, and consent can be withdrawn at any time. A more detailed definition of consent can be found further on in this publication.

Prohibition of relationships involving power differentials

There are inherent risks in any romantic or sexual relationship between individuals in unequal positions (e.g., teacher and student, supervisor and employee). These relationships may be perceived as less consensual than perceived by the individual whose position confers power. Each of the parties, particularly in retrospect, may also view the relationship in different ways. Additionally, circumstances may change, and conduct that was once welcome may become unwelcome.

Consensual romantic or sexual relationships in which one party maintains a direct supervisory or evaluative role over the other party are unethical and prohibited.

For the personal protection of members of the MTSO community, romantic or sexual relationships in which power differentials are inherent (faculty-student, staff-student, administrator-student, supervisor-employee) are prohibited.

Confidentiality and privacy

The School is required by law to protect the safety of its campus and its campus community. When the School receives a report of sexual harassment or sexual misconduct, it has a legal obligation to respond in a timely and appropriate manner. At the same time, the School is 45 committed to protecting the privacy of all individuals involved in a report of sexual harassment and sexual misconduct of all forms. In any report, investigation, or resolution of a report under this policy, every effort will be made to retain and protect the privacy interests of all individuals involved in a manner consistent with the need for a thorough review of the allegation(s).

The privacy of all parties will be respected and safeguarded. Information related to the report under this policy will only be shared with those School employees who “need to know” in order to assist in the review, investigation, or resolution of report. Moreover, all School employees who are involved in the School’s Title IX response receive specific training and guidance about safeguarding private information.

When a Complainant requests that his/her name and/or other identifiable information not be shared with the Respondent or that no formal procedure be taken, the School will balance the request with its dual obligation to provide a safe and non-discriminatory environment for all MTSO community members and to remain true to values of fundamental fairness that require notice and an opportunity to respond before action is taken against a Respondent. The School will take all responsible and careful steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation, except in cases of sexual violence, assault, and battery which must be investigated, but the ability to do so may be limited based on the nature of the request by the Complainant. The School may weigh the request for confidentiality or no investigation against the following factors: the ability to conduct an investigation without revealing identifiable information, the seriousness of the alleged conduct, whether there has been other discrimination, harassment, sexual misconduct, or retaliation complaints about the same individual, and the extent of any threat to the School community. Although the School cannot guarantee confidentiality, it will strive to accommodate a Complainant’s requests to the extent possible consistent with the legal obligations of the School to investigate and respond effectively to reports and complaints, and to report campus crimes in accordance with applicable law. Where the School is unable to take action consistent with the request of the Complainant, the Title IX coordinator (or designee) will communicate with the Complainant concerning the chosen course.

If a report of alleged misconduct discloses a serious and/or immediate threat to the School campus community, the School may issue a timely notice (Clery Act) to the MTSO community to protect the health and safety of its members. The timely notice will not include any identifiable information about the Complainant. The School may also share non-identifying information about reports received in aggregate form, including data about educational outcomes (sanctions).

All School proceedings are conducted in compliance with the requirements of FERPA, the Clery Act, Title IX, and MTSO policy. No information shall be released from such proceedings except as required or permitted by law and School policy.

Determining responsibility for an incident of sex discrimination/penalties

The standard used to determine accountability will be whether it is more likely than not that the accused has committed a violation of this policy. All members of the MTSO community found to have violated this policy will be disciplined, up to dismissal from MTSO. Possible sanctions are detailed below.

Guidance on taking immediate action in the event of sexual violence/assault

In the event that sexual assault or violence has occurred, the survivor's first response is to get to a safe place, and call 911 (9-911 from campus phones) if necessary. A decision to press charges does not have to be made at this time. However, observance of the procedures that follow will help preserve this option for the future:

- Do not bathe, douche, brush your teeth, use the restroom, or drink liquids.
- Clothes should not be changed, but if they are, bring all original clothing to the hospital in a paper bag. (Plastic bags damage evidence.)
- Go to a hospital. You may have serious injuries that you are not aware of, and you can receive medication to prevent pregnancy or sexually transmitted diseases (STDs). Bring a full change of clothing with you to the hospital, including shoes, for use after a medical examination.
- A SARN advocate may offer support at the hospital, if you request to speak to an advocate there.
- Survivors may choose at the hospital whether or not to speak to the police. If they do, the option to choose whether to file charges still exists.
- Private physicians are not required to notify the police. If a survivor desires police involvement, he or she may request this contact. Also, survivors treated by a private physician may have to ask for a rape kit to be completed. Having a rape exam does not mean that survivors must press charges; it only keeps the survivor's options open.

Tell a trusted person about the incident. Should you choose to contact a campus official, options, and confidentiality questions are discussed below.

The Delaware Police Department (740-203-1111) holds the law enforcement authority for the campus. The campus is also under the jurisdiction of the Delaware County Sheriff's Office (740-833-2810). The School is available to assist victims of a crime with contacting the authorities, reporting claims, and pursuing restraining orders.

The Campus Conduct Hotline at 1-800-9HELPUS (1-800-943-5787) is available for students, employees, or others who prefer to contact a resource outside of the institution confidentially or anonymously.

Another helpful resource is the HelpLine of Delaware and Morrow Counties, which can be reached by dialing 211 (9-211 from campus phones) or 1-800-684-2324. (If you are hearing impaired, call HelpLine at 711 or 1-800-750-0750.) HelpLine is a 24-hour local, toll -free crisis support and information and referral hotline for people living in Delaware and Morrow Counties. HelpLine is part of Delaware County's Sexual Assault Response Network (SARN), a network of volunteer advocates who have been specially trained to do crisis intervention, offer emotional support, make referrals, and answer questions for survivors of sexual assault who present to the emergency department of Grady Memorial Hospital, the Delaware City Police Department or the Delaware County Sheriff's Office.

Timely reporting of incidents

All incidents of sex discrimination, including sexual misconduct or retaliation, should be reported as soon as possible after they occur by Complainants and third party witnesses in order to maximize the School's ability to respond promptly and effectively. MTSO encourages all students and employees who believe they have experienced any form of sex discrimination to: notify a School official promptly; seek all available assistance; and, as appropriate, pursue School misconduct charges and criminal prosecution of the alleged offender.

In order to pursue action through MTSO's grievance procedure, an aggrieved student, or employee should meet with a School official of his/her choosing or the Title IX coordinator as soon as possible after the alleged act of sex discrimination, harassment, or retaliation occurs, to discuss the complaint.

In any case, MTSO does not limit the timeframe for student reporting. To that end, if the Respondent is no longer a student or employee, the School will seek to meet its Title IX obligations by taking steps to end the harassment, prevent its reoccurrence, and address its effects.

Employees who have experienced conduct they believe is contrary to this policy have an obligation to make a report. An employee's failure to fulfill this obligation may affect his or her rights in pursuing legal action. Timely reporting is necessary for employees.

Options for reporting and confidentially disclosing sexual discrimination, including sexual violence, to MTSO officials

The purpose of this section is to make victims aware of the various reporting and confidential disclosure options available to them so they can make informed choices about where to turn should they become a victim of sexual violence. Different employees on campus have different abilities to maintain a victim's confidentiality.

a. "Responsible employees"

Some employees are required to report all the details of an incident (including the identities of both the victim and alleged perpetrator) to the Title IX coordinator. A report to these employees (called "responsible employees") constitutes a formal report to the School, and generally obligates the School to investigate the incident and take appropriate steps to address the situation.

A "responsible employee" is a School employee who has the authority to redress sexual violence, who has the duty to report incidents of sexual violence or other student misconduct, or who a student could reasonably believe has this authority or duty.

At MTSO, "responsible employees" under Title IX include the following:

- Title IX Coordinator, Kathy Dickson (740-362-3440 or kdickson@mtso.edu)
- Any faculty and administrative staff member with supervisory responsibilities.

Students and employees who wish to make formal reports of incidents are encouraged to speak to one of these MTSO officials. Notice to them is formal notice to the institution. Students and employees have the right to expect incidents of sexual misconduct to be taken seriously by the institution when formally reported, and to have those incidents properly investigated and resolved through administrative procedures. Formal reporting means that only people who need to know will be told and information will only be shared as necessary with investigators, witnesses, and the accused individual.

Before a victim reveals any information to a responsible employee, the employee should ensure that the victim understands the employee's reporting obligations and, if the victim wants to maintain confidentiality, direct the victim to confidential resources.

If the victim wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the victim that the School will consider the request, but cannot guarantee that it will be able to honor it. In reporting the details of the incident to the Title IX coordinator, the responsible employee will also inform the coordinator of the victim's request for confidentiality.

Responsible employees will not pressure a victim to request confidentiality, but will honor and support the victim's wishes, including for the School to fully investigate an incident. By the same token, responsible employees will not pressure a victim to make a full report if the victim is not ready or does not wish to do so.

If a victim discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the School will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a Complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the School should

inform the complainant that its ability to respond may be limited. If the School cannot take disciplinary action against the alleged harasser because the Complainant insists on confidentiality, it will take any available steps to limit the effects of the alleged harassment and prevent its recurrence.

Those who have experienced sex discrimination should know that all MTSO employees, including faculty, administrative staff, support staff, and students working as building managers in campus residences, must report known felonies to the police, unless the communication is protected by law.

b. Employees with “privileged communication” credentials

Some employees are permitted to maintain near complete confidentiality. MTSO employees who are licensed counselors and/or credentialed clergy fall into this category provided that the victim and the employee share an explicit understanding that the report is being made to the employee as a practicing counselor or clergy member, and not in their capacity as an employee of MTSO. Under those conditions only, the employee is not required to report any information about an incident to the Title IX coordinator without a victim’s permission. A victim who speaks under these conditions must understand that, if they want to maintain confidentiality, the School will be unable to conduct an investigation into the particular incident, pursue disciplinary action against the alleged perpetrator, or include the incident in the School’s Clery Report, an annual reporting of statistics for various criminal offenses that is submitted to the federal government. The counselor or clergyperson may be able to assist the victim in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working, or course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the School or report the incident to local law enforcement, and thus have the incident fully investigated.

Note: While these employees may maintain a victim’s confidentiality vis-à-vis the School, they may have reporting or other obligations under state law. Also, if the School determines that the alleged perpetrator(s) pose a serious and immediate threat to the campus community, it will be necessary to issue a timely warning to the community. Any such warning will not include any information that identifies the victim.

c. A third option

Employees who neither are “responsible employees” nor entitled to “privileged communication” may talk to a victim in confidence. Although the employee must report to their supervisor and to the Title IX coordinator that an incident occurred, they may do so without revealing any personally identifying information. Disclosures to these employees will not trigger a School investigation into an incident against the victim’s wishes, but will ensure that the incident will be included in the School’s Clery Report, the annual reporting of statistics for various criminal offenses that is submitted to the federal government.

d. Anonymous reporting

Although the School encourages victims to talk to a School employee about any incident of sexual discrimination, the School also provides for the anonymous reporting of incidents through the confidential, anonymous hotline (Campus Conduct Hotline) at 1-866-9HELPUS (1-866-943-5787) and through the School’s ombudsperson, an independent counsel who serves as an impartial dispute resolution practitioner. Procedures for contacting the ombud are available by contacting the Title IX coordinator or the President’s Office.

e. Reporting to the Department of Education’s Office of Civil Rights

At any time, victims of sex discrimination are free to file a complaint with the Department of Education’s Office of Civil Rights, the federal agency charged with interpreting and enforcing Title IX. For more information, see www2.ed.gov/about/offices/list/ocr/docs/howto.html.

Coordination with law enforcement

The School fully supports Complainants who wish to pursue criminal action for incidents of alleged sexual harassment and/or misconduct that may also be considered crimes under Ohio criminal statutes. The Responsible Employee will assist the Complainant in making a criminal report and will cooperate with law enforcement agencies if the Complainant decides to pursue the criminal process to the extent permitted by law. In a case of suspected child abuse, the School and its members have a responsibility and duty to report the concern.

A Complainant may seek resolution through the School's conduct and corrective action process, may pursue criminal action, may choose one but not the other, or may choose both. Neither law enforcement's determination whether or not to prosecute a Respondent, nor the outcomes of any criminal prosecution, are determinative of whether sexual discrimination, of any kind, exists under this policy.

Bystander intervention

The School is concerned for the welfare of students, faculty, and staff. It recognizes that at times people, on and off campus, may need help. The School urges all community members to offer grace and assistance to others in need and take reasonable and prudent steps to prevent or stop an action of sexual misconduct. Taking actions may include indirect or direct interventions when safe to do so, enlisting the assistance of friends, contacting law enforcement, and/or seeking assistance from a person in authority, such as faculty members, senior officers, campus steward, administrative supervisor, the Title IX coordinator, or police.

False reporting/frivolous allegations

The School takes the validity of information extremely seriously, as a charge of sexual harassment and sexual misconduct (of any kind) may have severe consequences. A Complainant who makes a report that is later found to be intentionally false or made maliciously without regard for truth may be subject to misconduct action. This provision does not apply to reports made in good faith, even if the allegations in the report are not substantiated through an investigation.

Additional reporting obligation

In addition to direct notification/complaints by victims, employees are expected to report known acts of sex discrimination they have witnessed or of which they have knowledge. Employees can make an initial report directly to the Title IX coordinator or to their immediate supervisor, who will notify the Title IX coordinator. Employees who have knowledge that a felony has been committed or who have reasonable cause to believe that a minor or a disabled individual has been abused are expected to immediately report that fact to the Title IX coordinator and to the proper authorities.

Off-campus incidents

An incident does not have to occur on campus to be reported to the School. Off-campus conduct that is likely to have a substantial effect on the Complainant's campus life and activities or poses a threat or danger to members of the MTSO community can also be addressed under this policy.

Because sexual misconduct frequently involves interactions between people that are not witnessed by others, reports of sexual harassment cannot always be substantiated by additional evidence. Lack of corroborating evidence or "proof" should not discourage individual from reporting sexual harassment under this policy.

Responding to reports of sex discrimination

The Title IX coordinator will provide for the adequate, reliable, and impartial review and/or investigation of all formal complaints of sex discrimination, including sexual misconduct, and will maintain all information pertaining to a complaint or investigation in secure files.

As soon as the Title IX coordinator is made aware of a report of sex discrimination, the coordinator will work with the Complainant both to ensure his/her safety and to remedy the situation. To minimize the reach of whatever pain and disruption is caused by misconduct, and to protect the privacy of all persons, MTSO regards all allegations of personal and professional misconduct as matters to be handled with the greatest possible degree of confidentiality. In some instances, however, (e.g., when there is a threat to the safety of the victim or others), it may not be possible to withhold names of individuals.

MTSO has developed both an informal and formal complaint resolution procedure to respond to reports of sex discrimination. Within seven business days of receiving a report of sex discrimination, the Title IX coordinator will make a determination of whether the informal resolution procedure is appropriate.

Informal procedures

The Informal procedures are optional except in cases involving violence or non-consensual sexual intercourse, when they are never applied. An informal procedure is also not applied if the victim does not wish to engage it, or if MTSO determines it is not appropriate.

Informal resolutions may be appropriate if the conduct is isolated and does not involve sexual assault or other forms of violence. The means for seeking an informal resolution will vary from case to case, but could include the following:

1. The Direct approach may be appropriate when the Complainant is comfortable confronting the Respondent and chooses to take personal action after a discussion with the Title IX coordinator. The goal is to stop the behavior rather than sanction the person accused of sexual misconduct or harassment.
2. The Third party approach involves having the Title IX coordinator intermediate between the Complainant and Respondent informally to resolve the matter.
3. The Indirect approach taken by the Title IX coordinator is intended to alter the Respondent's inappropriate behavior in such a way that the behavior stops without the Complainant having to take any action other than talking to the Title IX coordinator. This option has advantage of maintaining anonymity of the Complainant and Respondent. This option has the disadvantage that the desired message may not be "heard" by the Respondent.

If an informal process is pursued, the Title IX coordinator (or designee) will attempt to facilitate a resolution that is agreeable to all parties. Under the informal process, the School will only conduct such fact-finding as is useful to resolve the conflict and as is necessary to protect the interests of all the parties, the School, and the School community.

Any party to the complaint has the option to discontinue the information process and request a formal investigation at any point. The School always has the discretion to initiate a formal investigation.

Once the informal resolution procedure is complete, the Title IX coordinator shall, within seven business days (unless unusual or complex circumstances exist in which case this process will take place as soon as practicable), issue written notification of the determination of findings to all parties. If all parties to the complaint and the School agree in writing to the terms and conditions of a recommended resolution within seven business days, the case will be resolved without further process under this procedure. If not all parties to the complaint agree in writing to the terms and conditions of the recommended resolution within seven business days, the complaint will be referred to the formal resolution procedure.

Formal procedures

As soon as it is determined that the informal procedure will not be applied, or its outcome is appealed, the Title IX coordinator will open a formal investigation of the complaint.

The School will strive to complete a thorough, fair, impartial, and timely investigation.

To ensure a prompt and thorough investigation, the Complainant should provide as much of the following information as possible:

- The name (and, if applicable, the department, and position) of the person or persons allegedly causing the sex discrimination (which includes sexual misconduct, sexual violence, and harassment) or retaliation.
- A description of the incident(s), including the date(s), location(s), and the presence of any witnesses. If the Complainant is an employee: the alleged effect of the incident(s) on the Complainant's position, salary, benefits, promotional opportunities, or other terms or conditions of employment.
- The names of other students or employees who might have been subject to the same or similar sex discrimination or retaliation.
- Any steps the Complainant has taken to try to stop the sex discrimination or retaliation.
- Any other information the Complainant believes to be relevant to the sex discrimination, harassment, or retaliation.
- A description of the desired solution sought by the Complainant.

If upon receipt of the complaint the Title IX coordinator determines that the allegation outlined is the complaint does not meet the definition of discrimination or sexual harassment, the Title IX coordinator will provide written notice to the Complainant that he/she does not intend to investigate the complaint. The written notice will clarify the reason the complaint has been rejected for investigation. The Complainant, within seven business days of the date of notice, may ask to meet with the president to discuss the decision of the Title IX coordinator. If the Complainant provides the president new or additional information regarding his or her complaint, the matter will be referred to the Title IX coordinator who will reconsider the case. The president may accept the decision of the Title IX coordinator, or request an investigation by a specially designated official. The president will provide written notice of his/her decision to the Complainant and to the Title IX coordinator (or designee).

When the Title IX coordinator (or designee) conducts an investigation, the investigation shall be concluded as quickly as possible and no later than 60 days after receipt of the initial report. The investigation will be conducted in a manner that is adequate, reliable, and impartial.

The investigation may include interviews of the parties involved, including witnesses, and the gathering of other relevant information. Parties to the complaint may present witnesses and other evidence.

At any time during the investigation, the investigator may recommend that appropriate MTSO officials provide interim protections or remedies for the parties involved or witnesses. Failure to comply with the terms of interim protections may be considered a separate violation of standards of conduct. Additionally, the Respondent will be advised that any retaliatory action taken against the Complainant during or after the investigation will subject the Respondent to corrective action. Likewise, the Complainant will be advised that any retaliatory action taken against the Respondent during or after the investigation will subject the Complainant to corrective action.

MTSO will comply with a law enforcement request for cooperation, and such cooperation may require MTSO to temporarily suspend the fact-finding aspect of a Title IX investigation while a law enforcement agency is in the process of gathering evidence. MTSO will promptly resume its Title IX investigation as soon as notified by the law enforcement agency that it has completed the evidence gathering process. MTSO will implement interim steps during the law enforcement agency's investigation period to provide for the safety of victim(s) and the campus community and the avoidance of retaliation.

A resolution shall be determined at the conclusion of the investigation. The Title IX coordinator will give parties involved simultaneous written notice of the outcome of the complaint within seven business days.

Following the communication of the decision, parties to the complaint may request an appeal of the decision. The request for an appeal must be submitted in writing to the Title IX coordinator within seven business days of receiving the notice of outcome. Failure to file a timely appeal constitutes a waiver of any right to an appeal.

All grounds for appeal shall be based on the emergence of new evidence that was previously unavailable, or based on the grounds that some aspect of this policy or procedure was not adequately followed which

substantially affected the outcome of the adjudication. All appeals will be conducted in an impartial manner by an MTSO official or external investigator who did not conduct the initial investigation. Typically, this will be the president of MTSO or a senior administrative official designated by the president.

Appeals should not be requested frivolously. An appeal represents a procedural safeguard for the parties. In an appeal, the burden of proof is on the appealing party to show by a preponderance of evidence that one or more of the above grounds for appeal are satisfied.

If the Title IX coordinator (or designee) determines that the appealing party has demonstrated that it is more likely than not that one of the above grounds for appeal is satisfied, the matter will be returned for further review of the investigation file by a new investigator(s). If the grounds for appeal relate to the investigation, or warrant additional investigation, the new investigator(s) may refer the matter to further investigation before proceeding. Upon further review, the new investigator(s) shall utilize the same process as required for adjudication under this policy.

If there is not adequate reason to believe that one or more grounds for appeal have been satisfied, the Title IX coordinator may dismiss the appeal. This decision is final and is not appealable.

Possible Title IX sanctions

Sanctions imposed upon students who are determined to have violated this policy may include a variety of institutional responses or requirements, including, but not limited to, the following; warning, removal from campus housing, not being allowed to represent the school in volunteer or paid work, restitution, required attendance at educational programs, required assessments or counseling, restriction of privileges, probation, suspension and/or expulsion, and any other sanctions deemed appropriate under the circumstances.

Sanctions against an employee found to have violated this policy may include, but are not limited to, verbal or written warnings, suspension, or termination from employment with MTSO. If termination of a faculty member is contemplated, the applicable rules set forth in the Faculty Handbook governing dismissal for serious cause will be followed.

A student returning to school after a suspension for misconduct under this policy may be subject to certain class scheduling and residential arrangements so that the offender and complainant avoid, to the greatest extent possible, contact, unless the complainant agrees otherwise.

Rights of the complainant

A person bringing forward a complaint of sex discrimination or sexual misconduct has the right to request and/or expect the following:

- an explanation of the available options for redress;
- freedom from harassment and retaliation;
- use of all available internal and external support services in dealing with the aftermath of the offense;
- the ability to speak on one's own behalf;
- the presence of an advisor of their choosing, who may confer with the person they are advising but who may not actively participate in the process;
- the opportunity to present witnesses who can speak about the charges, character witnesses excluded;
- freedom from having irrelevant sexual history discussed during the proceedings;
- information about the outcome of the decision;
- to have the process take no longer than 60 days, under ordinary circumstances; and
- the opportunity to appeal the outcome of the decision. A person bringing forward a complaint of sex discrimination or sexual misconduct also has the right to file a criminal or administrative complaint simultaneously.

Rights of the respondent

MTSO will treat an accused person with fairness throughout the proceedings. Accused persons are entitled to:

- an explanation of the allegations;
- freedom from harassment by the Complainant (or supporters of the Complainant);
- an explanation of the process and possible outcomes;
- the presence of an advisor of their choosing, who may confer with the person they are advising but who may not actively participate in the process;
- the ability to speak on one's own behalf;
- the opportunity to present witnesses who can speak about the charges, character witnesses excluded;
- freedom from having irrelevant sexual history discussed during the proceedings;
- information about the outcome of the decision; and
- the opportunity to appeal the outcome of the decision.

Rights of the institution

With respect to allegations, reviews, investigations, decisions and findings in instances of sex discrimination and sexual misconduct, MTSO reserves its right to:

- take whatever measures it deems necessary in response to an allegation of sex discrimination in order to protect students' rights, employees' rights, and/or the personal safety of students or employees;
- impose differing sanctions depending on its judgment of the severity of the offense, ranging from oral warning to expulsion or dismissal;
- treat attempts to commit any of the violations listed in this policy as if those attempts had been completed;
- initiate a complaint, or serve as Complainant, and initiate proceedings without a formal complaint by the victim or Complainant;
- dismiss unsubstantiated allegations, and take appropriate action against any party found to engage in intentionally false reporting of incidents. Making an intentionally false report of sexual misconduct may also violate state criminal statutes and civil defamation laws.

Remedies and interim measures

MTSO reserves the right to take any steps it deems necessary to remedy the discriminatory effects on the victim and others. Remedies and accommodations may be applied to the Complainant and/or the Respondent or others at the discretion of the Title IX coordinator and include but are not limited to:

- imposition of campus No-Contact order;
- rescheduling of exams and assignments;
- providing alternative course completion options;
- a change in work schedule or job assignment;
- access to counseling services and assistance in setting up initial appointment;
- a change in student's assigned housing;
- limiting an individual or group access to certain School facilities or activities pending resolution of the matter;
- a voluntary leave of absence;
- an interim suspension pending the outcome;
- a change of office space;
- providing an escort to ensure safe movement between classes and activities;
- providing academic support service, such as tutoring;
- any other remedy which can be tailored to the involved individuals to achieve the goals of this policy.

Rights to an adviser

Both parties to a dispute may have an adviser attend the appeal hearing. The adviser's role is to help the complainant or respondent prepare, advise on the procedural aspects of the hearing, and to be a non-participating supporter at the hearing. The Complainant and Respondent are expected to speak for themselves, to present their own case, and to ask and answer questions.

There are some individuals who are prohibited from serving as advisers to complainants and/or respondents: the president, the vice president of academic affairs, and any staff member of student services or academic affairs.

Advisors in sexual harassment and misconduct disputes

Advisors in appeal hearings for sexual harassment and misconduct disputes may be a support person, an attorney, or an advocate. The adviser may accompany the student to any meeting with a School employee and/or official, external investigator, and to the hearing. The adviser may not address the panel during the hearing or otherwise delay, disrupt, or interfere with any meeting or proceeding. If a Complainant or Respondent chooses to have an attorney as his/her advisor, they do so at his/her own expense. The attorney must meet with the president (or designee) in advance of any participation in the proceedings to understand the expectations of the role, privacy and appropriate decorum. Attorneys serving as advisors must adhere to the expectation of the role described in this policy. The School will not recognize or enforce agreements between the parties made outside of these procedures.

Absent extenuating circumstances, witnesses and others involved in an investigation or hearing are not entitled to have a support person. However, if the support person is to act as a witness, the support person testifies before the Complainant testifies.

Records

The Title IX coordinator will retain records of all reports, allegations, and complaints, regardless of whether the matter is resolved by means of Title IX applicability, informal procedures, or formal procedures. Complaints resolved by means of the Title IX applicability or informal procedures are not part of a student's conduct file and/or academic record. Affirmative findings of responsibility in matters resolved by means of formal resolution are part of a student's conduct record. Such records shall be used in reviewing any further misconduct or developing educational outcomes and shall remain a part of the student's conduct record.

Generally, dismissals are permanently noted on a student's transcript. Suspensions and withdrawal pending disciplinary action are removed from a student's transcript after the student successfully completes one semester upon his/her return with no further incident. The conduct files of students who have been suspended or dismissed from the School are permanently maintained in the Office of the Vice President of Academic Affairs. Conduct files of students who have not been suspended or dismissed are maintained for a period of seven years after the end of the academic year of said violation(s).

Student conduct records may be released to School officials on a "need-to-know" basis. Records may be released to persons and agencies external to the School with the student's permission, or in compliance with the law (FERPA). Records that are lawfully subpoenaed or ordered by a judge may be released in connection with a health and/or safety emergency. Further questions about student conduct record retention should be directed to the vice president of academic affairs.

The human resources coordinator, in accordance with the School's record-retention policy, maintains employee records.

Reoccurrence

MTSO shall take reasonable steps to prevent the recurrence of sex discrimination or retaliation in any form. If such recurrence takes place, those responsible for such behavior may be subject to a variety of

actions details in this publication or the MTSO Personnel Policies manual, up to and including expulsion from School or dismissal from employment.

Definitions and examples

Coercion: Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear that he or she does not want sex, wants to stop an encounter, or does not want to proceed past a certain point of interaction, continued pressure beyond that point can be coercive.

Consent: Effective consent is the basis of the analysis applied to unwelcome sexual contact. Lack of consent is the critical factor in any incident of sexual misconduct.

- Consent is informed, freely and actively given, and requires clear communication between all persons involved in the sexual encounter.
- Consent is active, not passive. Consent can be communicated verbally or by actions. But in whatever way consent is communicated, it must be mutually understandable. Silence or lack of resistance, in and of themselves, cannot be interpreted as consent.
- It is the responsibility of the initiator of sexual contact to make sure he or she fully understands what the person(s) with whom they are involved want(s) or do(es) not want sexually.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity. • Previous relationships or consent does not imply consent to future sexual acts.
- Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion.
- Minors, mentally disabled individuals, or persons incapacitated as a result of drugs or alcohol, cannot give effective consent.
- If you have sexual activity with someone you know to be, or should know to be, mentally or physically incapacitated (by alcohol or drug use, unconsciousness or blackout), you are in violation of this policy.
- This policy also covers someone whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of a so-called “date-rape” drug. Possession, use and/or distribution of any such substances, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another person for the purpose of inducing incapacity is a violation of this policy. More information on these drugs can be found at www.911rape.org.

Use of alcohol or drugs will never function to excuse behavior that violates this policy.

Dating violence: Dating violence means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type and frequency of interaction. Dating violence can encompass a broad range of behavior, including but not limited to physical violence, sexual violence, emotional violence, and economic abuse. It may also take the form of threats, assaults, property damage, violence, or threat of violence to one’s self, one’s sexual or romantic partner, and or to the family members or friends of the sexual or romantic partner. Dating violence affects individual of all genders, gender identities and expressions, sexual orientation, and racial, ethnic, social, and economic backgrounds.

Domestic violence: Domestic violence includes asserted violent misdemeanor and felony offenses committed by the victim’s current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.

Force: Force is the use or threat of physical violence or intimidation and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion

that overcome an individual's freedom to choose whether to participate in sexual activity, resist or produce consent.

Hostile environment: A hostile environment exists when a reasonable person is rendered unable to function for fear of ridicule, threats, derogatory comments, unwelcome jokes, insults, slurs, and other similar conduct. A variety of related factors are considered in determining if a hostile environment has been created, with subjective and objective perspectives taken into account. Conduct is evaluated from the perspective of a reasonable person in the alleged victim's position, considering all the circumstances. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical. Indeed, a single or isolated incident of sexual violence may create a hostile environment.

Incapacitation: Incapacitation is a state where one cannot make a rational, reasonable decision because he or she lacks the ability to give knowing consent, or to understand the "who, what, when, where, why, or how" of his or her sexual interaction because an individual is mentally and/or physical helpless, unconscious, or unaware that the sexual activity is occurring. Where alcohol and other substances, including prescription drugs, are involved, incapacitation is a state beyond drunkenness or intoxication. Warning signs that a person may be nearing incapacitation may include vomiting, slurred speech, unsteady gait, odor of alcohol or other drugs, combativeness, and/or emotional volatility.

Retaliation: It is unlawful to retaliate against an individual for interfering with any right or privilege secured by Federal civil rights laws, including Title IX. Any individual or group of individuals, not just a Respondent or Complainant, can commit retaliation. Retaliation includes, but is not limited to, intimidating, threatening, coercing or in any way discriminating against the individual because of the individual's complaint of sexual discrimination or violence.

Sex discrimination: Sex discrimination consists of behaviors and actions that deny or limit a person's ability to benefit from and/or fully participate in the educational programs or activities or employment opportunities because of a person's sex. Examples of sex discrimination under Title IX include, but are not limited to, sexual harassment, sexual violence, failure to provide equal opportunity in education programs and co-curricular programs, discrimination based on pregnancy, and employment discrimination.

Sexual activity: Sexual activity is defined as intentional contact with the breasts, buttock, groin or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice; or intercourse however slight, meaning vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue or finger, and oral copulation (mouth to genital contact or genital to mouth contact).

Sexual assault: Sexual assault is defined as having or attempting to have sexual intercourse or sexual contact with another individual without consent. This includes sexual intercourse or sexual contact achieved by the use or threat of force or coercion, where an individual does not consent to the sexual act, or where an individual is incapacitated. Sexual assault includes the following two acts:

- Related to Non-consensual Sexual Intercourse: Having or attempting to have sexual intercourse with another individual without consent. Sexual intercourse includes vaginal or anal penetration, however slight, with a body part or object, or oral copulation by mouth-to-genital contact.
- Related to Non-consensual Sexual Contact: Having or attempting to have sexual contact with another individual without consent. Sexual contact includes kissing, touching the intimate parts of another, causing the other to touch one's intimate parts, or disrobing or exposure of another without permission. Intimate parts may include the breasts, genitals, buttocks, mouth, or any other part of the body that is touched in a sexual manner.

Sexual battery: Sexual Battery is a felony. No person shall engage in sexual conduct with another when any of the following applies: 1) the offender knowingly coerces the other person to submit by any means

that would prevent resistance by a person of ordinary resolution, or 2) the offender knows that the other person's ability to appraise the nature of, or control, his or her own conduct is substantially impaired, or 3) the offender knows that the other person submits because he or she is unaware that the act is being committed, or 4) the offender has supervisory or disciplinary authority over such person. A victim need not prove physical resistance to the offender.

Sexual exploitation: Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to: prostituting another person; non-consensual video or audio taping of sexual activity; going beyond the boundaries of consent (i.e., allowing others to watch you have consensual sex unbeknownst to your sexual partner); engaging in voyeurism; knowingly transmitting an STD or HIV to another; inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity; and exposing one's genitals in non-consensual circumstances, or inducing such exposure in another person. Sexually-based stalking or bullying may also be forms of sexual exploitation.

Sexual imposition: Sexual imposition is a misdemeanor. No person shall have sexual contact with another, cause another to have sexual contact with the offender, or cause two or more other persons to have sexual contact when any of the following applies: 1) the offender knows that the sexual contact is offensive to the other person, or one of the other persons, or is reckless in that regard; or 2) the offender knows that the other person's, or one of the other person's, ability to appraise the nature of or control the offender's or touching person's conduct is substantially impaired; or 3) the offender knows the other person, or one of the other persons, submits because of being unaware of the sexual contact. [ORC 2907.06] Gross sexual imposition is a felony.

Sexual harassment: Sexual harassment is distinguished from a voluntary sexual relationship by the introduction of the element of coercion, threat, hostility, or unwanted attention of a sexual nature. Sexual harassment consists of unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when:

- submission to such conduct is made a term or condition of employment or the educational relationship;
- submission to or rejection of such conduct is used as a basis for employment or education decisions affecting the individual; or
- such conduct is sufficiently severe, persistent or pervasive that it has the effect of unreasonably interfering with, denying or limiting a student's or employee's work performance, ability to participate or benefit from the School's educational program or activities, or creating an intimidating, hostile, or offensive working, educational, or living environment.

While sexual harassment encompasses a wide range of conduct, some examples of specifically prohibited conduct include:

- promising, directly or indirectly, a student or employee a reward if the student or employee complies with a sexually-oriented request (quid pro quo);
- threatening, directly or indirectly, retaliation against a student or employee if the student or employee refuses to comply with a sexually-oriented request;
- denying, directly or indirectly, a student or employee an employment or education-related opportunity if the student or employee refuses to comply with a sexually-oriented request;
- engaging in sexually suggestive conversation or physical contact or touching another student or employee;
- displaying pornographic or sexually-oriented materials;
- engaging in indecent exposure;

- making sexual or romantic advances toward a student or employee and persisting despite the student's or employee's rejection of the advances;
- physical conduct such as assault, touching, or blocking normal movement;
- retaliation for making harassment reports or threatening to report harassment.

Sexual harassment can involve males or females being harassed by members of either sex. Although sexual harassment sometimes involves a person in a greater position of authority as the harasser, individuals in positions of lesser or equal authority can also be found responsible for engaging in prohibited harassment.

Sexual harassment can be physical and/or psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered separately would not rise to the level of harassment.

Sexual misconduct: Sexual misconduct is a broad term encompassing any sexual behaviors that violate MTSO standards of conduct or policies governing work expectations. In general, any non-consensual physical contact of a sexual nature may constitute sexual misconduct. Sexual harassment and sexual exploitation are also forms of sexual misconduct. Sexual misconduct may vary in its severity and consists of a range of behaviors or attempted behaviors that may be grounds for action under MTSO policies.

Prohibited conduct under this policy includes, but is not limited to:

- non-consensual sexual contact: any intentional sexual touching, however slight, with any object or body part, by a man or woman upon a man or woman, without consent and/or by force;
- non-consensual sexual intercourse: any sexual intercourse (anal, oral, or vaginal) however slight, with any object or body part, by a man or woman upon a man or woman, without consent and/or by force;
- forced sexual intercourse: unwilling non-consensual sexual penetration (anal, oral, or vaginal) with any object or body part that is committed either by force, threat, intimidation, or through exploitation of another's mental or physical condition of which the assailant was aware or should have been aware.

Sexual violence: Sexual violence refers to physical acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to age, use of alcohol or drugs, or because an intellectual or other disability prevents the person from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. School employees or third parties can carry out sexual violence. All such acts of sexual violence are forms of sex discrimination prohibited by Title IX.

Stalking: Stalking means a course of unwelcomed conduct directed at a specific person that would cause a reasonable person to fear for her, his or others' safety, or to suffer emotional distress.

Federal statistical reporting obligations

Certain campus officials have a duty to report violations of this policy for federal statistical reporting purposes (Clery Act). All personally identifiable information is kept confidential, but statistical information must be gathered and disseminated regarding the type of incident and its general location (on or off campus, or in the surrounding area, but with no addresses given) for publication in the annual Campus Crime Statistics report. This report helps to provide the community with a clear picture of the extent and nature of campus crime, to ensure greater community safety.

Federal timely warning obligations

MTSO may publicly release the name, nature of the violation, and the sanction for any student who is found to have committed a violation of standards of conduct that is a "crime of violence," including arson, burglary, robbery, criminal homicide, sex offenses, assault, destruction/damage/vandalism of

property, and kidnapping/abduction. MTSO will release this information to the Complainant in any of these offenses regardless of the outcome.

Policy review

This Policy shall be reviewed on an annual basis by the Title IX coordinator in consultation with appropriate internal and external officials. Substantive revisions will be approved by Administrative Council and reported to the Board of Trustees.

Office for Civil Rights

The OCR office for Ohio is located at: Cleveland Office for Civil Rights U.S. Department of Education 1350 Euclid Avenue, Suite 325, Cleveland, OH 44115-1812. Telephone: 216-522-4970. FAX: 216-522-2573. TDD: 800-877-8339. Email: OCR.Cleveland@ed.gov.

The OCR National Headquarters is located at: U.S. Department of Education Office for Civil Rights Lyndon Baines Johnson Department of Education Bldg. 400 Maryland Avenue, SW Washington, DC 20202-1100. Telephone: 800-421-3481. FAX: 202-453-6012. TDD: 800-877-8339. Email: OCR@ed.gov.

Policy adopted by Administrative Council August 2012. Revised August 2014 and Reviewed by Legal Counsel and Administrative Council. Updated July 2015 by Title IX Coordinator and Reviewed by EIIA Legal Counsel.

Appendix III: Whistleblower policies

This policy was established to communicate the standards and procedures for members of the MTSO community to report alleged unethical, fraudulent, or illegal acts. The MTSO community, for the purposes of this policy, is defined as board members, employees, volunteers, students, vendors, alumnae of MTSO and to applicants for jobs at MTSO. MTSO has responsibility for the stewardship of its resources and the private support that enables it to pursue its mission and is therefore committed to the highest standards of moral and ethical behavior.

Whistleblower

A person or entity making a protected disclosure about an act that they consider unethical, fraudulent, or illegal is commonly referred to as a whistleblower. Whistleblowers may be board members, employees, volunteers, students, vendors, alumnae of MTSO, applicants for jobs at MTSO, or the general public. The whistleblower's role is as a reporting party. He or she is not an investigator or finder of fact, nor does a whistleblower determine the appropriate corrective or remedial action that may be warranted.

Duties and responsibilities

It is the policy of MTSO that board members, employees, volunteers, students, vendors, alumnae and applicants shall be free without fear of retaliation to make known allegations of alleged misconduct existing within MTSO that he or she reasonably believes constitutes the following: wire fraud, mail fraud, bank fraud, securities fraud or questionable accounting, internal controls, and auditing matters. It is further the policy of the institution that board members, employees, volunteers, students, vendors, alumnae and applicants shall be free without fear of retaliation to make known allegations of alleged misconduct existing within MTSO that he or she reasonably believes constitutes a violation of MTSO's stated policies, procedures or legal obligations.

A board member, employee, volunteer, student, vendor, alumni or applicant shall not take or refuse to take any employment or other action in retaliation against any individual(s) or organization who discloses information regarding misconduct under this policy or who, following such disclosure, seeks a remedy provided under this policy or any law or other MTSO policy. Retaliation for disclosures made under this policy may result in suspension, termination, cancellation of the applicable vendor contract, removal from campus or any other action the Institution deems necessary.

Administrators and faculty are accountable for setting the appropriate tone of intolerance for fraudulent acts by displaying the proper attitude toward complying with laws, rules, regulations, and policies, including ethics policies. In addition, administrators should be cognizant of the risks and exposures inherent in their area of responsibility and should establish and maintain proper internal controls, which will provide for the security and accountability of the resources entrusted to them.

All suspected unethical, fraudulent, or illegal activity can be reported through MTSO's confidential, anonymous hotline (Campus Conduct Hotline) at 1-866-9HELPUS (1-866-943-5787).

Supervisors and administrators at all levels of management who become aware of suspected fraudulent activity are to respond in a consistent and appropriate manner and shall report the suspected activity to the designated intake officer stated above, the director of compliance or the president. In the event that the individual to be reported is the director of compliance or president, the report shall be made to the president or the Chair of the Audit Subcommittee of the Board of Trustees, respectively.

Procedures

Employees are encouraged to first report their concerns to their immediate supervisor. Other members of the MTSO community may disclose all relevant information regarding evidenced misconduct to the following designated intake officers, in accordance with the subject matter of the disclosure:

Subject Matter	Intake Officer
Disability violations concerning students	Director of Student Services
Disability violations concerning employees	Title IX/Section 504/ADA Coordinator
Discrimination/harassment/retaliation	Title IX/Section 504/ADA Coordinator
Environmental hazards/unsafe working conditions	Facilities Manager
Faculty handbook violation	Dean and Vice President of Academic Affairs
Staff personnel policies violation	Human Resources Coordinator
Financial improprieties/fraudulent accounting (including but not limited to: wire, mail, bank, or securities fraud or questionable accounting, internal controls and auditing matters)	Controller
Illegal/unethical business practices	Controller
Safety/security issues	Facilities Manager
Student policies violation	Director of Student Services
Wrongful termination	Human Resources Coordinator
Other conduct	Human Resources Coordinator

Any disclosure shall be made in a signed written document within 90 days of the day on which the complainant knew or should have known of the misconduct. If the board member, employee, volunteer, student, vendor, alumni, or applicant would rather contact a source outside of the institution, he or she may contact MTSO's confidential, anonymous hotline (Campus Conduct Hotline) at 1-800-9HELPUS (1-800-943-5787) within 90 days of the day on which the complainant knew or should have known of the misconduct.

The intake officer shall consider the disclosure and take whatever action he or she determines to be appropriate under the law and circumstances of the disclosure. In the case of disclosure of misconduct involving the designated intake officer, the disclosure shall be directed to the director of compliance (or designee). The director of compliance (or designee) shall consider the disclosure and take whatever action he or she determines to be appropriate under the law and circumstances of the disclosure.

In the case of disclosure of misconduct involving the director of compliance, the disclosure shall be directed to the president. The president shall consider the disclosure and take whatever action he or she determines to be appropriate under the law and the circumstances of the disclosure.

In the case of disclosure involving financial misconduct, the intake officer or the Campus Conduct Hotline shall also provide the disclosure to the Audit Committee for their review and consideration. The Audit Committee shall have the authority to resolve the matter.

In the case of disclosure to the Campus Conduct Hotline, that does not involve financial misconduct; the Audit Committee shall be entitled to receive a summary of the disclosure from the Campus Conduct Hotline. At its discretion, the Audit Committee shall have the authority to resolve the matter.

If the disclosure involves the president, the disclosure may be directed to the Chair of the Board of Trustees (or designee).

If the disclosure involves a member of the Board of Trustees, the disclosure may be directed to the president or the Chair of the Board of Trustees (or designee).

If the disclosure is by a Board member it shall be made to the Chair of the Board, unless the complaint involves the Chair of the Board, in which case the complaint shall be to the Vice Chair of the Board.

The director of compliance and the president, or the Chair of the Audit Subcommittee if appropriate, has the primary responsibility to review every hotline and supervisor report. An investigation will be conducted if a review establishes that the illegal allegation constitutes unethical or fraudulent activity,

and if supported by specific information or corroborating evidence. Other departments or individuals may become involved in investigations based on their areas of oversight responsibility or expertise.

All affected departments and/or individuals shall cooperate fully with those performing a review or investigation, including the president, the director of compliance, MTSO Counsel, MTSO Auditors, law enforcement officials, regulators and any other parties involved.

If an investigation substantiates that fraudulent activities have occurred, the director of compliance or president shall issue reports to appropriate designated personnel and, if appropriate, to the Board of Trustees through its Executive Committee.

Any decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made by the president (or Board Chair) in conjunction with MTSO Counsel, as will final decisions on disposition of the situation.

Efforts will be made to perform investigations discreetly. The details of the investigation will be kept confidential, to the extent feasible, and consistent with MTSO policies and applicable federal, state, and local laws.

Persons found to be making false or frivolous claims under this policy will be disciplined, up to and including termination of employment or expulsion from MTSO.

Appendix IV: Student worker policies

Student employees (including work-study) are those whose major efforts are directed toward receiving a formal education, and who are employed part-time to help meet the needs of the school, furnish students with financial support in pursuit of their academic goals and provide valuable opportunities for academic and administrative job experience. The job duties and responsibilities of student employees vary greatly and may or may not be related to their field of study.

A student employee is defined as an individual who is enrolled at the school on a full-time or part-time basis in the pursuit of an academic degree, and selected to a position designated as student employment.

Employment of international students is subject to federal regulations and special restrictions may apply. For more information, contact the director of student services.

No student shall be discriminated against on the basis on race, color, religion, gender, age, disability, national origin, marital or veteran status, sexual orientation, or any other extraneous considerations not directly and substantially related to effective performance.

Student employees are employed at will and serve at the discretion of the employing department.

Recruitment and selection

The director of financial aid manages recruitment for position filled by student employees. Hiring decisions are delegated to the department level. The department level must coordinate all hiring decision with the director of financial aid before extending employment to the student. The human resources coordinator reviews, approves, certifies, and authorizes all hires and maintains student employee files.

Students who meet federal work-study program eligibility requirements may be referred for employment opportunities from the Office of Financial Aid, which oversees the work-study program. Questions related to work-study status should be directed to the director of financial aid.

Departments may impose priority or additional requirements when filling positions. For instance, the buildings and grounds department gives priority to residents, both in residence halls and family housing.

Classification and wage rates

An approved position description (by the human resources coordinator) should be given to the student employee for reporting purposes and to give the student employee clear job expectations. Student employees are assigned on a temporary, part-time basis. Student wage rates are revised periodically (\$10.50 as of fall 2017). Most student employees are non-exempt and thus paid an hourly rate. Non-exempt employees are subject to minimum wage and overtime regulations. Student employees can hold multiple assignments. The appointment must be the same status (non-exempt or exempt) and must not total more than 30 hours in a seven-day period.

Terms of employment

1. **Employment Eligibility.** Hiring departments must comply with school policy and procedures regarding the Immigration Reform and Control Act of 1986. Students must provide evidence of their identity and employment eligibility and complete an I-9 Form as part of the hiring process. Departments shall send completed I-9 Forms to the Controller for filing. The Office of Financial Aid ensures completion of all student payroll paperwork.
2. **Confidentiality.** Student employees are expected to maintain the confidentiality of student records as are all other affected MTSO employees. Student employees are required to sign the Confidentiality of Student Records statement before they can access student records.
3. **FERPA.** Student employees receive FERPA training online and from their supervisors. When working with student records, a student employee must work cooperatively with the supervisor to ensure FERPA compliance.

4. Title IX Policy Training: Sexual Molestation and Abuse Prevention Program. All student workers are expected to be knowledgeable in and adhere to MTSO's Title IX policy. They will also receive written material describing MTSO's Sexual Molestation and Abuse Prevention Program and will be required to successfully complete the most current on-line video training program prior to and as a condition of continued employment. Students employed for two years or longer are required to complete subsequent Title IX MTSO training programs.

Payroll guidelines

1. Maximum Hours of Work. Student workers are restricted to working 20 hours per week during academic terms in which they are enrolled and no more than 30 hours per week during their off academic term and official school breaks.
2. Hourly Time Recordkeeping: All student employees will be enrolled in the ADP Workforce system and are required to "punch in" at the start of work and "punch out" at the end of the shift.
3. Student Paychecks. MTSO strongly recommends that all students participate in direct deposit. Instructions for setting up a direct deposit account can be obtained from the Business Office. Student pay dates are the 15th and last day of the month.
4. Overtime. The Department of Labor requires that non-exempt employees be paid overtime at a rate of one-half times the regular rate of pay worked in excess of 40 hours in one week. Overtime without prior approval is restricted. Student employees are not eligible to earn comp time.
5. Breaks and Meals. Students are permitted to take a 10-minute break for every four-hour period of work. Meal periods are permitted to student employees who work six hours or more in a shift. Meal periods must be 30 minutes without interruption to be unpaid time.
6. Vacation and Leave. Student employees do not accrue paid vacation or sick leave. In the event of illness, a student employee must notify his/her supervisor as soon as possible each day of absence. Arrangements for time off (without pay) are negotiated and approved at the employment department level.
7. Holidays. Student employees are not eligible for holiday benefit pay. Where the school provides services on holidays and students are scheduled to work, the rate of pay is at the regular hourly rate.
8. Jury Duty. In the performance of jury duty or when summoned to as a witnesses, student's time is treated as an excused absence and without pay.
9. Military Duty. A student employee who is a member of any reserve component of the United States Armed Forces, who is voluntarily or involuntarily ordered to extend U.S. military service, must be granted time off without pay. The student employee should provide advance written or verbal notice of call for impending training or active duty to the department supervisor. Upon completion of training or discharged under honorable condition and upon re-registration as a student, the student must be returned to her or his former or comparable position in a timely manner, based on the availability of a student position.

General rules of conduct

To assist with the efficient operation of the school and to ensure the safety and well-being of those at the school, the following rules of conduct are in force. The rules of conduct are not for the purpose of restricting the rights and activities of employees, but are intended to help employees by defining and protecting the rights and safety of all persons. Employees are expected to acquaint themselves with these rules and other work rules specific to their department. It is for conduct such as that defined below that employees will be subject to corrective action including suspension or termination depending upon the severity of the violation. These rules include, but are not limited to:

1. Unauthorized use and/or possession of intoxicating beverages, narcotics or dangerous drugs on school premises; or reporting to work under the influence of intoxicating beverages, narcotics or dangerous drugs.
2. Misrepresenting hours, falsification or unauthorized altering of timesheets.
3. Fighting, gambling, use of profane, obscene, or abusive language while at work.

4. No weapons.
5. No smoking (including e-cigarettes) except in designated areas.
6. Behaving in a discourteous or disrespectful manner toward a supervisor.
7. Refusal to carry out the instructions of a supervisor (insubordination).
8. Leaving the job without permission during regularly assigned working hours.
9. Sleeping while on duty.
10. Creating unsafe conditions.
11. Stealing or unauthorized removal or use of property belonging to the school, to employees, students or visitors of the school.
12. Loss, damage, or destruction of property belonging to the school or to employees, students or visitors to the school.
13. Unwillingness or inability to work in harmony with others, discourtesy or conduct creating discord.
14. Mailing or posting any notice, circular, or display on school premises without permission.
15. Failure to comply with policies and procedures of MTSO and those specific to a department.
16. Student workers who are issued keys and/or key cards are expected to use them in the manner directed and to keep them in a secure area. Keys may not be copied, loaned, or otherwise misused. When a student worker leaves the school, the key/key card should not be passed down to other employees. Keys must be returned to the student worker's supervisor or to the facilities manager, who will return the key/key card to maintenance where it will be deleted and/or destroyed.
17. Maintain confidentiality (if applicable to position).

Accidents and injuries

If a student employee is injured on the job, the accident reporting procedures are the same as for regular full-time and part-time employees. The employing department must immediately send a completed Safety Incident or Accident Report and Workers' Compensation Claim Form to the facilities manager or the human resources coordinator for proper handling.

Conflict resolution

Students must bring concerns about their employment to the attention of their supervisor as soon as possible. Supervisors are expected to make good faith effort at fair and equitable resolution, which includes informing the student of their decision. Student employees involved in a dispute should seek resolution at the department employing level.

Termination

Students may be terminated if their performance is deficient or if their behavior does not merit continued employment. Supervisors are encouraged to give the student opportunity to correct his/her deficiencies prior to termination. No written notification is required, but is strongly recommended. A student, who wishes to grieve any employment related issue, may use the relevant school grievance procedures.

Appendix V: Information security policies

In the course of daily operations at MTSO, we handle data in many different forms. Poor data management practices can be of great consequence to the school, as they represent inadequate care and attention to the constituencies we serve, stall our productivity, and can have legal liability ramifications in serious instances. Creation of an information security policy is an important step in a process intended to minimize the level of risk inherent to the data-driven environment at MTSO.

Over the years, various work units at the school have developed procedures and practices for keeping such information appropriately safeguarded. This document's primary purpose is to institute a policy framework that will protect the school in the event of a security breach. It is intended to address particular areas where current practices in data security at MTSO may be ill-defined, especially with respect for data that is collected or stored electronically. It is a policy document, but can also be instructive to the extent that it introduces new ways of understanding the significance of the all the data we collect and store, and encourages review of current practices in light of its directives. Exercising sound personal judgment around the collection, storage, and sharing of data has always been, and remains, the best safeguard available against misuse.

Scope

The policies described in this document will apply to all employees (regular full-time, regular part-time, regular time-limited, temporary, and student) and students (including student residents and their family members, visitors and/or guests). In addition, contracted vendors with MTSO who have access to personally identifiable information or other sensitive data related to MTSO constituencies should be made aware of these policies and agree to abide by them as a condition of their relationship with MTSO.

Enforcement

Any persons found to have violated these policies may be subject to disciplinary action as described in the MTSO Personnel Policies, General Policies Governing Faculty, or other appropriate document governing one's working relationship with MTSO.

Social Security numbers

The Social Security numbers (SSNs) of MTSO employees and students are necessary for the school to collect and store as part of normal operations, such as for tax reporting purposes and background checking. When this information is collected, it is stored in the school's payroll accounting software system (employees) and integrated student information system (students). Both of these systems protect access to this information through user permissions, and are stored on separate secure servers. Access to this information is limited to only those employees with a need to know as part of the regular discharge of their job responsibilities. SSNs (employee and student) are confidential information. Employees, agents, and representatives of MTSO shall not:

- Intentionally communicate or otherwise make available to the general public an individual's SSN;
- Publicly display an individual's SSN (e.g., by including the number in electronic documents posted on internal Web sites or in paper documents posted internally);
- Intentionally print or embed an individual's SSN on any card, such as student identification cards, required for the employee or customer to access products or services;
- Require an individual to transmit the individual's SSN over the Internet, unless the connection is secure or the SSN is encrypted;
- Print an individual's SSN on any materials that are mailed (including facsimile and email) unless required by law, with the students' permission, or on documents sent as part of a transcript, an application, an amendment, or termination of an account, in which case the number may not be on a postcard or visible through an envelope;

- Sell, lease, loan or otherwise intentionally disclose an SSN to third parties without written consent from the employee or customer; and
- Show more than the last four digits of an employee's SSN in a pay stub or other format at the time wages are distributed.

Use of a Social Security number is permitted if the use, collection or release of the number is required by federal or state law, or if the use is for internal verification or administrative purposes.

Computer use and ownership

Users should be aware that the data they create on school systems remains the property of the school. Because of the need to protect the school's network, the school cannot guarantee the confidentiality of personal information stored on any network device belonging to the school, including without limitation, emails, text messages, IMs, voicemails, and other electronic communications.

The Internet and email are useful tools for our work. MTSO provides employees with computers and related equipment. The equipment is the school's property, and is to be used for the benefit of the school. In general, employees should limit their use of the equipment to business matters. While personal use of school-owned computers is not strictly prohibited, employees are responsible for exercising good judgment regarding the reasonableness of personal use. Excessive use of the computer systems for personal reasons is a violation of school policy and may be used as the basis for disciplinary action. This applies to laptop computers or other school equipment that may be kept or used off-campus.

Internet use, email and materials made and stored electronically are not private. The school reserves the right to monitor or review such communications and materials. Personal material that an employee wishes to keep private must not be stored on the computer system. Similarly, confidential information about the school and its constituent groups should not be communicated via email or the internet except in such instances where the confidential information is encrypted or otherwise transmitted in a secure manner. Questions regarding the security of any transmission of information should be directed to the director of information systems at MTSO. Under no circumstances should confidential information about the school and its constituent groups be removed from the protections provided by the MTSO network security system or the physical protections of campus without specific authorization or approval from the president, vice president of academic affairs, or director of information systems at MTSO.

For security and network maintenance purposes, individuals within the school authorized by a designated supervisor may monitor any equipment, systems and network traffic at any time.

Except as required by applicable data protection laws, users of school e-messaging systems shall have no expectation of privacy in anything they store, send, or receive on the school's systems, including without limitation, email, text messages, IMs, voicemails, Webmail, and other electronic communications.

Security and proprietary information

All users must keep passwords secure and may not share accounts. Authorized users are responsible for the security of their passwords and accounts.

Employees must use extreme caution when opening email attachments received from unknown senders, as such attachments may contain viruses, email bombs, or Trojan horse code.

Cloud storage

Users should not upload confidential information (such as social security numbers, credit card numbers, financial/payroll information, personnel records) to cloud storage through any file hosting service (e.g., iCloud, OneDrive, Dropbox). If offsite access to confidential information is necessary, users should request from the director of information technology an encrypted flash drive. Although retrieving Web pages that are unprotected if their owner does not intend that they be viewed may constitute a violation of the Computer Fraud and Abuse Act, there is no way to guarantee the absolute security of uploaded

files even if the process is handled with utmost caution. The risks of using cloud storage should therefore be carefully assessed.

Unacceptable use

The following activities are prohibited. Employees may be exempted from these restrictions during the course of their legitimate job responsibilities. Any exemptions must be authorized in writing by a designated supervisor.

Under no circumstances is an employee or temporary worker authorized to engage in any activity that is illegal under local, state, federal or international law while utilizing school-owned resources. The list below is by no means exhaustive, but attempts to provide a framework for activities that fall into the category of unacceptable use. The following activities are strictly prohibited:

- Performing activities unrelated to the school's mission or activities unrelated to official assignments and job responsibilities (including excessive use of the computer systems for personal reasons).
- Interfering with or disrupting network users, services or equipment.
- Using school information systems for private purposes such as marketing, business transactions, solicitation for religious and political causes, unauthorized not-for-profit business activities, private advertising of products or services and any activity meant to foster personal gain.
- Violating the rights of any person or school protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of pirated or other software products that are not appropriately licensed for use by the school, the unauthorized copying of copyrighted material (including, but not limited to, digitization and distribution of material from magazines, books, music, motion pictures, or other copyrighted sources), and the installation of any copyrighted software for which the school does not have an active license.
- The use of peer-to-peer (P2P) software is discouraged (e.g., BitTorrent, LimeWire, KaZaA, etc.). P2P software has legal uses, however, mostly it is used to download and share copyrighted materials, including music, videos, and games. Most P2P software turns file sharing on by default as soon as the software is installed. This means that others may access materials on your computer without your knowledge, whether they have given permission or not. If you do install a P2P client for legal purposes, it is recommended that you turn off file sharing immediately. If you are sharing files, even inadvertently, you are still liable for violating copyright law.
- Intentional introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, email bombs, etc.).
- Revealing your account password to others or allowing use of your account by others. This includes family and other household members.
- Using school computing assets to actively engage in procuring or transmitting material that is in violation of sexual harassment or hostile workplace laws in the user's local jurisdiction.
- Accessing or downloading pornographic or similarly offensive material.
- Making fraudulent offers or offers for personal gain of products, items, or services originating from any school account.
- Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which the employee is not an intended recipient or logging into a server or account that the employee is not expressly authorized to access.
- Circumventing the system of firewalls through the use of modems or network tunneling software to connect to the network.
- Port scanning or security scanning.
- Executing any form of network monitoring that intercepts data not intended for the employee's host.
- Circumventing user authentication or security of any host, network or account.
- Transmitting school confidential information over public networks without encryption.

- Sending unauthorized and/or unsolicited email messages, including the sending of junk mail or other advertising material to individuals who did not specifically request such material (spam).
- Any form of harassment via email, telephone or paging, whether through language, frequency, or size of messages.
- Unauthorized use, or forging, of email header information.
- Creating or forwarding chain letters, Ponzi, or pyramid schemes of any type.
- Transmission or storage of any messages or data that contain explicit or implicit threats, obscene, derogatory, profane or otherwise offensive language or graphics; defame, abuse, harass or violate the legal rights of others.

Remote access

It is the responsibility of employees, contractors, vendors, agents, and partners with external access privileges to and from the school network to ensure that their external connection is given the same consideration as their onsite connection to the network. For purposes of this policy, “external connection” means any access to the network through a non-school controlled network, device, or medium.

Access and storage

All users accessing data must be authorized by a designated supervisor to access the appropriate systems and their resources. User-access privileges shall be adjusted, as needed, if the employee transfers, changes roles or terminates employment. All requests for access or changes in access privileges require the approval of a designated supervisor and the appropriate data owner, and are subject to review by legal counsel. Only users who have valid business reasons as determined by their supervisor will be granted access privileges appropriate to the user’s job function. An authorized user may not, under any circumstances, extend their authority to another individual without the approval of a designated supervisor and the data owner. Users should never attempt access to unauthorized computer resources or restricted areas.

Users must keep hard copy documents and information from view of unauthorized recipients (e.g., users should erase whiteboards, refrain from leaving materials in view on tabletops, and remove materials from conference rooms). Confidential information should not be left unattended and should be stored in a locked office, desk, cabinet, bookcase, safe or other physically secured container. The ability to track both ingress and egress of all individuals must be maintained.

Identification and authentication

User identification and authentication is a process to help ensure security resources are protected. Identification is determined through the use of a unique user ID. Authentication is the process of confirming that a known individual is correctly associated with a given credential, for example, by use of passwords to confirm correct association with a username or account name. Authentication protects against fraudulent transmission by verifying the validity of a transmission, message, station or originator.

Users will be assigned a unique ID to access systems, programs, applications and data. Users are responsible for all activity that occurs under their user ID and IDs may be revoked at any time.

Passwords

All users must be uniquely identified and authenticated before being granted access to information. All accounts must have passwords with a minimum of eight characters. Passwords must contain a mixture of upper and lower case letters, numbers, symbols or special characters and be non-displayable when entered on a terminal. Passwords must be changeable by the owning User ID at will, and must be changed by the user every 180 days. Users may not use personal information such as name, file number, school name, or school address code. To enhance the security of the password, it is strongly recommended that users include numeric and special characters in passwords, and avoid using words that can be found in an English or foreign dictionary. Regardless of the circumstances, users shall not (a)

share or reveal passwords to anyone; (b) print, store online, write down or give away passwords; (c) access systems with another user's password or account; or (d) disguise identity while using systems.

Users shall avoid using the "Remember Password" feature of applications. Passwords are required and must be activated when users are away from their PC or console.

Travel, mobile computers, and mobile devices

When traveling, users should not place confidential materials in checked baggage. Users should not leave campus with electronic versions of confidential data, and should not transfer confidential data to flash drives or other media unless absolutely necessary. Users should ensure that confidential information is encrypted when it is necessary to transfer the data; questions about the encryption process or its utility in a particular instance should be directed to the System Administrator. In cases where work-related reasons call for off-campus access to confidential data, users should contact the System Administrator in advance for advice on how to best access the data. Users should never leave laptop computers unattended and should not use laptops in public areas where others can read the screen. Users should never leave laptops alone in a conference room, hotel room or on an airplane seat, and should make arrangements to lock the device in a hotel safe, or take it with him/her. When using a desk, users should employ a cable locking system to secure the laptop. Laptop data on should be backed up to the school network on a regular basis. When leaving the office for the day, users should secure the laptop and any other sensitive material in a locked drawer or cabinet.

Monitoring

MTSO reserves the right to monitor the use by employees of MTSO telephones, computer networks, and electronic messaging systems at any time. Employees should not consider their use of MTSO computer and electronic messaging systems, including without limitation email, text messages, IMs, and voicemail, to be private or confidential. To the contrary, MTSO expressly reserves the right to monitor, copy, delete and/or disclose any and all documents, data, messages, or other files stored on MTSO network infrastructure and electronic messaging systems. MTSO may share any content or information obtained from an employee's computer or electronic messaging system, including without limitation email, text messages, IMs, and voicemail, with law enforcement authorities as required by statute or to protect MTSO's interests. Except as required by applicable data protection laws, users of MTSO electronic messaging systems shall have no expectation of privacy in anything they store, send, or receive on MTSO's electronic messaging systems or computer systems, including without limitation email, text messages, IMs, and voicemail.

In instances in which an inspection or search is conducted because of MTSO's concern for security, or MTSO's need for MTSO property, or information related to MTSO business that is believed to be in the possession of an employee who is not available, no approval for the inspection or search is necessary, unless an item of the employee's personal property (such as a briefcase) will also be searched. In instances in which the inspection, search or monitoring is conducted because there is reasonable suspicion that a particular employee or group of employees may be using MTSO property in an unauthorized manner, and in instances in which an item of the employee's personal property may be searched, the inspection, search or monitoring will be approved in advance by the president, dean, or designated alternate in the event of unavailability.

Breach response

Any user who comes across any evidence of confidential information being compromised or who detects any suspicious activity that could potentially expose, corrupt or destroy confidential information, must report such evidence to his or her supervisor. A user shall immediately notify his or her supervisor and the director of information technology and the vice president of academic affairs if he or she becomes aware that confidential information has been acquired (through theft or inadvertence) by an unauthorized recipient.

In the event of a data security breach involving consumer or employee confidential information, regardless of the likelihood of misuse, legal counsel shall be contacted immediately upon learning of such incident in order for legal notification requirements, if any, to be met. No one should take it upon himself or herself to investigate the matter further without the authorization of the dean or other appropriate school official in conjunction with legal counsel. The dean, in conjunction with legal counsel, shall immediately commence an investigation to determine the likelihood of misuse of the affected information, and also shall provide notice of any security breach pursuant to any applicable laws and contracts.

Adopted by Administrative Council, September, 2011. Updated by Administrative Council, August, 2013. Updated by Directors of IT and Human Resources, June 2015.

Appendix VI: Disability services policies

MTSO supports students of special populations 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 support reasonable, documented requests for accommodations and learning adaptations.

The Americans with Disabilities Act (ADA) was enacted in 1990 and amended in 2008 and again in 2010 to address discrimination against persons with disabilities. Title II of the ADA provides that “no individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, program, or activities of a public entity, or be subjected to discrimination by any such entity.” Title III of the ADA prohibits discrimination on the basis of disability in public accommodations, such as schools, operated by private entities. The Department of Justice has primary responsibility for enforcing Title II as it relates to education. To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability (parent, spouse/partner or child). An individual with a disability is defined by the ADA as “a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment.” The ADA does not specifically name all of the impairments that are covered. Students who feel they may be covered by the ADA should see the director of student services to begin the process for receiving the appropriate accommodations and learning adaptations.

Gaining access to accommodations or learning adaptations

Section 504 of the Vocational Rehabilitation Act of 1973 with amendments of 1974 as well as the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008 and 2010 require adult students to self-identify to the institution and provide appropriate documentation that substantiates the need for adjustments, adaptations or accommodations. The documentation needs to be provided by a licensed health care provider on the appropriate forms, available on the MTSO website and through the director of student services. This documentation needs to be provided as soon as possible after the onset of the disability, or for pre-existing conditions, upon registration for courses. When the documentation and the reasonable accommodations are verified, the director of student services, in cooperation with the student and the student’s faculty advisor, will provide a Letter of Accommodation to the student and the faculty members teaching the class(es) for which accommodations are requested.

Institutions must keep any documentation of a disability that a student supplies confidential. As such, institutions usually have a separate office or program that students with disabilities can use to request accommodations. At MTSO, the director of student services is the coordinator for all disability services. All student records related to disabilities are located in a locked file cabinet.

Impact of learning accommodations students with disabilities

The general requirements that must be met under ADA and Section 504 include:

- MTSO will not exclude students solely on the basis of disability.
- MTSO makes every effort to include all students in programs and events in a way that does not infringe on an individual’s privacy or the overall learning environment.
- MTSO will not discriminate against students with disabilities in their participation in any degree program; however, all students will be required to meet the conditions or requirements of their degree program with reasonable and necessary accommodations in order to successfully complete the degree and graduate.
- When it is necessary to avoid discrimination on the basis of a disability, MTSO will make every effort to modify policies, practices, and procedures unless MTSO concludes and can demonstrate that modification would fundamentally alter the nature of the activities or services offered.

- MTSO affirms the presence and use of appropriately trained and licensed service animals (dogs).
- Students with disabilities will not be charged for reasonable necessary accommodations in classrooms and housing. Students with disabilities may be charged a fee for programs or resources that exceed the reasonable necessary accommodations.
- Examinations and courses must be accessible. This is only true for examinations and assignments for MTSO classes at MTSO. Accessible accommodations may include alternate testing locations and times cooperatively determined by the professor and the student. Accessible accommodations for classes or examinations held at other institutions are the responsibility of those institutions.
- MTSO will not tolerate harassment or retaliation and will not engage in harassment or retaliation against those who request accommodations or file complaints about procedures or facilities at MTSO that may not meet ADA requirements.

Rights and responsibilities of students requesting accommodations

Students requesting disability accommodations have the following rights:

- Equal access to education and opportunity to participate in programs and activities.
- Timely and appropriate accommodations and use of necessary assistive devices. Students should not have to wait more than two weeks for internal communications to be completed between the director of student services and the faculty.
- Privacy. Information about disabilities and/or accommodations will only be shared with those directly affected, including faculty members with whom the student is enrolled each semester, the vice president of academic affairs and others deemed necessary by the director of student services. Information concerning individual students, their needs and/or diagnosis will be kept in a locked file cabinet, separate from any other student records on campus. Access is granted only to the student and, with the student's permission, those directly involved with his/her academic success.

Students requesting disability accommodations have the following responsibilities:

- Self-advocacy. Students will not be questioned about or be pursued for information about any existing disabilities. They must initiate all requests for accommodations and maintain continuous communication with their advisor, their professors and the director of student services.
- Provide adequate documentation. To obtain accommodations, students must provide documentation of a disability by a licensed professional in the medical field relating to their disability and in accordance to MTSO policy. Students who request an accommodation, but do not have documentation showing a necessity for that particular request may be denied that accommodation until the student provides appropriate documentation showing a need for it.
- Advanced notice of need for accommodation. Students must notify the director of student services about their need for specific accommodation, preferably upon registration for classes. Newly diagnosed conditions or changes in the need for accommodations should be reported as soon as possible. The student is urged to discuss the need for the accommodation with the professor.
- Request the accommodation. A student who has documentation recommending an accommodation but does not request or desire the accommodation may not be granted it. They may visit the director of student services and request the accommodation during the first four weeks of classes or, if newly diagnosed, upon learning of their diagnosis.
- Maintain Grades. Students with disabilities are required to maintain the same standard of grades as students without disabilities as per school policy for academic progress and financial aid.

Record retention for students with disabilities

The director of student services is required to keep all records of students with disabilities for a minimum of five years. After a student has left the seminary and has not been enrolled continuously as a student, the documents may be destroyed. The Office of Student Services will shred expired documents. Students who return after documents have been shredded must obtain new documentation of their disability in order to obtain accommodations.

Alternate texts

Students in need of alternate texts (audio books, Braille, enlarged print, etc.), as an accommodation made based on the documentation of their disability, must notify the director of student services upon registration for classes. Failure to give appropriate notification may result in the arrival of the text after the semester has begun. In order to ensure that students receive the texts in the desired format in a timely manner, the following guidelines are suggested:

1. The student informs the director of student services of course enrollment for the upcoming semester/term by the posted deadline.
2. The student reviews the required, recommended and supplemental books for each class and informs the director of student services of the textbooks needed and purchased for each class.
3. The director of student services will help student find accessible formats through Bookshare or by contacting publishers to request books in accessible formats. This process cannot be completed until student has proof of textbook purchase or rental and gives receipt to the director of student services, or otherwise proves to director of student services that they have a physical copy of the text in hand (i.e., borrowing from a friend). This may require that a book be scanned and converted into a format that allows text-to-speech.
4. The director of student services works to acquire the alternate text and notifies the student when it has arrived and is available for use by the student.

Recorded lectures

Students with disabilities who are unable to take or read notes may record class lectures for their personal study only. Lectures recorded for this purpose may not be shared with other people without the consent of the lecturer. Recorded lectures may not be used in any way against the lecturer, other faculty members, or students whose classroom comments are recorded as a part of the class activity. Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer.

Appeals process

Students working with the director of student services to receive accommodations are entitled to file a grievance against decisions made on their behalf. In order to provide for the prompt and equitable resolution of grievances, MTSO recommends grievances regarding accessibility be handled as follows:

1. To file a grievance regarding accessibility and/or accommodation decisions, a student should first discuss the grievance with the director of student services.
2. If the student is not satisfied with the outcome of the meeting, the student can request a meeting with the vice president of academic affairs.
3. The director of student services and the vice president of academic affairs will then meet within 14 days to review the grievance.
4. The student will be notified in person and/or in writing of the outcome. If the student is still not satisfied with the outcome, he/she is entitled to contact the U.S. Department of Education Office for Civil Rights:

Office for Civil Rights, Cleveland Office
U.S. Department of Education
600 Superior Avenue East Suite 750
Cleveland, OH 44114-2611

Telephone: (216) 522-4970
Facsimile: (216) 522-2573
Email: OCR.Cleveland@ed.gov
Website: www.ed.gov

Contact information

To request a reasonable accommodation, contact the director of student services, Kris LoFrumento, at klofrumento@mtso.edu. For more information regarding 504/ADA Compliance, contact the ADA/504 coordinator, Kathy Dickson, at kdickson@mtso.edu.

Appendix VII: Student records policies

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 (faculty 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 items that constitute directory information at MTSO (those items that it can publish or publicly release) is included in the Annual Notification of Rights (FERPA) below. 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.

Types of student records

Several offices at MTSO keep academic and administrative student records.

Academic records may include, but are not limited to:

- Registration, grades, and evaluations kept by the Office of the Registrar;
- Doctor of Ministry records including project proposals and portfolios kept by the D.Min. Director's Office;
- Field education records including placement information and supervisor's evaluations kept by the Field Education Office;
- Counseling practicum and internship records including evaluations kept by the Dean's Office.

Administrative records may include, but are not limited to:

- Financial aid records such as scholarship applications kept by the Office of Financial Aid;
- Student accounts records such as billing and payment information kept by the Business Office;
- Housing records such as housing applications kept by the Buildings and Grounds Office;
- Student Services records such as disability accommodations and documentation kept by the Student Services Office;
- Admission records that transfer to the registrar after matriculation, such as the application and transcripts from other institutions the student attended.

FERPA and admissions records

FERPA coverage begins as soon as a student matriculates, i.e. is properly registered for courses and begins attending. Soon after the student is enrolled in the school, this file shall be purged of all material related only to admission (except the application, acceptance letter and transcripts) and transferred from the Office of Admissions to the Office of the Registrar. If an applicant is accepted but never enrolls, FERPA does not apply and the records remain in the Office of Admissions for a period of three years, after which time reapplication is required if the applicant wishes to enroll. These applicants do not have a right to see their admissions records.

FERPA and alumni records

If a student has a non-disclosure of information request in place at the time that they leave or graduate, this request will be honored until that student requests its removal. Students who leave the institution have the same rights under FERPA regarding their educational records as students currently in attendance. However, information collected about an individual after he or she is no longer a student is not covered under FERPA. This may include records maintained by the offices of Alumni and Church Relations and Development in relation to activities that occurred after graduation.

Retention of records

MTSO maintains a records retention schedule which designates the minimum number of years to retain student records. The time period varies depending on the document and the office which holds the records. Some records, such as grades, are permanent. Others, such as the admissions application or degree audits, may be destroyed after ten years from the last date of attendance. A copy of this retention schedule is available from the Office of the Registrar.

Annual Notification of Rights (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Students are notified of these rights annually by the Office of the Registrar.

Education records are defined as those records which contain information that is directly related to a student and are maintained by an educational agency or the institution, or by a party acting on behalf of the institution. Records may be in print, email, handwriting, computer media, video or audio tape, film, microfilm, or microfiche.

1. The right to inspect and review the student's education records. The registrar of Methodist Theological School in Ohio has been designated by the seminary to coordinate the inspection and review procedures for student education records. A student who wishes to review his/her education records must make a written request to Academic Affairs, listing the item or items of interest. Records covered by the Act will be made available within a reasonable time not to exceed (by law) forty-five days of the request.
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy. A student who believes that his/her education records contain information that is inaccurate or misleading or who believes that his/her privacy has been violated may discuss the problem informally with the registrar. If the registrar's decision is in agreement with the student's request, and after consultation with the dean and/or other concerned parties, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and he or she will be informed by Academic Affairs of the right to a formal hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by Methodist Theological School in Ohio to comply with the requirements of FERPA. A student who believes that Methodist Theological School in Ohio is in violation of FERPA in that he/she has been denied access to his/her records, or that he/she has been denied the right to a hearing, or that his/her information has been improperly disclosed may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920.

At its discretion, Methodist Theological School in Ohio may provide "directory information" in accordance with the provisions of the Act. "Directory information" is defined as including a student's name, address, MTSO mailbox number, telephone number, email address, date of birth, photograph, place of employment, employment telephone, degree or non-degree program in which enrolled, current enrollment (yes or no), enrollment status (full-time, half-time, less than half-time), class level, dates of attendance, degrees or awards earned (with dates received) from MTSO, educational degrees received from other educational institutions, and names of spouse/children.

A student may withhold directory information by indicating this preference in writing to Academic Affairs within the first two weeks of any semester. Please note that such withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a directory hold prior to filing such a request. Requests for non-disclosure will be honored by MTSO as

long as the student is enrolled. Upon request, MTSO may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

Within the Methodist Theological School in Ohio community, only those members acting individually or collectively in the student's educational interest are allowed access to student education records. These members include the president, dean, faculty members of the Academic Affairs and Student Review Committees, registrar, director of admissions, director of financial aid, faculty members of the Scholarship Selection Committee, director of field education, the student's advisor, staff members acting solely as an agent of one of the individuals aforementioned, and other faculty, administrative, clerical, and professional employees of the seminary within the limitation of their need to know. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

MTSO FERPA mandatory training and certification

FERPA is the federal law that governs the rights of student and institutional responsibilities with respect to student records. To ensure the MTSO community is compliant with FERPA regulations, all individuals who have access to student records are required to participate in a web-based FERPA training module within 60 days of their employment at MTSO and every two years thereafter. Additionally, all employees must certify each January that they understand MTSO's confidentiality requirements, including FERPA. An annual certification statement will be sent on January 1st to employees who have completed the FERPA training (past and present) to remind them to attest to the "MTSO Confidentiality Statement."

Student employees are under the same obligation to maintain the confidentiality of student records as any other employee. Student employees receive the same FERPA training as all other staff and faculty, and from their supervisors. MTSO student employees are required to sign the Confidentiality of Student Records statement before they can access student records. When working with student records, a student employee should work cooperatively with the supervisor to ensure FERPA compliance.

Appendix VIII: Campus housing policies

Temporary or short-term overnight accommodations are generally available for guests of MTSO faculty, staff, and students. Permanent or long-term apartment housing at MTSO is intended for master's degree-seeking students. MTSO cannot and does not guarantee housing to anyone. The Housing License, which students living on campus must sign, spells out the responsibilities that the student and/or spouse and children must follow.

Building managers

Building managers serve as key resource people for the residents of campus housing units. The building manager is the person to see if a resident has been locked out of his/her room or apartment, want to share an idea for a community-building event, spot an emergency situation in a housing unit, etc. The building manager will also facilitate communication and community within the building/unit. Do not hesitate to contact the building manager to talk about any housing-related matter.

Each building manager has a mobile phone that can be used to help residents in the event of an emergency or unusual situation. In the event a resident needs assistance from the building manager, he or she should try the building manager's school extension first, and then the mobile phone. Also, in the event that the school loses electrical power for a sufficient amount of time to disable the phone system, building managers will allow residents to use the mobile phone to make outgoing calls if necessary.

Guests

MTSO students, faculty or staff living on campus are permitted to have overnight or short-term guests (staying no longer than four consecutive nights), but residents may want to consider reserving a room for them in the Dewire Residence Hall (fully furnished sleeping rooms with shared bathrooms) or a guest apartment in the Helen Werner Apartment Building or Kleist Manors. Residents are responsible for the actions of their guests while they are visiting campus housing units, and/or staying in guest rooms. Availability of guest rooms/apartments is limited and charges range from \$28 to \$90 per night. For additional information or reservations, contact the housing coordinator at housing@mtso.edu. Weather emergencies and the potential for fires require building managers be able to account for all occupants; therefore, to ensure the safety of all our residents and guests, the resident must inform the building manager of the presence of any guest and the anticipated duration of their stay.

Expectations within campus housing

MTSO values and practices non-violent forms of conflict resolution and we strive to provide a safe environment for faculty, staff, students and their families within which all have an opportunity to live, learn and grow.

Guidelines for children living on campus

Children are a loved and treasured part of community life at MTSO. They are welcome at Chapel services and, unless specifically stated otherwise, at all other community events. Residents are responsible for the behavior of their children and their children's guests. The expectation is that children will be supervised at all times, and that parents and children will respect others, as well as the grounds and property of MTSO.

The following specific guidelines grew out of parents' conversations with the MTSO administration about safety and security issues on campus. They are offered as a framework for parenting decisions of Kleist Manor residents.

1. Be advised that children should not to be in administration or faculty office areas (Gault and Werner Halls) unless accompanied by an adult student, parent or guardian.

2. Children should not be in the classrooms during class time, unless previous arrangements have been made with the professor. The classrooms are off limits to unsupervised children while classes are not in session.
3. Children under the age of 14 should never be unsupervised on campus. The “buddy system” is recommended for any child playing or walking anywhere on campus. The volume of traffic in the front entrance area is significant. The area is also visible to traffic on Columbus Pike/State Rt. 23, making unsupervised children vulnerable. We recognize that decisions about the age at which children are allowed to play alone will vary from family to family and even from child to child within the same family. The general point is that there needs to be a carefully considered decision about this matter, and that both the child’s level of responsibility and judgment and the environment need to be taken into account.
4. Additionally, the “buddy system” is recommended for any child playing by or in the creek. If a child cannot swim, they must be supervised at all times at the creek. Be aware that MTSO’s property line runs down the middle of the creek.
5. Children are welcome and encouraged to attend chapel with their parents or guardians.
6. Children are welcome and encouraged to join our community during meals in the dining hall with their parents or another responsible adult.
7. MTSO encourages children to use on-campus play areas. It should be noted that the road between Kleist Manors and Dewire Residence Hall is an active road, and children should observe safety rules when crossing from the Kleist Manor apartments to Dewire Residence Hall. Playground equipment is located behind Kleist Manor Apartments. While our community encourages sharing, children should ask before playing with toys from neighbors’ porches and see that they return the items when done.
8. Children are not to be in the Helen Werner Apartment Building or Dewire Residence Hall or grounds immediately surrounding them unless supervised by an adult. Children are not allowed, under any circumstances, to enter vacant apartments or rooms.
9. The basketball hoop is in an actively used parking lot behind Dewire Residence Hall; therefore, parents and children are encouraged to exercise caution when playing basketball. Signs are posted that alert drivers of the potential for “Children at Play.” The area of unsupervised play for children is in the Kleist Manor courtyards; Kleist Manor playground/swing set area, and the front grounds of family housing.
10. Children under the age of 14 years old are not permitted access to Seminary Hill Farm unless accompanied by a responsible adult.

Developed by MTSO Parents for MTSO Parents, March 2006. Revised August 2011. Updated June 2015.

Bicycles, skateboards, etc.

The expectation is that common sense, courtesy and safety will guide the general use and storage of these items. The use of bicycles, skateboards, scooters, and roller blades is permitted on sidewalks, but not on steps, in the Dickinson Courtyard, or in any campus building. Toys and bikes should be gathered by their owners each evening, rather than left on sidewalks, parking lots or the campus roadway. For the safety of persons and property be aware that the lawns need to be free of all toys and personal items when mowing is taking place.

Upon moving out of the community, do not leave unwanted toys unless someone has specifically said they would like the item and is willing to take responsibility for the care and upkeep of the item.

Curfew

The City of Delaware has established the following curfews for children:

- Under age 12: Dark to dawn (this can be as early as 5pm in the winter months)
- Ages 12-18: Weekdays during the school year: 11pm-4:30am, Friday-Saturday: midnight-4:30am.

MTSO is not responsible for enforcing these curfews, but encourages parents to observe them.

School system

The MTSO campus is part of the Olentangy School System (OSS). Parents of children who have lived in Kleist Manors and have attended school may be one of the best resources for information about the OSS. More information is available at www.olentangy.k12.oh.us or by calling 740-657-4050.

Lounge and recreation areas

The Helen Werner Apartment Building and Dewire Residence Hall each have lounge/recreation areas intended for the use of all residents of the facility. Dewire Residence Hall Dorm Lounge is one of the comfortable spaces in which to study and/or have a meeting. This room can be reserved for student activities as needed. If a student is studying and a group has reserved the Dorm Lounge, the student should check with the group to determine if the presence of non-group members will be disruptive to their gathering and, if so, leave and find another place to study. When it is not in use or reserved by another group, students are permitted to study, relax, watch television in the Lounge until 10 p.m., after which, he or she must be the invited guest of a Dewire resident. Respect the privacy of those students who live in the residence hall. Adults who live on campus should supervise any children whenever they are using one of the lounge/recreation areas. All areas are to be cleaned up after use (floors swept/vacuumed, trash picked up and thrown away, chairs returned to original position).

Resident concerns

The nature of the MTSO community is such that consideration of, respect for, and sensitivity to the needs of others are assumed to be valued and practiced. There are times, however, when one or more residents might have a different viewpoint and/or cooperative residential life is challenging. In such a situation, the first course of action is to talk about the problem directly with the person(s) involved. If the problem cannot be resolved in this way, talk with the building manager. When necessary, the facilities manager and/or the director of student services can be contacted.

Noise policy

Noise is unreasonable if it is too loud, prolonged or disturbing for the time of day. The following guidelines are helpful:

- Loud gatherings after midnight on a Friday or Saturday night are generally unreasonable.
- Loud gatherings after 10 p.m. Sunday through Thursday are generally unreasonable

In the event that these guidelines are violated, use the following protocol:

1. Ideally, the complainant should contact those making the noise to request they lower the noise level.
2. If the complainant has already contacted the offender(s) and the noise continues, then the complainant should contact a building manager and have the building manager inform those making the noise that the noise level needs to be lowered to an acceptable level. The complainant may go directly to the building manager if necessary.
3. If the noise level persists, then either the complainant or the building manager is free to call the housing coordinator, who will contact the offenders and instruct them to lower the noise level.
4. The final option is to contact the Delaware Police Department at 740-362-1111. An officer will be dispatched to address the concern.

Dewire Residence Hall

The Dewire Residence Hall is designed for students who commute to campus and stay only a few days. Rooms are cleaned between one occupant's departure and the next occupant's arrival. Dewire residents are expected to be good stewards and respectful of those who provide the cleaning service.

General room accommodations

The rooms are furnished with a double bed (linens are provided), a nightstand with lamp, a TV and remote, a desk with lamp, desk chair, and a comfortable sitting chair. There are also two locking closets in each room, with keys in the locks. For students that return weekly, personal items can remain in one of the two locking closets in each room. When a student vacates the room at the end of the semester they should replace the key in the lock and remove all personal belongings. MTSO is not responsible for any personal items left or stored in the rooms.

Swipe cards and room keys

If a student or guest does not already have a key to the assigned room, a swipe card and key (if applicable) will be at the front desk of Dewire Residence Hall on the student's expected day of arrival. The student should keep the key and swipe card until the end of the academic year, or until they are no longer registered for classes at MTSO and/or no longer residing on campus at which time the swipe card as well as any keys must be returned to the housing coordinator.

Check-in and checkout times

Check-in is 4 p.m. and checkout is noon. Some rooms have two students assigned to them (on different days of the week), and this four-hour window allows time for the room to be cleaned and made ready for the next arrival. Dewire Residence Hall rooms are also often used on weekends for conferences, retreats and Course of Study. Adherence to the check-in and checkout policy makes the turnover go smoothly.

Bathrooms

Two residents share each bathroom. Towels, washcloths, and bathmats can be found under the sinks in each bathroom. Place dirty towels on the floor for laundry pick-up each day. Hang towels that are intended to be used again on the towel racks. The cleaning contractor will only remove towels that are on the floor.

Cleaning of rooms

The bed linens will be changed at the end of a weekly stay.

Meals/kitchen facilities

Meals are available in Dunn Dining Hall Tuesday through Thursday during the semester. For breakfast and meals on other days of the week, students may use the full-size kitchen in the basement of the building. It is equipped with two refrigerators, a large freezer, pots, pans, dishes and silverware. Be sure to mark personal items before placing them in the refrigerators. Also be kind to fellow residents by cleaning up after using the kitchen.

Internet access

Rooms in Dewire Residence Hall have Wi-Fi service.

Building security

The building is generally unlocked during the day so that the campus community has access to the lounge area. However, be sure to take the swipe card at all times in the event that the building is locked. For lockouts during business hours, contact maintenance at extension 3380. After hours, contact the building manager who lives in Rooms 107/109 on the first floor.

Helen Werner and Kleist Manor Apartments

The three-story Helen Werner Apartment Building (HWAB) is designed for single adult apartment living. Unfurnished efficiency and one-bedroom units are available. Efficiency apartments have a combined living area and bedroom, a dining area, bathroom and kitchenette. One-bedroom apartments have a living room, bedroom, kitchenette, and bathroom. A community room, laundry facilities, and small storage areas are also provided.

Kleist Manor apartments are one and two-bedroom apartments designed for family living. Priority in rental of Kleist Manor Apartments is given to students with dependent children. When units are available, one-bedroom apartments in Kleist may be rented to single students, and two-bedroom units may be rented to two students, with or without dependent children, on a first-come, first served basis. We follow the occupancy guidelines of the United States Department of Housing and Urban Development which recommend a maximum of two occupants per bedroom per apartment. The apartments are arranged in clusters of five separate buildings with one-bedroom on a single level and two bedroom apartments in a townhouse design. In addition, each apartment contains a living room, eat-in kitchen, bathroom and utility room with a washer/dryer combination that is shared with the neighboring apartment. All units have central air conditioning. Every apartment has a ground level front and rear entrance with a shared front porch. Limited storage space is available in the lower level of building E. Do not stack items in the storage unit to the ceiling. Delaware Fire Codes require that items in the storage area have a 24-inch gap between the storage items and the ceiling or fire sprinklers. Items in violation of this Fire Code can be discarded by maintenance.

Rates for both HWAB and Kleist Apartments include all utilities, high-speed Internet and cable TV. Semester rates cover September through December and February through May. Monthly rates are charged for January, June, July and August and are billed separately.

Personal property insurance

MTSO is not responsible for loss of personal property of campus housing residents due to theft, fire, smoke and water damage, power outages, etc. Accordingly, all campus housing residents are expected to carry some form of personal property insurance (i.e., renter's insurance) on their belongings while living in campus housing facilities. Replacement coverage is recommended.

Move-in procedure

Complete the walk through and return the completed form to maintenance as soon as possible, but no later than two weeks, after moving in. The purpose of this form is to provide a baseline record of conditions in the apartment unit for our mutual reference.

Move-out procedure

Maintenance will send instructions for vacating units to all residents at the end of the any academic term. If a resident plans to move at any other time, contact the housing coordinator and the building manager. Contact the housing coordinator to schedule a moving out walk-through. The moving out walk-through report is the basis for determining how much of the housing deposit is returned. Repairs of any damages to the apartment, beyond regular wear and tear will be deducted from the deposit. If the damage exceeds the amount of the deposit, MTSO will retain the deposit and the resident will be charged for the balance owed for the repairs.

Residents will need to return all keys and swipe cards issued to them. Students can return the keys to the housing coordinator (or the person designated to do the final walk-through inspection). If the resident is leaving after hours, return the keys and swipe cards to the building manager. Resident names and room or apartment number should be attached to the key and swipe card.

A valid forwarding address should be filed with the MTSO mailroom to ensure that students entitled to a refund of their security deposit receive it in a timely manner.

Arrangements should be made with the building manager or the housing coordinator to store items in the appropriate storage areas over the summer months (or any other extended period of time) should the resident be returning to the residence hall.

Repairs

Report all repairs needed by emailing maintenance@mtso.edu with a copy to the building manager. Repairs that should be reported include, but are not limited to:

- Storm doors, screens, handles. Do not disconnect the door from the cylinder closer.
- Cabinets missing screws or loose knobs.
- Floors cracking, lifting or the carpet unraveling.

All non-emergency repair requests must be made in writing. Maintenance will respond as soon as possible. The goal is to provide an initial response (assessment and, if possible, the necessary repair) within 48 hours. Sometimes, however, things happen to delay planned timetables: parts have to be ordered or other matters require the response by the entire maintenance staff. Patience is appreciated. If there has been no response or communication regarding a written work request within 48 hours, file another. Email maintenance@mtso.edu and copy the building manager.

Maintenance will try to schedule the repair for a time when the resident can be in his or her room or apartment. If that is not possible, the maintenance staff will leave a note telling the resident when they were in the unit (there will always be two staff if no one is at home) and what has been done and/or remains to be done.

Judgment must be exercised to distinguish between issues that represent an inconvenience that can wait for regular working hours versus an emergency that requires immediate response. The lack of heat or plumbing leaks is considered an emergency and MTSO staff will respond to the best of their ability.

Home improvements

Residents must check with maintenance before tackling any home improvement project that involves more than sticking a Command™ strip to hang a picture. As a general rule, we ask all residents to live with the paint that is on the walls and the carpet or tile that is currently on the floor of the assigned housing unit. If either needs repair/attention, file a work request (maintenance@mtso.edu). Residents are not permitted to change the color of paint in their apartments.

Telephones

MTSO provides free telephone lines and one telephone handset to all campus housing units. This handset is the property of MTSO and is expected to remain installed when students depart. Residents may install additional handsets at their own expense.

Three courtesy phones are available for student use (for local calls only). They are located in the Gallery next to the Library, Gault Hall, and the Werner Hall lobby. There are call boxes located outside the Helen Werner Apartment Building and the Dewire Residence Hall. If someone is coming to visit (including pizza delivery), the guest will dial the resident's extension from the call box and the resident will come down to greet the guest. As a safety precaution for all residents, do not leave doors propped open.

Residents can dial any on-campus number (four-digit extension) directly from any campus phone. Residents can also make local calls (we have a limited service area) by first dialing "9" for an outside line. Residents can also receive incoming long distance called (but not collect calls). To place a long distance call using the residence unit phone line, residents will need to use a pre-paid phone card. (Students may purchase prepaid phone cards from the MTSO Business Office if desired.)

The residence unit phone line is part of a linked system. If the campus loses electricity, we lose telephone service as well. In such a situation, the building manager will have a cell phone that can be used if a resident needs to place an outgoing call.

If there is a problem with the phone service, contact support at support@mtso.edu.

Smoke detectors

It is crucial that residents contact the building manager if the smoke detector in the apartment is activated. Once the smoke detector is activated, the fire department is alerted and begins to respond within one minute. In the case of a false alarm or other non-emergency, the smoke detector must be silenced in the apartment and reset at the main panel (which only the building can do). Call the building manager every time the smoke detector or alarm is activated.

Building managers, maintenance staff, and the Delaware fire department conduct random tests of the smoke detectors to ensure the safety of every resident.

NOTE: Under no circumstances should residents dismantle or otherwise tamper with the smoke detector. Responsible students will be recommended to be removed from campus housing.

Air conditioners

Each housing unit comes with an air conditioner. Check with the building manager if you are unsure of how the unit works. If there is a problem that cannot be resolved, contact maintenance@mtso.edu.

Water heaters

There should be three feet of clear space in front of the water heater. No flammable materials can come within three feet of the heater. Do not wrap insulating blankets around the water heater.

Storage facilities

Limited storage space is available to campus housing residents. Each room in the Dewire Residence Hall has a lockable closet for storing items from week to week. Dewire Residence Hall and Helen Werner Apartment Building contain storage cages in the basement level of each building. Storage compartments are located under the E-Building in Kleist Manor. Generally, the storage compartments are available on a one per unit basis. Residents are responsible for labeling the contents in the storage containers and removing items that are no longer of use. Items must remain within that designated area and cannot be kept outside of the individual units. Any items not labeled or those stored outside of a designated unit will be donated or discarded no later than June 30th of each year. Procedures for storage are below.

- Label any storage unit or area used with the name, current apartment, and anticipated graduation/move-out date of the resident.
- Provide personal lock for the lockable cages.
- Residents should not store any flammable or perishable materials.
- Residents should not stack items in the storage unit to the ceiling. Delaware Fire Codes require that items in the storage area have a 24-inch gap between the storage items and the ceiling or fire sprinklers. Items in violation of this Fire Code can be discarded by maintenance.
- Residents leaving campus housing permanently must remove their belongings and make sure their storage area is ready for the next resident to use no later than June 30th of the year of their departure.

Storage areas will be inspected by MTSO staff at least once per semester and may be inspected by fire marshals at any time. MTSO assumes no responsibility for items left in storage areas. See Personal property insurance section.

Laundry facilities

Washers and dryers can be found in the basement of the Helen Werner Apartment Building and on each floor of the Dewire Residence Hall. Kleist Manor apartment residents share a washer and dryer located between each set of apartments. There is no charge for campus housing residents to use these facilities. Remember to empty the lint traps in the dryers (failing to do this is a fire hazard) and sweep up spills. Residents are expected to generally clean up after themselves. Neither the maintenance staff nor the building manager is responsible for cleaning the laundry rooms.

Parking

Parking spaces are limited. One parking space is available in front of each Kleist Manor unit. There are 30 spaces behind the Helen Werner Apartment Building, however, there are 34 apartments; therefore, 4 spaces in front of Kleist will be used for HWAB residents. All other vehicles should be parked in the areas across the street from HWAB and/or behind Dewire Residence Hall. Contact the Campus Steward if a vehicle will be parked (not moved) at MTSO for longer than one week. The make, model, color, and license plate of all student vehicles must be registered with maintenance. This is both for safety of campus

residents and for reference if there is ever a need to contact the owner of a specific vehicle. The access code for residents arriving through the back gate is 3081.

Recycling

The City of Delaware provides recycling bins for residents free of charge. Contact the building manager or maintenance for collection schedules and procedures. Glass, plastics, aluminum and paper must be separated before collection. The blue recycling bins that are located in the apartment or building units are the property of the City of Delaware. Remember to leave the bins at MTSO when moving off campus.

Recycling bins for aluminum cans, plastic bottles, and paper are located in the Coffee Shop, Schooler Atrium, adjacent to Gault Hall 133, and in the copier rooms. Students should utilize these additional locations to recycle.

Trash removal

Dumpsters are provided for residents to dispose of trash. One is located in the parking lot behind the Apartment Building (for use by Apartment Building and Kleist Manor residents); the other is located in the parking lot behind the Residence Hall.

All students and guests living in Dewire Residence Hall are asked to take their trash to the dumpster rather than filling wastebaskets emptied by maintenance.

The City of Delaware empties our dumpsters on Tuesday and Friday. They will empty only what is inside (as opposed to near or next to) the dumpster. Do not place furniture in or around the dumpsters. The City of Delaware will not remove these items.

Additional personal garbage cans are not permitted outside the housing unit. Animals have been known to be attracted to them, with unpleasant results.

MTSO will attempt to arrange for extra pick-up times when significant trash overloads are anticipated (e.g., beginning and ending of an academic term.) Notify maintenance@mtso.edu if the dumpsters are filled to overflowing on a regular basis at other times. Be sure that vehicles do not block access to the dumpsters. Furniture and other large items to be discarded may be placed in these large dumpsters.

Smoking

Smoking (including the use of e-cigarettes) is prohibited in all buildings on the MTSO campus, including all campus housing units. Pursuant to Ohio Revised Code 3794, smoking is prohibited within 30 feet of the doors and windows on campus. Smoking is restricted to the designated smoking areas located outside most buildings. Dispose of cigarette butts in the receptacles provided only. Do not move the cigarette ash receptacles closer to the doors.

Snow and ice removal

Snow and ice are usually part of winter in Central Ohio. Residents are expected to clear the walkways and parking spaces for their units. Shovels and buckets of "ice melt" are provided for your use. Contact maintenance when the ice melt bucket is empty. Use caution when approaching or leaving the housing unit during/after a snowfall or ice storm.

Maintenance is responsible for clearing campus walks, steps and the roadway when a snowfall occurs. Clearing will happen as soon as it is reasonable to do so and generally will begin on the most-used walkways: near the Library, Gault Hall and Werner Hall. The maintenance team will provide the best possible snow/ice removal service, but it is not possible to ensure that any given surface will be completely free from snow and/or ice at any given time. Also, buckets containing "ice melt" crystals will be placed strategically around campus. Feel free to spread some of the crystals whenever needed. Be aware that after a Level 3 snow emergency, it may take longer than usual to have our lots cleared. Help one another, especially if the snowstorm happens over a weekend.

Pet policies

MTSO is a pet-friendly community. This policy establishes rules related to ownership and handling pets in our shared learning and living space. There are some exceptions to this policy as it relates to working farm dogs and ADA service animals.

Requirements and limitations

Animals permitted on campus (with certain restrictions identified in this policy) are as follows: small mammals (gerbils, hamsters, rabbits, and guinea pigs) and reptiles (turtles and lizards) that are primarily kept in appropriate containment cages and house-trained, cats (indoor-only, domestic), and dogs (up to 50 pounds and with certain breed restrictions).

Pets must be spayed/neutered and fully vaccinated (for their species). Proof of vaccinations, license (for Delaware County dog license see <https://secure.co.delaware.oh.us/dogtagrenew.htm>), and renter's insurance that covers animal bite liability, as required, must be filed with the Housing Office.

A completed pet registration form, with required pet deposit and accompanying documents, must be on file in the Housing Office and approved 30 days before the pet may move on campus. This form is available from the housing coordinator. All documents must be updated no later than July 1st of each subsequent year after the pet's move in.

There is a maximum of two pets per residence (this includes if one resident is renting two connected units). There are no exceptions to this rule.

Where can pets reside or visit?

Approved pets may reside in Kleist Manor C and D. They may also reside in Helen Werner Apartments except cats and dogs in approved units only.

Approved pets may visit in their containers/on leashes in faculty/staff office spaces in Werner and Gault Halls. Animals may not be unleashed or outside a container unless the door is closed and a sign on the door indicates an animal is inside. Dogs must be leashed and escorted to the dog park for elimination purposes. Other than approved service animals, no animals may be in Dewire Residence Hall or the Dunn Dining Hall at any time.

Care of pets

Dogs may not be left alone for more than 15 consecutive hours. Primary care takers must ensure that the emergency contact caretaker, with contact information, is on record with the housing coordinator and the building manager. If MTSO receives a report of any animal abandoned, neglected, or mistreated, MTSO reserves the right to enter the premises, check on the animal (and/or call animal control), and remove the animal to a safe location. In such cases, all rights to own a pet will be revoked, if report is substantiated.

Outside spaces

MTSO will build a dog park for use by all approved campus dogs. This will be the only place dogs may be off leash and the only place where they should defecate. Clean-up bags and a trash barrel will be provided and emptied by the MTSO facilities team at this location only. Should dogs defecate outside the park, owners are responsible to clean up after their pet immediately. All dogs, except approved working farm dogs, will be leashed and under direct control at all times except in the dog park.

Consequences and appeal process

If an animal was reported or removed from the residence, the resident may appeal the decision and/or action in writing to the director of student services no more than 48 hours after the animal is removed or reported in order to begin an appeal process.

Within 48 hours, resident can appeal this action/decision, in writing, to the director of student services. The director along with three building managers and at least one additional student plus one member of Administrative Council will review all information and make a decision within three business days. If resident wishes to appeal a second time, they should do so, in writing to MTSO's controller, who will

report their decision to the Administrative Council for final decision in a timely fashion and report back to resident within seven days from time of second appeal.

Other

All residents of non-pet occupancy residences will sign, as part of the housing agreement, an agreement that they will not have any pet for any amount of time in that residence. Should residents, in the future, want to add a pet, they will need to apply for an opening in pet-friendly units.

All residents of a pet-friendly residence (all family members and/or roommates) will sign an agreement form stating that they share in the care of approved pet.

Revised by Director of Student Services Kris LoFrumento and Dean Valerie Bridgeman. Reviewed by Housing Coordinator Tammy Coffey and Director of Facilities Keith Huffman on April, 27, 2018. Approved by Administrative Council on May 15, 2018.

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MTSO Academic Catalog and Student Handbook

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2018-19 academic calendar

Fall Semester

August 24-25, 2018	Fall Semester Begins - New Student Orientation/ES500
September 2, 2018	Course Add Deadline
September 3, 2018	Labor Day (MTSO closed)
September 9, 2018	Pass/Fail Grading Request Deadline
September 30, 2018	Course Drop Deadline
October 15, 2018	Registration Opens January Term/Spring Semester
October 16-19, 2018	Fall Break (Monday classes still meet)
November 15, 2018	Registration Deadline for January Term/Spring Semester
November 19-23, 2018	Thanksgiving Break (no classes; MTSO closed W/R/F)
December 7, 2018	Last Day of Regularly Scheduled Classes/Incomplete Request Deadline
December 10-14, 2018	Final Exam Week (classes still meet)
December 14, 2018	Fall Semester Ends
Dec. 17, 2018-January 6, 2019	Christmas Break (no classes; MTSO closed 12/24-12/30)
January 7, 2019	Fall Grades Due to Registrar by noon

January Term (J-Term)

January 1, 2019	New Year's Day (MTSO closed 12/31-1/1)
January 7, 2019	January Term Begins
January 21, 2019	Martin Luther King Jr. Day (MTSO closed)
January 26, 2019	January Term Ends
January 27-February 3, 2019	Recess between January Term and Spring Semester
February 15, 2019	January Term Grades Due to Registrar by noon

Spring Semester

February 4, 2019	Spring Semester Begins
February 10, 2019	Course Add Deadline
February 17, 2019	Pass/Fail Grading Request Deadline
March 10, 2019	Course Drop Deadline
March 11-15, 2019	Spring Break (no classes; MTSO open)
March 15, 2019	Registration Opens for Summer Term/Fall Semester
April 15, 2019	Registration Deadline for Summer Term/Fall Semester
April 15-18, 2019	Holy Week Break (no classes; MTSO open)
April 19, 2019	Good Friday (MTSO closed)
May 17, 2019	Last Day of Regularly Scheduled Classes/Incomplete Request Deadline
May 20-24, 2019	Final Exam Week (classes still meet)
May 24, 2019	Spring Semester Ends
May 24, 2019	Senior Grades Due to Registrar by noon
May 25, 2019	Commencement
June 10, 2019	Spring Grades Due to Registrar by noon
May 25-June 9, 2019	Recess between Spring Semester and Summer Term

Summer Term

June 10, 2019	Summer Term Begins
July 4, 2019	Independence Day (MTSO closed 7/4-7/5)
August 15, 2019	Summer Term Ends
August 16-22, 2019	Recess between Summer Term and Fall Semester
September 3, 2019	Summer Grades Due to Registrar by noon

Notes: January Term and Summer Term contain courses that vary in structure, start, and end dates. For precise dates of classes in intensive terms, please consult the course schedules. Grades are typically due four weeks after the final class meeting. D.Min. grades are due two months after the final class meeting.

2019-20 academic calendar

Fall Semester

August 23-24, 2019	Fall Semester Begins - New Student Orientation/ES500
September 1, 2019	Course Add Deadline
September 2, 2019	Labor Day (no classes)
September 8, 2019	Pass/Fail Grading Request Deadline
September 29, 2019	Course Drop Deadline
October 15, 2019	Registration Opens January Term/Spring Semester
October 15-18, 2019	Fall Break (Monday classes still meet)
November 15, 2019	Registration Deadline for January Term/Spring Semester
November 25-29, 2019	Thanksgiving Break (no classes; MTSO closed W/R/F)
December 6, 2019	Last Day of Regularly Scheduled Classes/Incomplete Request Deadline
December 9-13, 2019	Final Exam Week (classes still meet)
December 13, 2019	Fall Semester Ends
Dec. 16, 2019-January 5, 2020	Christmas Break (no classes)
January 6, 2020	Fall Grades Due to Registrar by noon

January Term (J-Term)

January 1, 2020	New Year's Day (MTSO closed)
January 6, 2020	January Term Begins
January 20, 2020	Martin Luther King Jr. Day (MTSO closed)
January 25, 2020	January Term Ends
January 26-February 2, 2020	Recess between January Term and Spring Semester
February 17, 2020	January Term Grades Due to Registrar by noon

Spring Semester

February 3, 2020	Spring Semester Begins
February 9, 2020	Course Add Deadline
February 16, 2020	Pass/Fail Grading Request Deadline
March 8, 2020	Course Drop Deadline
March 9-13, 2020	Spring Break (no classes; MTSO open)
March 16, 2020	Registration Opens for Summer Term/Fall Semester
April 6-9, 2020	Holy Week Break (no classes; MTSO open)
April 10, 2020	Good Friday (MTSO closed)
April 15, 2020	Registration Deadline for Summer Term/Fall Semester
May 15, 2020	Last Day of Regularly Scheduled Classes/Incomplete Request Deadline
May 18-22, 2020	Final Exam Week (classes still meet)
May 22, 2020	Spring Semester Ends
May 22, 2020	Senior Grades Due to Registrar by noon
May 23, 2020	Commencement
June 10, 2020	Spring Grades Due to Registrar by noon
May 23-June 7, 2020	Recess between Spring Semester and Summer Term

Summer Term

June 8, 2020	Summer Term Begins
July 3, 2020	Independence Day Observed (MTSO closed)
August 13, 2020	Summer Term Ends
August 14-20, 2020	Recess between Summer Term and Fall Semester
August 31, 2020	Summer Grades Due to Registrar by noon

Notes: January Term and Summer Term contain courses that vary in structure, start, and end dates. For precise dates of classes in intensive terms, please consult the course schedules. Grades are typically due four weeks after the final class meeting. D.Min. grades are due two months after the final class meeting.