HOOD THEOLOGICAL SEMINARY

ACADEMIC CATALOGUE

2024-2025

1810 Lutheran Synod Drive
Salisbury, NC 28144
(704) 636-7611

Hood Theological Seminary is an equal opportunity educational institution,
and is an equal opportunity/affirmative action employer

Academic Calendar 2025-2026 ..... **1**
July-August Term 2025 ..... **1**
Fall Semester 2025 ..... **1**
Spring Semester 2026 ..... **2**
President's Message **4**
General Information **5**
Our Mission, Our Vision and Our Values 5
Objectives 6
Affiliation & Accreditation 6
Hood's Non-Discrimination Policy 7
History 7
Location & Directions 8
Physical Facility 9
Library Resources 9
Student Life and Activities 10
Arts from Zion's Mission Fields 11
Academic Programs **13**
Two Tracks in the Master Programs 13
Master of Arts in Chaplaincy (MAC) 13
Master of Arts in Christian Education (MACE) 15
Master of Arts in Christian Ministry (MACM) 15
Master of Theological Studies (MTS) 15
Master of Divinity (MDiv) 16
Doctor of Ministry (DMin) Six Options 16
Certificate Programs 19
Admission **20**
General Policy 20
Admission to the Master Programs 20
Admission to the Doctor of Ministry Program 23
Costs and Financial Aid **24**
Costs for 2024-2025 24
Payment Policy 25
Refund Policy 25
Financial Aid 26
Veterans and Their Dependents 26
Scholarships, Grants, and Prizes 27
Academic Standards and Regulations **30**
Requirements for Graduation 30
Academic Advisors 32
Class Schedules 32
Credit Hours & Course Load 32
Attendance 32
Minimum Grade Requirements 33
Course Extensions 33

Academic Probation and Suspension Master Programs 33
Academic Progress Doctor of Ministry Program 34
Plagiarism 34
Student Conduct 34
Registration for Courses 35
Adding and Dropping Courses 35
Substitution for Required Courses 36
Transfer Credits 36
Time Limit Extension 36
Withdrawal or Leave of Absence from the Seminary 37
Reinstatement Policy 37
Grades, Transcripts, and Honors 38
The Grading System 38
Grade Reports and Transcripts 38
Academic Honors 39
Education Rights and Privacy Act, 1974 39
Curricula and Courses in the Master Programs 41
MDiv Curriculum 42
MDiv Recommended Sequence Track I 43
MDiv Recommended Sequence Track II 44
MAC Master of Arts in Chaplaincy 45
MAC Recommended Course Sequence (3 year plan) 46
MAC Recommended Course Sequence (4 year plan) 47
MACE Master of Arts in Christian Education 48
MACE Recommended Course Sequence (2-year plan) 49
MACE Recommended Course Sequence (3-year plan) 50
MACM Master of Arts in Christian Ministry 51
MACM Recommended Sequence (2-year plan) 52
MACM Recommended Sequence (3-year plan) 53
MTS General Master of Theological Studies 54
MTS Biblical Studies 55
MTS History and Theology 56
United Methodist Studies Certificate 57
Biblical Studies Certificate (BSC) 57
General Theological Studies Certificate (GTSC) 58
Graduate Certificate in Christian Education (CECRT) 59
Additional AME-Zion MDiv Requirements 60
Additional United Methodist MDiv Requirements 60
MDiv Concentrations 61
Master Programs Course Offerings 62
Area I: Biblical Studies 62
Area II: History of Christianity 68
Area III: Theology and Social Ethics 71
Area IV: Pastoral Theology 76
Doctor of Ministry Course Offerings 86

Core Seminars 86
Area I: Biblical Studies 86
Area II: History of Christianity 88
Area III: Theology and Social Ethics 88
Area IV: Pastoral Theology 89
Specializations 90
Board of Trustees 98
Administration and Staff 99
Full-Time Faculty 101
Adjunct Faculty 101

Academic Calendar 2025-2026

July-August Term 2025

July

4	Fourth of July Holiday (Seminary Closed)
7-11	**DMin Intensive Week**
14-18	**DMin Intensive Week**
21	Summer Term grades due in Registrar's office by 8:00 AM
28-Aug. 7	**DMin Intensive**

Fall Semester 2025

August

4	Last date for removal of "I" (incomplete) for June Intensives
11	DMin Core Seminar I New Students and Core Seminar III 9-5
14	Faculty Retreat
16	New student Orientation and Registration
18-22	Registration and Schedule changes for returning students
25	**First day of classes in Track I**
	Late registration and Drop/Add periods begins
29	**First day of classes in Track II**

September

1	Labor Day Holiday (Seminary closed)
2	DMin July-August Intensive Grades due at 8:00 AM
6	Late Registration and Drop/Add periods end
8	DMin students meet 9-5
12	**Opening Convocation 6:00_**

October

2	**Board of Trustees Retreat**
3	**Board of Trustees Meeting**
3-4	**Speaks Lecture Series**
6	Last day to withdraw from course with "W
6-11	Reading Week
13	DMin students meet 9-5
27-Nov. 21	Pre-Registration for J-Term and Spring Semester

November

10	DMin students meet 9-5
24-29	Thanksgiving holiday (no classes)
25	Offices close at 5:00 PM for Thanksgiving Holiday

December

1	Offices re-open at 8:00 AM
	Classes Resume
8	DMin students meet 9-5
8-13	Final examinations and end of Fall Semester
13	Last Date to file for an Incomplete 'I' Grade
18	**Seminary closes at 5:00 PM and reopens on January 2 at 8:00 AM**

Notes: DMin July-August Intensive grades are due in the Office of the Registrar no later than **September 4.** Fall Semester grades are due in the Office of the Registrar no later than **January 12 at 8:00 AM.**

Spring Semester 2026

January

1	Offices Closed
2	Offices re-open at 8:00 a.m.
5-9	**Master Intensive Week**
12	Fall Semester grades due by 8:00 AM
10	**Orientation and registration for new students**
12-16	**DMin/Master Intensive Week**
	Registration and schedule changes for returning Spring Semester students
19	Martin Luther King Jr.'s Birthday Observance (Seminary Closed)
26	**First day of classes in Track I**
	Late Registration and Drop/Add period begins
30	**First day of classes in Track II**

February

4	**Firm Foundation Covenant Service**
6	**Board of Trustees Meeting**
6-7	**Heritage Lecture Series**
7	End of late registration and Drop/Add Period
9	DMin students meet 9-5
16	**J-Term Grades due in the Registrar's office by 8:00**

March

2-7	Reading Week (No classes will meet
7	Last day to withdraw from a course with "W"
9	DMin students meet 9-5
14	**DMin Service of Candidacy**
26-Apr 17	Pre-Registration for Fall Semester and Summer Intensive Term
30-Apr 4	Holy Week (No classes meet.)

April

3	Good Friday (Seminary Closed)
6	Easter Monday Holiday (Seminary Closed)
7	Classes Resume and offices re-open at 8:00 a.m.
13	DMin students meet 9-5
27-May 2	Final examination period for graduating seniors

May

4-9	Final examination period for other students and end of Spring Semester
8	Grades for graduating candidates due in Registrar's Office by 5:00 PM.
9	Last date to file for an Incomplete 'I' grade
11	DMin students meet 9-5
14	The Bishop Hood Donor & Scholarship Recognition Dinner 6:30 p.m.
15	**Board of Trustees Meeting**
16	**Commencement**
25	Memorial Day Observance (Seminary closed)

June

1-5	**Master Intensive Week**
8	Remaining Spring Semester grades due in Registrar's office by 8:00 a.m. DMin Core Seminar Grades due in Registrar's office by 8:00 a.m.
8-12	**Master Intensive Week**
15-18	**Master Intensive Week**
19	Juneteeth Holiday (Seminary Closed)

Notes: January Intensive grades are due in the Office of the Registrar no later than **8:00 AM February 16**;
Spring Semester grades, no later than 8:00 AM **June 9**;
DMin Core Seminar II grades, no later than 8:00 AM **June 9**;
Summer Intensive Master grades, no later than 8:00 AM **July 2**

President's Message

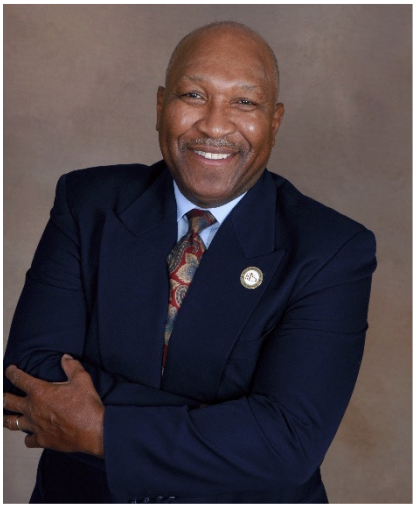
We welcome you to the challenge of a lifetime. The ministry of learning is part and parcel of preparation for a vibrant and balanced ministry of service. The institutional goal of Hood Theological Seminary is *theological preparation for effective ministry in a diverse society.*

As a unique community committed to spiritual leadership development, we invite you to apply all of your gifts to the tasks of personal spiritual growth, deep intellectual reflection, and building new relationships. Moreover, we are extremely proud of the rich tradition of the African Methodist Episcopal Zion Church for its pioneering leadership in liberation of the enslaved and oppressed and the mandate to share the redeeming and healing Gospel of Jesus Christ with a hurting world.

Your presence with us as co-learners affirms our commitment to the ecumenical and Pan-Methodist Movements. We value different faith perspectives and we cherish differences in race and gender, as an appreciation and respect for the creative wonder of a loving God. In the spirit of the Wesleyan heritage, we will strive to enrich your lives with excellent habits of genuine prayer, vibrant fellowship, grounded theological reflection, and meaningful service, which are consistent with the way of life as shared by Jesus Christ.

Vergel L. Lattimore

President



General Information

Our Mission, Our Vision and Our Values

OUR MISSION:

Hood Theological Seminary prepares women and men for bold and creative leadership for the Christian church for a diverse world.

OUR VISION:

Our vision is to be the seminary of choice for persons who desire to reflect the Kingdom of God in the cutting-edge study of scripture and theology, in relationships of equality and diversity, and in actions which embrace racial reconciliation and economic justice.

OUR VALUES:

As the Body of Christ and as a Seminary of the A.M.E. Zion Church "The Freedom Church" we embody values that define us as a

Community of welcome: *for persons of all backgrounds;*

Community of worship: *where, together in the classroom, chapel, and refectory, we collaboratively listen to God's word in order to discern God's ways in a complex and resistant world.*

Community of teaching and learning excellence: *where we seek to "love God with all the mind" and to grow in theological knowledge and in the implications of such knowing for being God's people in the world;*

Community of discernment and practical wisdom: *where we engage in practices that promote peace, justice, and mercy in all human relationships and institutions.*

Objectives

Acquisition of Knowledge. Christian ministry requires the acquisition of knowledge of the biblical, historical, and theological heritages of the Christian community; an understanding of the political, social, and economic realities that affect the lives of people today; and competence in those pastoral disciplines and activities that comprise the daily routine of Christian ministry. Theological education at this Seminary integrates the biblical, historical, theological, socio-religious, and pastoral disciplines that inform and undergird effective ministry.

Professional Skills. Hood Theological Seminary understands that effective ministry in the church and the world requires the mastery and utilization of specialized skills. Those skills include competence in the preparation and conduct of worship and preaching; the ability to communicate effectively in teaching, preaching, and evangelism; productive approaches to mission and outreach; creative relationship to people of all races, ages, gender, and social class; and proficiency in administration, pastoral counseling, and pastoral care. For this reason, theological education at Hood assists the development and cultivation of those specialized skills for meaningful expression of the Biblical, historical, and theological beliefs of the Christian church, with an awareness of their social and cultural ramifications today.

Personal Development. Christian ministry invites the engagement of persons who are stable and secure, yet flexible and creative. Through processes and courses in orientation for ministry and supervised ministerial training, the Seminary regularly assists its students in their personal development, their professional growth, and their readiness for ministry. Dynamic interaction among faculty, supervising pastors, and students enables personal growth in faith and in the understanding of the practice of ministry.

Christian Commitment. Christian nurture, enrichment, and the deepening of personal commitment are among the most important pre-requisites for ministerial preparation. In that regard, the Seminary assists its students by making Christian worship and fellowship the backdrop of its entire educational enterprise. Many courses expose the students to the nature of the claim and call of Jesus Christ on their lives, to the meaning and implication of Christian life and witness today, and to the challenges and excitement of Christian ministry.

Affiliation & Accreditation

Hood Theological Seminary was founded by the AME Zion Church and operates under the sponsorship of that communion.

Hood Theological Seminary 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: Master of Divinity, Master of Theological Studies, Master of Arts in Chaplaincy, and Doctor of Ministry. The Commission contact information is The Commission on Accrediting of the Association of Theological Schools in the United States and Canada, 10 Summit Park Drive, Pittsburgh, Pennsylvania, Telephone 412-788-6505, Fax: 412-788-6510, Website www.ats.edu.

Hood Theological Seminary is listed by the University Senate of the United Methodist Church as an "approved graduate theological seminary" where United Methodist ministerial candidates may be prepared for ordination.

Degree programs of study offered by Hood Theological Seminary have been declared by the appropriate state authority exempt from the requirements for licensure, under provisions of North Carolina General Statutes Section (G.S.) 116-15 (d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon assessment of program quality under established licensing standards.

The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Policy (PDF) and submit their complaint using the online complaint form at https://studentcomplaints.northcarolina.edu/form. For more information contact: North Carolina Post-Secondary Education Complaints 223 S. West Street, Suite 1800, Raleigh, NC 27603 (919) 962-4550

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit The State Attorney General's web page at: https://www.ncdoj.gov/file-a-complaint/. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058. If you choose to mail a complaint, please use the following address: Consumer Protection Division, Attorney General's Office Mail Service Center 9001, Raleigh, NC 27699-9001

Hood's Non-Discrimination Policy

By its own ethos and in compliance with the requirements of Title IX, Hood Theological Seminary does not discriminate on the basis of race, color, ethnic or national origin, sex, sexual orientation, gender identity or expression, religion, age, ancestry, physical or mental disabilities, military status, veteran status, marital status, pregnancy and parenting status, creed or any other protected class, or other non-merit reasons, in admissions, educational programs or activities and employment, housing, including employment of disabled veterans and veterans of the Vietnam Era, as required by applicable laws and regulations.

The Seminary's Title IX Coordinator oversees compliance with all aspects of the sex/gender harassment, discrimination and misconduct policy. Questions about this policy should be directed to the Title IX Coordinator. Anyone wishing to make a report relating to discrimination or harassment may do so by reporting the concern to the Title IX Coordinator.

Angela Davis-Baxter Title IX Coordinator
Hood Theological Seminary
1810 Lutheran Synod Drive
Salisbury, North Carolina 28144
Office Location: Administrative Building Office 200
Phone: 704-636-6023
Email: adavisbaxter@hoodseminary.edu

History

The Seminary is named after James Walker Hood who was a bishop in the AME Zion Church and an influential leader in North Carolina during Reconstruction. During much of his career, Bishop Hood cherished a dream of training Negro youths for the Christian ministry. Others in the denomination embraced his dream, and in 1879 a group of ministers from Concord, North Carolina, and the surrounding area, met and prayerfully planned for the reality of such training.

Their meeting place was a parsonage, the home of the Reverend C. R. Harris, and there they decided to create the Zion Wesley Institute. For three years the Institute was housed in that parsonage. In 1882, with a gift of $1,000, the citizens of Salisbury persuaded the Institute to move twenty miles north to that city. Since that time Salisbury has been the home of the Institute and its successors.

Having earlier discovered the diverse and outstanding talents of the Rev. Joseph C. Price, Bishop Hood encouraged him in 1882 to become the first president of the Institute. Under the presidency of Rev. Price, the Institute was granted a charter in 1887 by the state of North Carolina and renamed Livingstone College in honor of the noted Scottish physician and missionary to Africa, Dr. David Livingstone.

Livingstone College organized a Theological Department in 1892, and appointed Rev. George Lincoln Blackwell its first professor of theology. In 1904 the Church began raising $20,000 for the construction of a building. At that time fifty students were pursuing a four-year theological curriculum that was the standard of the day. The cornerstone for the new building was laid in 1906, and the school was then named in honor of Bishop Hood. "Old Hood," still stands on the Livingstone College campus and has recently been renovated. In 1912 the school was upgraded to a graduate Seminary, and Dr. William Orlando Carrington was named the first full-time Dean.

In 1965 the Church erected a new building for the Seminary on land adjacent to the college, donated by Bishop and Mrs. William Jacob Walls. The building was erected at a cost of $465,000 and named the W.J. Walls Center in honor of Bishop and Mrs. Walls.

The Seminary became an associate member of the Association of Theological Schools (ATS) in 1974. In 1995, the ATS granted candidacy status and authorized the Seminary to begin a self-study process. In 1998, the Seminary was granted initial accreditation for five years, with approval of its MDiv Program and preliminary approval of its MTS Program.

Meanwhile, at its 45th General Conference in 1996, the General Conference of the AME Zion Church decided to separate the Seminary from the College. In 2001 the Seminary was granted its own charter by the State of North Carolina, and the ATS approved the Seminary to operate as an accredited, freestanding school of theology. As its first President the Seminary inaugurated Dr. Albert J. D. Aymer, who had previously served as Dean beginning in 1994. Since 2001, the Seminary and the College continue as sister institutions under the sponsorship of the AME Zion Church, but operate independently of each other, with separate boards.

The Seminary launched a Doctor of Ministry Program in January 2002, and in January 2005 Rev. Dr. Grant Harrison became the first graduate from that program, followed by six others in May of that year.

In 2003, the Seminary assumed responsibility for operating a new program to prepare United Methodist students for ordination to deacon's orders. In 2005, seven students received certificates for completion of basic theological studies in the United Methodist Certificate Program.

In 2005, the Seminary moved to a new campus on Lutheran Synod Drive in Salisbury. The new campus is designed to accommodate the growth of the Seminary. With the new campus and strong support from church and community, Hood Theological Seminary is poised for a bright second century preparing women and men for transformative leadership in Christian ministry.

The Seminary launched a Master of Arts in Chaplaincy Program in 2021.

Location & Directions

The Seminary is located in the historic city of Salisbury, North Carolina, which is easily accessible by air, rail, and road. Salisbury lies amid the rolling woodlands of the Piedmont plateau, almost equidistant from Charlotte Douglas International Airport (CLT) to the south, and Greensboro's Piedmont Triad International Airport (GSO) to the north. In addition, Salisbury is served by Amtrak and commuter bus lines.

Traveling by car from Charlotte, take I-85 North to Exit 75 ((Jake Alexander Blvd. / US-601). At the end of the exit ramp, turn left onto Jake Alexander and proceed across the interstate overpass. At the second light, turn right onto

Klumac Road and then turn immediately right again onto Lutheran Synod Drive. As this drive curves around to the left, you will see the Seminary on the left.

Traveling by car from Greensboro, take I-85 South to Exit 75 (Jake Alexander Blvd. / US-601). As you approach Exit 75, you will see the Seminary on your right, overlooking the interstate. At the end of the exit ramp, turn right onto Jake Alexander, then right again onto Klumac Road, then immediately turn right again onto Lutheran Synod Drive. As this drive curves around to the left, you will see the Seminary on the left.

Physical Facility

The Seminary is located on Lutheran Synod Drive with easy access to Interstate 85. Originally a motel property, it had been unoccupied for a number of years before being purchased by the African Methodist Episcopal Zion Church in 2004. The master plan for adapting the property for the Seminary's needs called for a multi-phase project. In the first phase, the existing buildings were remodeled to provide classrooms, faculty offices, administrative offices, a temporary chapel and library, two residence halls, a temporary refectory and a student lounge. The second phase involved the construction of a new 10,000 square foot multi-purpose facility – The Aymer Center – which has a spacious refectory, state-of-the-art commercial kitchen, and private conference room. This environmentally responsible and sustainably-constructed refectory was a major step toward becoming an environmentally responsible community. Dedicated in March of 2014, the building is named in honor of Rev. Dr. Albert J. D. Aymer, first president of Hood Theological Seminary. The next phase calls for the renovation of the former motel's kitchen and dining room into a new expanded chapel and library, as well as refinement of the grounds. The adaptive reuse of this property has helped to foster the Seminary's growing emphasis on creation care, sustainable practices, and energy and resource conservation.

Library Resources

The purpose of the Hood Library is to be a vital resource supporting the Seminary's curriculum and the research needs of the faculty and students. The Salisbury library contains over 30,000 books and subscribes to over 300 periodicals. Along with materials supporting the curriculum, the library collects materials about the history, mission, government and activities of the AME Zion Church and the wider Methodist movement. The collection also consists of other religious denominations and items that cover ministry, theology & ethics, as well as materials from other disciplines such as psychology, sociology, and philosophy.

The Seminary is a member of the Carolinas Theological Library Consortium, which provides mutual borrowing privileges at the twelve member libraries. Students also have borrowing privileges with 127 theological libraries across the United States through the American Theological Library Association (ATLA) Reciprocal Borrowing Program.

The library subscribes to two journal databases, one reference database, and an African American serials collection. These resources allow members of the Hood community access to scholarly information online. The library catalog and databases can be accessed on and off campus from the library webpage.

The Writing Center is a support service available to all students and is located within Hood Library. Appointments can be made in person and by email. The purpose of the Writing Center is to strengthen writing skills including drafting, organizing, and polishing written work. Students have the opportunity to develop their writing skills one-on-one with a trained professional.

Student Life and Activities

An elegant and diverse community of approximately 30,000 residents, Salisbury offers a wide range of educational and employment opportunities to students and their families, and appreciates the significant contribution the students and the Seminary bring to the city and its surrounding areas. The stability and buoyancy of the economy of the city and surrounding Rowan County make Salisbury a delightful place in which to live and study.

Recreation. The city of Salisbury and the Piedmont area offer a rich variety of recreational opportunities that include 4 YMCA facilities, numerous public parks with tennis courts, playing fields, fishing and paddle boating, several golf courses, a 4.5 mile greenway and the Bell Tower Green. Salisbury's cultural offerings include the Salisbury Symphony Orchestra, the Piedmont Players community theater, the Novell Children's Theatre, St. Thomas Players, Lee Street Theater, the Waterworks Visual Art Center, the Rowan Museum and the nearby Transportation Museum in Spencer. Within an hour's drive there are also numerous public parks, lakes, museums, opera, theater, varied musical performances, and points of historical interest. Sports fans can enjoy minor league baseball with the Kannapolis Cannon Ballers (MiLB), or can travel to Charlotte to see the Knights (AAA), the Hornets (NBA), the Panthers (NFL), the Checkers (AHL), the Charlotte FC (MLS), and Charlotte Motor Speedway (NASCAR).

Student Activities. The Seminary encourages the engagement and participation of the students in all the activities affecting the life of its community. Those activities include:

The Student Government Association (SGA). This association administers the affairs of the student body in consultation with the Dean of Students. Duly elected officers of the SGA, as stipulated by a constitution, together with representatives from each class, comprise the governing body of the SGA. Every master program student is a member of the SGA and pays an annual fee towards its support.

Representation on Faculty Committees. Representatives of the students are included on several committees of the faculty, and in the monthly Faculty Meetings and the tri-annual Board of Trustee Meetings.

The Voices of Hood. Several students combine their musical talents in a choir that provides selections during chapel services and on special occasions in the life of the Seminary.

Pastoral Assistants. While the Seminary has no authority and thus assumes no responsibility for assigning students as pastoral assistants, many students serve in such positions in local churches. When necessary, the Seminary initiates the placement of students as pastoral assistants; and when asked by a local church, the Seminary recommends students for required positions.

Arts from Zion's Mission Fields

Dr. Kermit J. DeGraffenreidt, a Hood Alum of the class of 1963, acquired many works of art during forty-two years of serving on the mission field. For Dr. DeGraffenreidt, these art works express welcome to the various countries and serve as reminders of the challenges he faced on the mission field. While many people may never travel to the mission field, he was motivated to give the artifacts to Hood for display and to help increase an appreciation for various cultures, craftsmanship and artistic expressions. The countries from which the artifacts come include Ghana, Liberia, Nigeria, Angola, India, the Bahamas, and South Africa.

There is a wide variety in the types of art forms displayed. Included are wood carvings, fabric art, seed art, woven art, paintings, leather art, and ivory and animal horn carvings. Many of the works of art are more than creative expressions as some carry symbolism based on the culture of the artistic creator. There are carvings of facial images, animals, tools, scenes depicting life experiences, musical instruments, masks, dolls and jewelry. This collection is a great teaching tool to expand our knowledge of the gifts of people of color.

This collection is on display in three areas on Hood's campus – 1) the entrance to the Administration Building plus various administrative and staff offices, 2) the President's and Deans' Conference Rooms and 3) the Library. Dr. Mary Love, a former colleague of Dr. DeGraffenreidt served as the curator with the assistance of Mrs. Gail Hounshell – a Hood supporter and the widow of Dr. Trevor Williams who was the carver for Hood's Mace and the symbolic wood carvings on the campus.

Academic Programs

The Seminary offers four graduate degree programs: one is directed toward practice in the ordained ministry of word, sacraments and order; the second provides flexible theological education for purposes other than the ordained ministry; the third provides theological education for the purposes of spiritual care and chaplaincy; and the fourth provides preparation for the attainment of the highest degree in the practice of ministry. Each of these programs accentuates a ministry to the total person and seeks to foster a dynamic relationship among the many disciplines and competencies that undergird effective Christian ministry.

Two Tracks in the Master Programs

The Seminary offers its Master Degree Programs in two tracks:

Track I courses are offered Mondays, Tuesdays, Wednesdays, and Thursdays, in a hybrid format.

Track II courses are on Fridays from 6:00 pm to 10:30 pm, and on Saturdays from 7:30 am to 4:30 pm. Track II is a flexible arrangement allowing mature, working, and commuting students to pursue graduate degrees without severely disrupting their obligations to family and careers. Track II courses are all online.

The courses in each track are usually taught by the regular faculty of the Seminary, and meet the same high academic standards.

Students enrolled in either track may take courses in the other track. The total number of credits to be attempted in a semester may not exceed a maximum of 13 credit hours. Track II students in their first semester are limited to a maximum of nine credit hours. Permission must be obtained from the Academic Dean to exceed these limits.

Master of Arts in Chaplaincy (MAC)

The Master of Arts in Chaplaincy (MAC) degree program is a seventy-two (72)-hour degree program designed for persons who desire graduate training in spiritual care, academic and clinical knowledge in the field of chaplaincy, and/or board certification in chaplaincy. The MAC degree will allow students to:

- Apply the biblical, theological, and doxological aspects of chaplaincy to a variety of contexts.

- Acquire ministry and leadership skills in and for complex environments and an ever-changing world.
- Understand the chaplaincy process of Clinical Pastoral Education, including the competencies, objectives, and outcomes endorsed by the Association of Clinical Pastoral Educators (ACPE).
- Participate in units of Clinical Pastoral Education in various ministry settings to complete certification alongside a Master of Arts degree.

This program is designed be completed in a minimum of three or a maximum of ten years.

Credit is distributed among required courses and elective courses, as described in the chapter on "Curricula and Courses." Students in the MAC Program are classified as follows:

Junior - a student having completed fewer than 24 credit hours

Middler - a student having completed 24-48 credit hours

Senior - a student having completed 48 or more credit hours.

Master of Arts in Christian Education (MACE)

The Master of Arts in Christian Education (MACE) degree program is a fifty-one (51)-hour degree program designed to prepare person for leadership in Christian Education on denominational, judicatory, regional, ecumenical, or congregational levels and other arenas requiring such expertise. As the Body of Christ, we are called to provide nurture to persons who are followers in the Way. This program will prepare persons for leadership positions and enhance their ability to serve as effective teachers. The MACE degree will allow students to:

- To possess a biblical, historical, educational and theological foundation to execute a diverse ministry directed under the umbrella of Christian Education.
- To understand the impact of neuroscience on education and be able to use a variety of teaching/learning styles for maximum effectiveness.
- To analyze ministry settings to access educational needs and be able to design ministries and/or curriculum to meet those specific needs.
- To be knowledgeable of current research and trends occurring in Christian Education, especially that which is reported by the Religious Education Association and denominational arms of Christian Education.

This program is designed be completed in a minimum of three or a maximum of ten years.

Credit is distributed among required courses and elective courses, as described in the chapter on "Curricula and Courses." Students in the MACE Program are classified as follows:

Junior - a student having completed fewer than 17 credit hours

Middler - a student having completed 17-33 credit hours

Senior - a student having completed 34 or more credit hours.

Master of Arts in Christian Ministry (MACM)

The Master of Arts in Christian Ministry degree program is designed for students preparing for ministry in Christian denominations that do not require the Master of Divinity (MDIV) degree for ordination. Students acquire a basic knowledge of how the discipline of theology functions in relationship to Christian living and ministry. They develop a theology of pastoral works that sees, listens to and engages the full global witness of the Christian faith. They develop a theology of both liturgy and preaching that not only coheres with but also illuminates the Christian tradition to which each adheres. They evaluate and apply theories of leadership and interpersonal dynamics that foster the health and well-being of a local church or some other Christian organization.

Master of Theological Studies (MTS)

The Hood Master of Theological Studies (MTS) program grounds students in the Christian religious heritage while training them in the skills of critical thinking and academic writing. It is designed to serve those who desire a better understanding of the Christian faith for the purposes of personal edification, teaching, and/or preparation for doctoral studies. The program also has sufficient flexibility to enable United Methodist students to fulfill the academic requirements for ordination as a deacon. Students who desire focused pastoral training should consider the Master of Divinity degree instead.

The MTS degree is designed for students to pass 60 credit hours over a minimum of two years or a maximum of seven years.

The MTS program combines the in-depth study of a particular field with exposure to the breadth of theological disciplines. MTS students have the choice of selecting an area of concentration, either Biblical Studies or History and Theology, or participating in the MTS's general studies option. No more than 9 elective credit hours may consist of Pastoral Theology courses (excluding PTH 364-365 the thesis sequence, PTH 104-105 the research and writing

sequence, and PTH 109 Introduction to Theological Education, which do not count against the PTH limit). Seminary Choir (PTH 114), Supervised Ministry I (PTH 162), Supervised Ministry II (PTH 163), and Clinical Pastoral Education (PTH 350) may not be taken for credit toward the degree. United Methodist MTS students pursuing the deaconate can count all courses required for this order toward the degree.

Master of Divinity (MDiv)

The Master of Divinity (MDiv) is the major program of the Seminary. It is designed to provide a well-rounded preparation for ordained ministry by: (1) providing students with the foundational knowledge in all disciplines essential to the practice of ordained ministry; and (2) enabling students to interpret that knowledge and apply it in a relevant way in the cultural contexts of their own ministries. This program may be completed in a minimum of three years.

Students who have completed at least 18 hours in the MDiv program in good standing have the option of declaring a maximum of two concentrations in that degree program. Concentrations consist of the completion of 12 elective hours in the chosen area. A grade no lower than "B-"must be earned in each course. The areas of concentration are as follows: Biblical Studies; History of Christianity; Theology and Social Ethics; Preaching and Worship; Pastoral Care and Counseling; and Christian Education. All concentration electives must be taken at Hood. For more information see the section **"MDiv Concentrations" in the chapter "Curricula and Courses in the Master Programs."**

The MDiv is awarded upon the satisfactory completion of 84 credit hours. It is designed to be completed in a minimum of three academic years or a maximum of ten academic years. Credit is distributed among required courses and elective courses, as described in the chapter on "Curricula and Courses." According to the number of credits earned, students in the MDiv Program are classified as follows:

Junior - a student having completed fewer than 28 credit hours

Middler - a student having completed 28-55 credit hours

Senior - a student having completed 56 or more credit hours.

Doctor of Ministry (DMin) Six Options

The Doctor of Ministry (DMin) is the highest degree awarded by the Seminary. Students have the option of pursuing a general Doctor of Ministry degree. They also may purse a specialization in Pastoral Theology and Care, a specialization in Leadership Ministry, a specialization in Community Advocacy and Social Justice Ministry, a specialization in Clinical Pastoral Education Supervision, or a specialization in Homiletics/Preaching. All six options are a thirty-three hour program comprised of three major components: seminars, supervision, and a ministry project. The DMin degree is awarded upon the satisfactory completion of 33 credit hours. Promotion to candidacy is granted after the successful completion of three seminars and six electives, including one elective in either the Area of Biblical Studies or the Area of Theology and Social Ethics and an elective course in Research Methodology. The DMin degree is designed to be completed in a minimum of three years and a maximum of six years.

Students enrolled in the Hood Theological Seminary Doctor of Ministry (DMin) degree program must graduate from that program in six years' time. Students who do not complete the program in six years' time but wish to continue in it have the option of petitioning the Seminary's DMin Committee in writing for (a) one additional year to complete the program or (b) permission to re-take DMN 403 so as to begin a new professional project. All such petitions must be received by the Director of the DMin program on or before April 1 of the student's sixth year in the program.

The purpose of Hood's Doctor of Ministry Program is to provide a post-MDiv educational experience in which Christian maturity and ministerial preparation take place together and to prepare for the church, people committed to the witness of the gospel in whatever sphere of ministry or service God calls them. The program is designed to equip students with

1. An enhanced understanding of the nature and purposes of Christian ministry, including a deeper foundation in the core disciplines of biblical studies, church history, and theology.

2. New practical strategies for conducting Christian ministry in light of the students' specific cultural setting.
3. The ability to self-assess their effectiveness and capacities as ministers as part of their continued spiritual development.
4. The ability to evaluate the theological and ethical soundness and the effectiveness of their current ministerial practices, to reformulate those practices as necessary, and to implement new practices when appropriate.

The Doctor of Ministry with Specialization in Pastoral Theology and Care provides educational opportunities for caregivers and clinical practitioners who seek advanced theoretical and theological reflection on the contemporary practices of pastoral care and counseling. This specialization is oriented toward the generalist pastor, chaplain, minister of counseling, or institutional spiritual coordinator. It aims to sharpen and deepen skills for functioning as a strategic facilitator and collaborator in applied pastoral theology and pastoral care. The program focuses on enhancing one's developmental capacities and sharpening professional identity within a specialized context of care giving ministry or community faith-based service. The program intentionally ensures that each student has an academic advisor or a project mentor with advanced graduate level training and/or professional credentials in the area of pastoral theology, care, or counseling. Students specializing in Pastoral Theology and Care must choose three electives from courses specially designed for this program. In addition, the topic of the final doctoral project must fall in one of the following general categories:

- Projects relating to the life of the congregation in the area of Pastoral Theology and Care
- Projects relating to ministries of Chaplaincy
- Project relating to ministries of Counseling

The Doctor of Ministry in Leadership Ministry Specialization is designed to provide educational opportunities for pastors, church staff, missionaries, and church leaders who seek advanced theoretical and theological reflection on the contemporary practices of leadership. This option is oriented toward the generalist pastor, senior pastors, church staff, missionaries, and all other levels of leaders in the church, non-profits, and other ministries. It aims to sharpen and deepen skills for functioning as a Christian leader in the world today. It focuses on enhancing one's developmental capacities and sharpening professional identity within a specialized context of leadership in all areas of ministry. The program intentionally ensures that each student has an academic advisor and/or a project mentor with advanced graduate level training and/or professional credentials in the area of leadership ministry. Students specializing in Leadership Ministry must choose three electives from courses specially designed for this program. The topic of the final doctoral project must fall in one of the following general categories:

- Projects relating to the life of the congregation in the area of Leadership Ministry; the senior pastor's leadership role and expansion, staff development and enlargement, church laity leadership enhancement, and organizational leadership advancement
- Projects relating to community change and the role of the church – the pastor as organizer and facilitator in projects such as community-based education, faith and health, economic empowerment, and mentoring and character development
- Projects relating to ministries of organizational leadership, such as guiding leaders in vision and mission development of the organization, assisting leaders in dealing with conflict in their organization, and establishing leaders to structure growth in the organization

The **Doctor of Ministry in Community Advocacy and Social Justice Ministry Specialization** is designed to provide advanced theological training for persons committed to social justice ministry and political advocacy on behalf of marginalized persons and communities. The specialization also equips persons with practical tools for mobilizing Christian congregations for social justice work. The degree is a thirty-three-hour program comprised of three major components: seminars, supervision, and a ministry project in the area of community advocacy and social justice ministry. Students specializing in Community Advocacy and Social Justice must choose three electives from courses specially designed for this program. This Specialization has the following unique characteristics:

- Assists persons to develop deep biblical and theological rationales for social justice initiatives
- Equips persons with the skills needed to mobilize congregations for social justice work
- Intentionally ensures that each student has an academic advisor and/or a project mentor with advanced graduate level training and/or practical experience in the area of social justice ministry

Professional projects in this area of specialization must deal explicitly with issues directly related to community advocacy and social justice ministry. The project must not be a unit or expansion or work previously done in the setting of ministry.

The **Doctor of Ministry in Clinical Pastoral Education Supervision Specialization** is designed to provide advanced education opportunities and clinical training for clinical professional leaders who seek advanced theoretical and theological reflection on the contemporary practices of clinical supervisory leadership. This degree is unique because it combines the curriculum of a first-class seminary family with collaborative strengths and resources of a major regional research and training medical center.

The program content is aligned with the requirements to be credentialed as an ACPE (Association of Clinical Pastoral Education)/CPSP (College of Pastoral Supervision and Psychotherapy) Certified Pastoral Educator. Courses included will enrich and strengthen theoretical development of CPE educators. However, admission to the DMin program does not guarantee acceptance into an ACPE/CPSP Supervisory Education program or ACPE/CPSP certification. That process is a separate one to be negotiated between the student and the ACPE/CPSP Accredited CPE Center.

Requirements for the Clinical Pastoral Supervision Specialization include the following:

- In order to be admitted into the DMin Clinical Pastoral Education Supervision Specialization program, the student must be enrolled in a CPE Supervision training program or must have completed work and be functioning as a CPE supervisor or as a retired CPE Supervisor.
- Students will be required to complete Core Seminars I, II, III and to complete the other required elective courses with DMin students in their cohort.
- Students will be required to complete the two required electives -- research methodology and either a Biblical Studies or Theology elective. They must also complete a third elective that will meet the standards for the Clinical Pastoral Supervision Specialization.
- Students may transfer in, as elective course credits, prior completed course work in accredited ACPE/CSCP CPE supervision certification programs, with approval of the Academic Dean and Director of the DMin program. These three elective course credits will count toward three of the six elective courses required for the degree.

The following are unique characteristics of the Clinical Pastoral Supervision Specialization:

- Oriented toward individuals who are seeking to fulfill a high level of competence in key areas of the unique practice of clinical pastoral supervision
- Aimed to provide theological grounded and contextually informed theory and application for traditional and contemporary models of clinical care education
- Focused on deepening the student's developmental capacities to function as an effect leader in inter-faith and multicultural educational endeavors
- Designed to ensure ethical and professional formation by assigning each student a faculty advisor and clinical project mentor who possess supervisory credentials in clinical pastoral training

Projects in this area must be designed, executed, monitored, and evaluated within a specified time, utilizing the standards of practice and outcomes outlined in the CHS ACPE/CPSP Supervisory Education guidelines.

The topic of the final doctoral project must fall in one of the following categories:

- Projects related to preparing Supervisors-in-Training (SIT) to fulfill the clinical demonstrations and writing portfolio (theory papers) to successfully address his/her credentialing board
- Projects related to preparing clinical pastoral training residents to complete the requisite clinical demonstrations and writing portfolio to advance to the Supervisor-in-Training level

The **Doctor of Ministry with a Specialization in Homiletics/Preaching** is designed to provide educational opportunities for pastors, church staff, missionaries, and church leaders who seek advanced theoretical and theological

reflection on preaching the good news. The degree is a thirty-three-hour program comprised of three major components: seminars, academic advisement, and a ministry project in the area of homiletics/preaching.

Unique Characteristics of the Homiletics/Preaching Specialization are

- Oriented toward the generalist pastor, senior pastors, preaching pastors, church staff, missionaries, and all other levels of leaders in the church who are tasked with responsibility of publicly communicating the gospel and the empowerment of the saints.
- Aims to sharpen and deepen the skills of the student in the area of preaching God's Word in the twenty-first century.
- Focuses on enhancing one's developmental capacities and sharpening professional identity within a specialized context of a preaching ministry.
- Intentionally ensures that each student has a faculty advisor and/or a project mentor who possess advanced graduate level training and/or professional credential in the area of homiletics/preaching.

Students specializing in Homiletics/Preaching must choose three electives from courses specially designed for this program. In addition, the topic of the final doctoral project must fall in one of the following general categories:

- **Projects relating to the life of the congregation in the area of Homiletics/Preaching:** the senior pastor's preaching role, how to create a preaching team to share the responsibility of communicating the gospel, and preaching to a contemporary society.
- **Projects relating to community change and the role of preaching:** the pastor as preacher and prophet can serve in a strategic role of proclaiming justice by identifying social needs and speaking out to mobilize the congregation to take action. The spectrum of projects can range from community-based preaching, congregational preaching to enhance the life and work of the church membership, and other current preaching venues for the advancement of the Kingdom.
- **Projects relating to ministries of homiletics;** pastors using preaching as a tool to disciple the church, using sermons and preaching to deal with conflict in organizations, and using preaching to structure growth in the organization.

Certificate Programs

The Seminary offers Certificate Programs for students who wish to prepare themselves for Christian Ministry at a basic level. Courses in these programs can be applied to a degree program. The three Certificate Programs are Biblical Studies Certificate (BSC), General Theological Studies Certificate (GTSC), and United Methodist Studies Certificate (UMCRT). Descriptions of these programs are found in the Curricula and Courses section of the catalogue.

Admission

General Policy

The Admissions Committee of the Faculty will review all applications on a rolling admissions basis and decide which applicants are admissible. The faculty and Academic Dean reserve the right to determine the academic standing of each applicant admitted to the Seminary. Records submitted in application for admission cannot be returned.

Questions concerning application and admission should be directed to:

Director of Recruitment and Admissions
Hood Theological Seminary
1810 Lutheran Synod Drive
Salisbury, NC 28144

Phone: (704) 636-6455
Fax: (704) 636-7685

Pre-seminary Studies

It is recommended that the applicant's baccalaureate preparation include a range of courses in liberal arts, such as English, philosophy, literature, history, religion, and ancient and modern languages, together with some work in the natural and social sciences, especially psychology and sociology.

Admission to the Master Programs

Following are requirements for an application to the Master Programs:

1. A completed **application form** and a non-refundable **application fee** of $30.

2. A **bachelor's degree** or its equivalent, from a college or university accredited by an agency recognized by the Council for Higher Education Accreditation or holding membership in the Association of Universities and College in Canada, or the educational equivalent, with a minimum cumulative grade point average of "C+" (2.33). Admission to the

MACE program requires a minimum cumulative grade point average of 2.5. An applicant with less than the required cumulative grade point average may be admitted on academic probation for the first two semesters of study. A student admitted on academic probation will be limited in the number of credit hours for which they may register and must achieve in the first two semesters of study a cumulative grade point average of at least 2.5 in the MACE program and "C+" (2.33) to continue in the other master degree programs. Otherwise, the student will be withdrawn.

3. An **official transcript(s)** submitted directly to the Seminary by **every** college or university where the applicant studied.

4. **Two letters of recommendation:** one from the applicant's judicatory official (or, if none, a colleague) and one from a former professor that indicate the applicant's intellectual competence, personal character, and suitability for ministry. The Seminary will provide official forms that referees are to complete and send directly to the Admissions office.

5. A **statement of purpose** reflecting the applicant's faith journey, religious experience, plans, and the importance to the applicant of a Seminary education.

Following are requirements for an application to the MAC Program:

- Completed Application
- $30 non-refundable application fee
- Official transcript for highest earned degree and any graduate degree work
- Three Leadership references
- Application essay
- GPA of 2.5 of higher

Application Deadlines

For Fall admission, please submit completed applications by July 15 of each year. For Spring admission, please submit completed applications by November 30 of each year.

Notification of Admission to the Master Programs

Upon notification of admission, successful applicants are to submit immediately to the Seminary a statement of intent to enroll, and a non-refundable enrollment fee of $50. That money will be credited towards the tuition fee for the first semester of studies.

The Seminary reserves the right to administer placement, psychological, and achievement tests to ascertain the fitness of students admitted to its programs.

Admission to the Seminary does not guarantee graduation or receipt of financial aid.

Transferring into the Master Programs

The above requirements and criteria that apply for admission to the graduate programs apply also to applicants seeking transfer from other theological schools. In addition, the following regulations apply in determining academic standing and transfer credits:

1. A transferring applicant must ask the Registrar of the former school to send an official transcript of the student's work directly to the Registrar of the Seminary. The Academic Dean and the Registrar will evaluate the transcript to decide the number of credits to be transferred as well as the number of credits and specific courses still to be completed in order to qualify for a degree from Hood.

2. Advanced standing and transfer credits for courses completed at an institution accredited by a recognized accrediting body other than ATS will be assessed on a case-by-case basis.

3. Advance standing and transfer credits for courses that have been earned as part of the award of another graduate degree program at an institution accredited by a recognized accrediting body will be assessed on a case-by-case basis. In such cases not more than two-thirds of the credits required for the Hood degree may be transferred.

4. The Seminary will accept no more than two-thirds of the credits required for its degree programs on the basis of transfer credits.

5. Students in the MDiv and MTS Program will not receive advanced standing or transfer credit for courses completed with a grade lower than "B-" 2.67) for required courses or "C" (2.00) for elective courses. In the case of students seeking transfer credit for courses taken at institutions with pass/fail grading systems, the student should be prepared to provide clarifying information from the granting institution.

6. Master students will not receive advanced standing or transfer credit for courses taken at the baccalaureate level. In cases where a student demonstrates that the work required in a basic course has been adequately covered in a course at the baccalaureate level, the Academic Dean, on the advisement of the faculty of the area in which the course belongs, may exempt the student from the basic course and require the student to take an advanced course in that area to satisfy the requirements for the degree.

7. Students pursuing ordination in the United Methodist Church must be advised that the United Methodist policy is to accept online credit only from United Methodist Seminaries and Asbury.

Non-Degree Students

Individuals who do not plan to pursue a degree at Hood but would like to take one or more courses for credit may apply for admission as a non-degree student. Applicants must obtain two letters of recommendation: one from the applicant's judicatory official or, if none, a colleague and one from a former professor. The Seminary will provide official forms that referees are to complete and send directly to the Admissions office. The applicant must also submit an official transcript indicating a **bachelor degree** or its equivalent, from a college or university accredited by an agency recognized by the Council for Higher Education Accreditation or holding membership in the Association of Universities and College in Canada, or the educational equivalent. **All students who want to transfer credits earned at Hood to another institution must verify prior to registering that the course will be accepted as transfer credit by the other institution.**

Certificate Seeking Students

All persons with an accredited baccalaureate degree or its educational equivalent are eligible to apply, along with those who graduated with a GPA of 3.0 or higher from an accredited associate degree program. Applications must include a letter of recommendation from the applicant's judicatory official (or, if none, a colleague) and a letter of recommendation from a former professor. The Seminary will provide official forms that referees are to complete and send directly to the Admissions office.

Transferring between Master Programs

Neither the MDiv nor the MTS is a degree in progress to the other. Consequently, students will not be awarded both degrees for the same work. A student may transfer from one program to the other, with the credits of the one counting towards the other, providing the credits meet the required distribution prescribed by the curriculum of the desired degree.

A student who desires to transfer from the MTS to the MDiv Program or *vice versa,* shall, after consulting with his or her faculty advisor and/or the Academic Dean, notify the Registrar by completing a Change of Degree Notification Form found on the Forms/Polices tab of myHood. While the courses in each program are transferable to the other, a student must satisfy the core requirement of the degree program into which he or she has transferred.

Admission to the Doctor of Ministry Program

An applicant to the DMin Program must submit the following:

1. A completed application form and a non-refundable application fee of $50.

2. Official academic transcripts, directly from the degree-granting institutions, of **all other degrees** earned by the applicant and a minimum cumulative grade point average of "B" (3.00) for the MDiv Degree. (Applicants with a minimum MDiv cumulative grade point average of 2.75 but less than 3.00 may contact the Director of Admissions regarding conditions for an exception to this requirement.)

3. Written evidence of ordination, licensure, or ministerial commission by the applicant's denomination or church

4. Assurance that the applicant has been in active ministry at least three years after earning the MDiv degree or its equivalent

5. Where applicable, written endorsement from the appropriate judicatory official of the applicant's participation in the program; or where not applicable, written endorsement from a denominational colleague

6. A letter of endorsement from the governing body in the applicant's setting of ministry, indicating the status of the applicant's employment, reasonable assurance of the applicant's continuity in the current setting of ministry for the duration of his/her participation in the program, and permission and time release for the applicant's participation in the program

7. An introspective paper describing the candidate's spiritual journey, ministerial experience, and reason for wanting to obtain the DMin degree.

Notification of Admission to the DMin Program

Upon notification of admission, successful applicants must submit immediately to the Seminary a letter of intent to enroll and a non-refundable enrollment fee of $300. This money will be credited towards the tuition for the first semester of studies.

Because there are significant variations among the curricula of DMin Programs, Hood does not ordinarily admit to its DMin Program applicants on transfer from another DMin Program.

Admission to the DMin Program does not guarantee graduation.

Auditing Students

The Seminary permits persons to audit courses. To apply as an auditing student, individuals meet with the Director of Admissions, complete an application and submit a registration form. Auditors are exempt from tests, examinations, and other grading procedures. Audited courses do not earn academic credit. They appear on transcripts with a grade of "AU". The deadline for auditing students to change a course to for-credit is the end of the drop/add period for the semester/term.

Costs and Financial Aid

Costs for 2024-2025

The Seminary adheres to the principle expressed by the Association of Theological Schools that students must expect to cover a manageable portion of the cost of their theological education. That principle notwithstanding, Hood's tuition is far lower than the actual cost of its education. A conservative estimate of the average cost of theological education is approximately three times the cost of the tuition at Hood. This means that a significant portion of the cost is paid mostly by the AME Zion Church, on whose munificence and benefaction the Seminary depends. Below is a description of tuition and fees for the 2024-2025 academic year.

1. TUITION

Master Programs (per credit hour)	700.00
Auditing Students (per course) (in Master Programs only)	75.00
Doctor of Ministry (per semester)	3,800.00

2. MAINTAINING MATRICULATION

Master Programs (per semester)	225.00
Doctor of Ministry (per semester)	550.00

3. APPLICATION

Master	30.00
Doctor of Ministry	50.00

4. ACCEPTANCE OF ADMISSION

Master	50.00
Doctor of Ministry	300.00

(These fees are credited to the first semester's tuition and are non-refundable.)

5. GENERAL FEES

Masters (for academic year) 750.00

(These fees include $650 for technology, $60 for lectureships, and $40 for SGA dues)

(Part-time students: $35/per credit hour for technology, $60 for lectureships, and $40 for SGA dues)

MISCELLANEOUS

Meals (per meal purchased on campus)	15.00
Housing (for academic year)	4,000.00
Housing: commuters (room per night)	45.00
Washer/Dryers & Micro/fridge (for academic year)	120.00
Housing Summer	400.00
Graduation:	
Master	360.00
Doctor of Ministry	1400.00
Late Registration (all programs)	75.00
Transcripts	5.00

Arrangements for the payment of these costs must be made with the Business Office (704) 636-6454.

Payment Policy

The charges for tuition and other fees are determined annually by the Board of Trustees. The fee structure given above may change without prior notice. Full payment is due on a semester basis on or before the first day of class, or as otherwise indicted on the academic calendar of the Seminary. Payment may be made in cash, by check, money order, debit card, MasterCard, VISA, Discover or American Express.

Any tuition or fees in arrears must be paid in full prior to registration for courses in a new semester. Students will be withdrawn from classes and from the Seminary if tuition and fees are not fully paid and satisfactory arrangements have not been made to pay the same by the prescribed deadline. Students withdrawn from classes for financial arrears will not be permitted to re-enroll in those classes later in the same semester.

Academic transcript and degree(s) earned will be withheld from any student who has not met all financial and other obligations to the Seminary. Students receiving veteran's benefits may obtain a copy of their grade report for submission to the Veterans Administration; however, official transcripts and degrees will be withheld until financial obligations to the Seminary are fully satisfied.

Refund Policy

Any student who pays an excess amount for tuition and fees is entitled to a full refund of the overpayment. No refunds will be granted on institutional scholarships or grants-in-aid.

Students who withdraw from the Seminary voluntarily or involuntarily, with the endorsement or by the authority of the Academic Dean, may be entitled to partial refund of tuition, providing they submit on time to the Academic Dean the appropriate withdrawal form and return all library books, mailbox keys and parking stickers to the President's Office. The date of withdrawal will be the date on which the completed withdrawal form is received in the Registrar's Office and materials surrendered to the President's Office.

The Financial Aid Office is required to calculate each semester the amount of the Federal Title IV financial aid that students have earned and the amount that is unearned. The unearned portion of Title IV financial aid must be returned to the appropriate financial aid programs according to federal and institutional guidelines. In keeping with this requirement of the Department of Education and for consistency, our refund policy is as follows:

Students who withdraw on or before the 60% point of the semester will have a percentage of their fees and Title IV financial aid calculated as earned and unearned on a pro-rata basis. If a student is enrolled beyond the 60% of the semester, all fees paid and Title IV financial aid received will be considered earned.

Before the end of Late Registration and Drop/Add - 100%
At the end of the third week of the semester - 85%
At the end of the fourth week of the semester - 70%
At the end of the fifth week of the semester - 55%
At the end of the sixth week of the semester - 40%
At the end of the seventh week of the semester - 25%
At the end of the eighth week of the semester -10%

Students who withdraw from the Seminary within the first nine weeks of the semester for any reason apart from illness verified by a licensed physician may receive partial refund of fees for room. The refund will be prorated for the period the students used the services.

Students who withdraw from the Seminary on the written recommendation of a licensed physician will be granted a medical leave of absence for one semester. Refund of tuition and room may be prorated by the Academic Dean on compassionate grounds.

The Acceptance of Admission Fee is not refundable.

Financial Aid

The Seminary's low rate of tuition provides students with indirect financial aid in an amount of approximately 45% of actual cost of tuition. Additionally, some students are awarded financial aid based mainly on need, the number of credit hours being attempted during the semester, and their assessed ability to complete the work satisfactorily. Financial aid is administered by the Financial Aid and Scholarship Committee on the advisement of the President. Applications for financial aid are available in the Admissions and Financial Aid Office. The Seminary awards financial aid in four categories:

Grants-in-aid are amounts awarded to assist students with payment of tuition. One source of that aid is the Woman's Home and Overseas Missionary Society (W.H.&O.M.) of the AME Zion Church, which gives an annual sum of money to the Seminary from which to award grants-in-aid to AME Zion students in need. This annual gift is a major source of the financial aid income of the Seminary. Other sources are the Seminary's own resources and any grants received from foundations.

Tuition remission is a reduction of tuition in proportion to the value of employment in the Seminary, including assisting in the library and serving as the resident director of housing.

Scholarships are varying amounts awarded annually to students on the basis of academic merit and applied toward the payment of tuition.

Student loans from the federal government are available to qualified students. Applications for student loans are available at www.studentloans.gov. Students receiving federal student aid must make satisfactory academic progress (SAP) each semester. For more information contact the Financial Aid Office.

Veterans and Their Dependents

The Master and Doctoral Programs of the Seminary are approved by the North Carolina State Approving Agency for the enrollment of persons eligible for education assistance benefits from the U.S. Department of Veterans Affairs (VA). Information about policies and procedures for veteran students and dependents using VA benefits are provided by the Registrar, who is the School Certifying Official, and local county VA offices. The Hood Seminary website www.hoodseminary.edu provides detailed information about veteran educational benefits.

Students must be accepted in a VA approved program of study and meet all institutional and VA requirements before certification can be made by the Seminary to the Veterans Administration. In order to facilitate the receipt of VA benefits, prospective students should apply for VA benefits through the website https://www.va.gov/education/how-to-apply. In addition to the VA website, specific application for benefits can be made through county VA offices (upon presentation of a certified copy of the DD Form 214) or with the School Certifying Official. To be certified as a full-time student, Master Program students must be registered for nine (9) or more credit hours per semester. Students are responsible for reporting to the School Certifying Official any changes in their enrollment status as well as changes to contact information.

Any complaint against the school should be routed through the GI Bill® Feedback System by going to the following link: http://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

Scholarships, Grants, and Prizes

Through the generosity of alumni, alumnae, and friends, the Seminary awards, at the beginning of semesters and during an Honors Convocation, a number of prizes and certificates of merit in recognition of grants to the Seminary. Such prizes and certificates are given to students of high academic performance who meet criteria set by the donors. The amounts received are added to the financial aid pool of the Seminary to be disbursed on the basis of need to recipients of the certificates and to other students in good academic standing.

THE WOODSON ENDOWED SCHOLARSHIP -- A scholarship endowed by the Margaret C. Woodson Foundation. The honoree is a deserving student with financial need, who has displayed academic excellence and outstanding promise for ministry.

THE ROBERT AND LOIS PRUEHSNER ENDOWED SCHOLARSHIP – A scholarship provided by Robert and Lois Pruehsner to a deserving student or students selected by the faculty based on need and a demonstration of academic excellence and outstanding potential for ministry.

THE BISHOP GEORGE E. BATTLE JR. ENDOWED SCHOLARSHIP – A scholarship established in honor of Bishop Battle and awarded to a seminary student showing great promise in the field of ministry with strong consideration given to need and merit.

THE BISHOP AND MRS. RICHARD K. THOMPSON ENDOWED SCHOLARHIP -- A scholarship based on need and merit endowed by Bishop and Mrs. Richard K. Thompson for an entering student in the Eastern North Carolina Episcopal District of the A.M.E. Zion Church.

THE DR. ALBERT J. D. AYMER ENDOWED SCHOLARSHIP -- A scholarship established by the First Presbyterian Church of Salisbury, North Carolina, in memory of President Aymer and awarded, based on academic merit and financial need, to a deserving student who shows outstanding potential for ministry.

THE DR. FRANK AND FLETCHER BROWN ENDOWED SCHOLARSHIP -- A scholarship established in the memory of Dr. Frank and Fletcher Brown by their son, Dr. Reginald Brown of Salisbury, North Carolina, and awarded, based on academic merit and financial need, to a deserving student who shows outstanding potential for ministry.

THE DR. ROBERT HARKRADER ENDOWED SCHOLARSHIP -- A scholarship established anonymously by a friend in the First United Methodist Church of Salisbury, North Carolina, and awarded, based on academic merit and financial need, to a deserving student who shows outstanding potential for ministry.

THE THOMAS WILLIAM LANGFORD ENDOWED SCHOLARSHIP -- A scholarship established with endowment funds given by the late Thomas and Barbara Langford, members of First United Methodist Church of Salisbury, North Carolina, in memory of their infant son and awarded, based on academic merit and financial need, to a deserving student who shows outstanding potential for ministry.

The Reverend N. Fred & Katherine P. Jordan Endowed Scholarship -- A scholarship established with endowment funds given by the Rev. N. Fred & Katherine P Jordan of Salisbury, NC to be awarded to a well-deserving United Methodist Church student or a Hood student in good academic standing showing outstanding potential for parish ministry.

THE ANDREW MCLEAN SPAULDING ENDOWED SCHOLARSHIP -- A scholarship established with endowment funds given by Rev. Spaulding's son, Dr. Henry Moses of Nashville, Tennessee, and awarded, based on academic merit and financial need, to a deserving student who shows outstanding potential for ministry.

THE BISHOP GEORGE JUNIUS LEAKE III ENDOWED SCHOLARSHIP -- A scholarship established by the Connectional Lay Council of the A.M.E. Zion Church to perpetuate the legacy of Bishop Leake, and awarded to

qualifying A.M.E. Zion members of the ordained clergy enrolled in the Master of Divinity, Master of Theological Studies or Doctor of Ministry program. The recipients are designated Leake Scholars.

THE GENERAL OFFICERS ENDOWED SCHOLARSHIP – A scholarship established with endowment funds, given by General Officers of the African Methodist Episcopal Zion Church and awarded, based on academic merit and financial need, to a deserving A.M.E. Zion student who shows outstanding potential for ministry.

THE MID-ATLANTIC EPISCOPAL DISTRICT ENDOWED SCHOLARSHIP – A scholarship established with endowment funds, given by the Mid-Atlantic Episcopal District of the African Methodist Episcopal Zion Church in memory of Bishop Richard K. Thompson, and awarded to a deserving A.M.E. Zion student.

DR. J. DALLAS JENKINS WRITING ENDOWED FUND IN EVANGELISM, CHURCH GROWTH & RECLAMATION – An endowed scholarship established in memory of Dr. J. Dallas Jenkins and awarded to a student or faculty member who is studying in the areas of evangelism, church growth and reclamation.

THE WILLIAM B. AND LILLIAN W. HOWELL MEMORIAL PRIZE – An award given to an outstanding Doctor of Ministry graduate whose Professional Paper demonstrates academic excellence, outstanding research, potential for publication, and broad application and impact on the church and community**.**

THE CHURCH ADMINISTRATION AWARD - An award given by Bishop Joseph Johnson to the A.M.E. Zion student who has excelled academically in the Master of Divinity program and shows great potential for excellence in the area of church administration.

THE REVEREND BRENDA V. HARRIS SCHOLARSHIP –An award given by alumna Brenda V. Harris, '13 in support of a full-time student residing in the Charlotte or Matthews North Carolina areas.

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THE BISHOP CLARENCE AND BARBARA S. CARR ENDOWED SCHOLARSHIP— A scholarship established by Mrs. Barbara Carr and the late Bishop Clarence Carr and awarded to a deserving A.M.E. Zion student based upon academic merit and financial need.

THE BISHOP ROY A. HOLMES ENDOWED SCHOLARSHIP – A scholarship established with endowment funds given by friends and family of Bishop Holmes, as a tribute to his role as a young Episcopal leader, and awarded to a deserving A.M.E. Zion student.

THE ELLEN AND JAMES ROBERT KEEVER ENDOWED SCHOLARSHIP– A scholarship established with endowment funds, given by the Keever family in memory of Ellen Keever and in honor of James Robert Keever, and awarded to a student who demonstrates significant improvement in research and writing skills.

THE REV ARTHUR W. WALLS SR. AND MRS. CARRIE WALLS ENDOWED SCHOLARSHIP -- A scholarship established with endowment funds given to the Seminary by the children of the late Rev. Arthur W. Walls Sr. in memory of Rev. Walls Sr. and his wife Carrie and awarded to a deserving student in ministry.

THE HOOD ALUMNI ASSOCIATION SCHOLARSHIP – An award given to the Seminary by the Hood Alumni/ae Association, in recognition of a student who shows outstanding academic progress, the promise of competent leadership in the church, and selfless service in the Seminary community.

THE GEORGE E. AND EDNA B. ARMSTRONG MEMORIAL AWARD - An award given to the Seminary by the Reverend James David Armstrong in memory of his mother and father, and in recognition of the student demonstrating the greatest proficiency in studies relative to the history of the African Methodist Episcopal Zion Church.

THE J. ROY VALENCOURT PRIZE IN NEW TESTAMENT STUDIES - An award given to the Seminary by Mrs. Carol Valencourt in memory of Dr. J. Roy Valencourt, who was a professor of New Testament Studies, in recognition of a student who exhibits dedication, passion, and aptitude in studying the New Testament texts.

THE REVEREND DR. WILLIAM M. WHITE SR. PASTORAL THEOLOGY SCHOLARSHIP – An award given to the Seminary in memory of the Reverend Dr. William M. White Sr. by his immediate family, in recognition of

the student who has completed two years at Hood, with a "B" grade or better, and who demonstrates desirable qualities of character and leadership.

THE GEORGE LEILE PRIZE FOR ACADEMIC EXCELLENCE -- In memory of the founding pastor of the First African Baptist Church, Savannah, Georgia, this prize is awarded annually to the Baptist student who, having earned at least 60 credit hours, holds the highest grade point average.

THE REVEREND REID R. AND MRS. RUBY M. WHITE SR. MEMORIAL SCHOLARSHIP – An award given to the Seminary by the White Taylor family to a deserving seminarian from a rural charge, a dedicated student of the Bible and biblical history, passionately committed to the teaching ministry, in good standing and deserving financial assistance.

THE L. C. ASBURY MEMORIAL AWARD – An award given to the Seminary by the Women's Home and Overseas Missionary Society of the Concord District in memory of the late Dr. Louico Cecil Asbury, Presiding Elder, to a student who aspires to become a minister, has exemplary leadership ability, a high ethical Christian character, and is a member of the A.M.E. Zion Church.

THE TREVOR WILLIAMS ENDOWED SCHOLARSHIP – A scholarship established with endowment funds given by Dr. Trevor Williams and Gail Hounshell to a deserving student who demonstrates promise in the fields of preaching, homiletics and/or worship leadership.

THE EUGENE AND ENID SMITH SCHOLARSHIP – An award given by Reverend Lester E. and Fredricka E. Smith to a deserving veteran ministerial student who demonstrates exemplary leadership ability and high ethical Christian character and who is deserving of financial assistance.

THE JIM ARTHUR WADFORD ENDOWED SCHOLARSHIP -- A scholarship established by Dr. Jim R. and Mrs. Pamela Wadford in memory of their son and awarded to a Doctor of Ministry student who has completed the first year of the program.

THE HELEN BROWN EARNHARDT SCHOLARSHIP – A scholarship awarded to a deserving Hood student.

THE ANDREW AND ANNETTE WHITTED SCHOLARSHIP – A scholarship awarded to a deserving Hood student.

THE REVEREND JOHN G. WYATT SCHOLARSHIP – A scholarship given by Mrs. Anna Wyatt in member of her husband, the Reverend John G. Wyatt, and awarded to a deserving Hood student.

THE STONE-CAMPBELL SCHOLARSHIP – A scholarship awarded to a deserving student in good standing at Hood.

THE MRS. PHYLLIS PAULETTE CLAYBORN WELLS AWARD -- An award given by friends of Mrs. Wells to a deserving African American female student who portrays dedication and service, plus has maintained a 3.0 GPA or above.

THE RONALD EARL DAVIS SCHOLARHSIP – A scholarship given to a student facing health challenges while attending Seminary to assist in meeting their needs to complete their seminary journey.

THE CIVITAN/U.S.A.T. DORCHESTER SCHOLARSHIP is awarded annually to a second-year student in the Center for Chaplaincy Program who aspires to be a military, hospital, hospice, corporate or other professional chaplain. The successful candidate will be selected based on academic performance and financial need.

HOOD THEOLOGICAL SEMINARY SPECIAL MERIT AWARD – an award given to graduating seniors who have demonstrated leadership, academic excellence, and a commitment to the Seminary Community.

THE BISHOP JAMES WALKER HOOD ENDOWED PREMIER SCHOLARSHIPS -- Awards given to students who exemplify academic excellence.

THE FACULTY AWARD - An award given to the graduating senior who has demonstrated academic excellence and who has made the most outstanding contribution to the life of the Seminary.

THE PRESIDENT'S AWARD – An award given to the graduating senior who has demonstrated excellent academic performance and outstanding citizenship in the Seminary community.

Academic Standards and Regulations

Following are regulations governing the academic programs of the Seminary. More detailed regulations are described in the "Regulations of the Faculty".

Requirements for Graduation

Following are the basic requirements for graduation in each of the programs of the Seminary:

The Master of Divinity (MDiv) is conferred by the Board of Trustees, upon the recommendation of the faculty, when the following requirements are met:

1. Satisfactory completion of 84 credits hours of course work designed to be completed in a minimum of three academic years or a maximum of ten years, fulfillment of the required distribution of the curriculum, with a grade point average of at least C+ (2.33)

2. A minimum of one academic year or 28 credit hours of course work completed at Hood

3. Satisfaction of all financial obligations to the Seminary, the return of all properties belonging to the Seminary, and the settlement of all housing obligations to the Seminary

4. Exemplary Christian conduct

5. An Exit Clearance

The Master of Arts in Chaplaincy (MAC) is conferred by the Board of Trustees, upon the recommendation of the faculty, when the following requirements are met:

1. Satisfactory completion of 72 credits hours of course work designed to be completed in a minimum of three academic years or a maximum of ten years, fulfillment of the required distribution of the curriculum, with a grade point average of at least C+ (2.33)

2. A minimum of one academic year or 24 credit hours of course work completed at Hood

3. Satisfaction of all financial obligations to the Seminary, the return of all properties belonging to the Seminary, and the settlement of all housing obligations to the Seminary

4. Exemplary Christian conduct

5. An Exit Clearance

The Master of Theological Studies (MTS) is conferred by the Board of Trustees, upon the recommendation of the faculty, when the following requirements are met:

1. Satisfactory completion of 60 credits hours of course work designed to be completed in a minimum of two academic years or a maximum of seven years, fulfillment of the required distribution of the curriculum, with a grade point average of at least C+ (2.33)

2. A minimum of one academic year or 20 credit hours of course work completed at Hood

3. Satisfaction of all financial obligations to the Seminary, the return of all properties belonging to the Seminary, and the settlement of all housing obligations to the Seminary

4. Exemplary Christian conduct

5. Exit Clearance

The Master of Arts in Christian Education (MACE) is conferred by the Board of Trustees, upon the recommendation of the faculty, when the following requirements are met:

1. Satisfactory completion of 51 credits hours of course work designed to be completed in a minimum of two academic years or a maximum of seven years, fulfillment of the required distribution of the curriculum, with a grade point average of at least C+ (2.33)

2. A minimum of one academic year or 27 credit hours of course work completed at Hood

3. Satisfaction of all financial obligations to the Seminary, the return of all properties belonging to the Seminary, and the settlement of all housing obligations to the Seminary

4. Exemplary Christian conduct

5. An Exit Clearance

The Master of Arts in Christian Ministry (MACM) is conferred by the Board of Trustees, upon the recommendation of the faculty, when the following requirements are met:

1. Satisfactory completion of 60 credits hours of course work designed to be completed in a minimum of two academic years or a maximum of seven years, fulfillment of the required distribution of the curriculum, with a grade point average of at least C+ (2.33)

2. A minimum of one academic year or 20 credit hours of course work completed at Hood

3. Satisfaction of all financial obligations to the Seminary, the return of all properties belonging to the Seminary, and the settlement of all housing obligations to the Seminary

4. Exemplary Christian conduct

5. An Exit Clearance

T**he Doctor of Ministry (DMin)** is conferred by the Board of Trustees, upon recommendation of the faculty, when the following requirements are met:

1. Satisfactory completion of 33 credit hours of course work over a minimum of three academic years and a maximum of six years, fulfillment of the required distribution of the curriculum, with a grade point average of at least B (3.00)

2. Satisfaction of all financial obligations to the Seminary, return of all properties belonging to the Seminary, and the settlement of all housing obligations to the Seminary

3. The satisfactory completion of a Doctor of Ministry Professional Project and Paper

4. Exemplary Christian conduct

5. An Exit Clearance

Academic Advisors

Upon admission in the Master Programs, each student is assigned an advisor to assist the student in interpreting the curriculum, in selecting courses each semester and in relating to the life of the Seminary. With the aid of a degree audit, the advisor is able to assist the student in monitoring academic progress. Degree Audits and Graduation Reports are available online through myHood. The advisor to the DMin students is the Director of the Program. While advisors are available to help with course selection, students are solely and only responsible for successful progress and completion of their degree.

Class Schedules

The academic calendar of the Seminary begins July 1 and ends June 30. The calendar can be found at the beginning of this catalogue. The arrangement of the academic year is ordinarily as follows:

Fall Semester (all Programs): The Fall Semester ordinarily runs from late August until mid-December. Classes in Track I of the Master Programs are offered in the hybrid format and ordinarily meet Mondays, Tuesdays, Wednesdays, and Thursdays. Classes in the Track II of the Master Programs are offered online and ordinarily meet on Fridays between 6:00 p.m. and 10:30 p.m. and Saturdays between 8:00 a.m. and 3:00 p.m. Classes in the DMin Program are online and ordinarily meet one Monday per month from 9:00 a.m. until 5:00 p.m., and one week each January and July. Month long intensive are sometimes scheduled in August.

Spring Semester (all Programs): The Spring Semester begins with a January Intensive Term. This sub-term consists of one or two weeks Master and one-week DMin electives in the intensive format. The regular Spring Semester ordinarily runs from late January until mid-May. The class meeting times are the same as in the Fall Semester. DMin intensive online courses are sometimes offered in January, February and/or March.

Summer Intensive Term: The Summer Intensive Master Term runs for three weeks in June. The DMin July Intensive Term runs for one week in early July. Students register for electives in the intensive format.

Some courses are offered in the hybrid format replacing a maximum of 49% seat-time with an online component. The hybrid course meeting dates for published schedules is available on myHood.

Credit Hours & Course Load

The credit hour is the measurable unit for each course at the Seminary. Students in the Master Programs attempting 9 or more hours a semester are classified as full-time. Students attempting 6-8 hours are classified as half-time and students attempting less than 6 hours are classified as less-than-half-time. Students who wish to enroll for more than 13 credit hours in a semester must submit a petition to the Academic Dean at the time of registration. The student's academic performance and exigency for the overload will be important factors in granting the petition. ATS standards stipulate that the MDiv degree program require a minimum of three academic years of full-time work. Overload is discouraged.

Students registered for classes in the DMin Program are classified as full-time. DMin students on matriculation are classified as half-time.

Attendance

Attendance at class is required of all students. Students who miss classes for any reason assume personal responsibility for material covered during their absence. Excessive absence from classes, with or without an excuse, may necessitate the assignment of additional work, and will be considered in the evaluation of the final grade for a course.

Minimum Grade Requirements

To remain in good standing in the Master Programs of the Seminary, students are required to earn a cumulative grade point average of at least "C+" (2.33). At the end of each semester, the Academic Dean, in consultation with the Registrar, will review the performance of each student, and those who do not achieve the minimum grade point average will be placed on academic probation for the following semester.

Required courses must be satisfied with a grade of "C" (2.00) or higher. Students whose performance falls below that minimum are required to repeat the course. The transcript is an official legal record of all attempted courses; hence, repeated courses and their grades will appear on the transcripts of students. The value of grades earned, except "S" (satisfactory), will be calculated into the grade point average of each student. If a student repeats a course, the highest recorded grade for that class will be used in the calculation of the cumulative grade point average.

Course Extensions

Extension of time in which to complete requirements is granted when extenuating circumstances prevent a student from meeting the deadline of a Doctor of Ministry or Master Program course. Such circumstances may be serious illness of the student, sudden death or severe illness in the student's immediate family, and/or extraordinary demands made by judicatory officials on students serving pastorates. Requests for extensions based on emotional stress are to be documented by a physician or professional counselor. Extensions will not be granted as a matter of convenience to students.

To seek an extension, students must pay a $10 fee and submit to the Registrar before the end of the examination period a petition duly endorsed and signed by the instructor of the course and the Academic Dean. Extensions will generally not be granted without those endorsements. Petitions are available from the Registrar's Office and on myHood. If a petition is denied, the instructor of the course will submit a final grade based on an evaluation of work previously completed by the student. If a petition is granted, the instructor will submit a grade of "I" (incomplete), to be changed if the late work is received within the time frame of the extension. Extensions will not exceed the designated date for removal of "I" (incompletes) on the current academic calendar, except in extraordinary circumstances decided by the Curriculum and Academic Standards Committee upon consultation with the instructor of the course. If a student wishes to petition for more than one course, the student must pay the $10 fee for each course and must complete a separate petition for each course.

If the work is not received within the extension, the instructor will submit a final grade based on the amount and quality of work received. If the instructor does not submit a final grade, the "I" (incomplete) will automatically convert to a grade of "U" (unsatisfactory).

Information regarding deadlines for Petitions for Extension of Coursework and Re-Submission of Course Work is available on myHood.

Academic Probation and Suspension Master Programs

Students may be placed on academic probation at the time of admission to the Seminary or following any semester in which their cumulative grade point average falls below a "C+" (2.33). The Seminary will require students on academic probation to take a reduced course load. The purpose of a reduced load is to give those students a reasonable opportunity to clear probation at the end of the semester by improving the standard of their work. Being on academic probation will negatively impact a student's financial aid from the Seminary.

Students in the MDiv Program who continue for three consecutive semesters on academic probation will be suspended from the program for at least one semester. Students in the MTS Program who continue for two consecutive semesters on academic probation will be suspended from the program for at least one semester. Given extraordinary circumstances and definite signs of progress, the Curriculum and Academic Standards Committee has

the discretion to permit a student to continue on academic probation more than the allowed number of semesters. To enroll for courses in a subsequent semester, suspended students must petition the Academic Dean, giving assurance of seriousness of intent or improved competence to complete the program satisfactorily.

Academic Progress Doctor of Ministry Program

Doctor of Ministry students must pass Core Seminar: Revisioning Ministry and Core Seminar: Personal Transformation with minimum grades of "C" (2.00) before the end of their second year and Core Seminar: Project Colloquium before the end of their third year to continue in the program.

Students who do not pass their first core seminar (DMN 401 or DMN 402) will be required to attend an evaluative session with an ad-hoc committee, comprised of the Director of the program and two members of the faculty, to discuss their readiness to continue in the program. Students will need an affirmative recommendation from this committee to proceed in the program. The rubric used to generate the committee's recommendation appears in the DMin Manual.

To enroll in Core Seminar: Project Colloquium, students must have a 3.0 cumulative grade point average prior to the start of the course. Students whose grade point average drops below 3.0 due to grades earned in Core Seminar: Project Colloquium and subsequent intensives will be permitted to continue in the program to repeat or take other intensives until the end of their fifth year in the program.

Students have six years to complete all program requirements. Those who do not complete within six years, but wish to continue in the program have the option of petitioning the Seminary's DMin Committee in writing for (a) one additional year to complete the program or (b) to re-take PTH 415 Research and Methodology and Core Seminar: Project Colloquium to begin a new professional project. All such petitions must be received by the Director of the DMin program on or before April 1 of the student's sixth year in the program.

Plagiarism

Academic honesty and integrity are expected of all students. Plagiarism or the copying and submission of work that is not the students' own will not be tolerated. Dependence on the works of others must be adequately and appropriately acknowledged. Academic dishonesty is a grave offense. Consequences may include some of the following:

- Meet with a faculty member in the Writing Center and repeat the assignment
- Meet with the reporting instructor and Academic Dean and not be permitted to re-submit the assignment and possibly be suspended for one semester
- Attend a formal hearing with the possible consequence of dismissal from the Seminary

Detailed copies of the Seminary's policy on plagiarism are available in the Student Handbook and the Doctor of Ministry Manual both of which are available on myHood.

Student Conduct

One of the requirements for graduation from any program at Hood is "exemplary Christian conduct." The Title IX Coordinator investigates grievances on the basis of race, color, ethnic or national origin, religion, age, ancestry, physical or mental disabilities, military status, veteran status, marital status, pregnancy and parenting status, creed or any other protected class, or other non-merit reason. Hood Theological Seminary strives to maintain an educational and working environment free from any form of harassment. A detailed definition of harassment is provided each

student on admission and is available on myHood. This document explains the complaint process, the investigation, the notice of the resolution and the appeals process. Students found guilty of harassment will be subject to disciplinary action including possible expulsion from the Seminary.

Hood Theological Seminary students have a right to participate in classroom environments that are orderly, respectful, and conducive to learning. Instructors may report a student whose behavior violates his or her classmates' right in that respect to the Dean of Students if their prior attempts to resolve the situation through direct conversation with the student fail. If conversation between the reported student and the Dean of Students does not result in the restoration of an orderly, respectful classroom environment that is conducive to student learning, the Dean of Students will refer the case to the Curriculum and Academic Standards Committee. If the Committee determines that there are grounds to suspend or expel the student from the Seminary, its members, along with the Dean of Students and the President of the Seminary, will interview and/or receive written statements from the reporting instructor, at least two other students enrolled in the course, and the reported student. The student will be suspended or expelled if a majority of the Committee, including the Dean of Students and the President of the Seminary, votes in favor. (If the student is enrolled in the DMin program, the Director of the DMin program will serve on the Committee as well.)

HTS expects all faculty, staff, and students to use the school's internet platform and services for official educational tasks and related school business. Appropriate use of the internet platforms and technologies (currently myHood, hoodseminary.edu) should be consistent with the HTS mission and honor its integrity. All transactions are expected to be professionally respectful of students, colleagues, and prospective constituents.

The following are basic rules of conduct:

- No individual shall use any part of the computing system in an activity that violates the federal, state, or local laws (especially those applicable to obscenity, harassment, and copyright violation)
- No user shall attempt to access the programs or data of another user without that person's expressed permission. The user should not attempt to alter in any manner the operation of the computer, network system, or any part thereof.
- Because of the nature of Internet technologies, users should not expect privacy in either sending or receiving electronic messages and the information on the Internet.

HTS reserves the right to retrieve, recover, or delete any information generated or stored on school-owned informational technology equipment.

Registration for Courses

The list of courses for a semester and the necessary registration forms are available online. Students are responsible to obtain the list, and to select their courses in consultation with their academic advisor. Priority in the selection of courses should be given to those courses required by the curriculum. Students should take care to ensure that no time conflicts exist and that all pre-requisites have been met for the courses in which they wish to enroll. Students may register online or with their advisor. Advisors have 10 days to approval online registration selections before the selections are automatically dropped.

Students who register late for courses will pay in full, at the time of registration, a late registration fee (currently set at $75.00). The late fee also applies to students admitted to the Seminary after the scheduled date for registration.

Adding and Dropping Courses

Students may officially add or drop courses from their registration within the add/drop period specified in the academic calendar. They should notify their advisor of their decision to drop. Courses dropped during this period will not appear on a student's official transcript. Students must email the course instructor, Academic Dean, and the Registrar of the intent to drop a course after the end of the add/drop period but prior to the last day to withdraw with a "W" grade as posted on the academic calendar.

Students are not permitted to drop courses and receive a grade of "W" (withdrawal) after the date specified on the current academic calendar as the last day to withdraw from a course with a "W". A student who ceases to participate in a course after the last day to withdraw will be given a final grade for the course based on the evaluation of work up to the time of the unofficial withdrawal.

Students who do not complete the requirements of courses in which they are registered, and who have not officially withdrawn from the courses, are financially liable for the courses and will receive a grade of "U" (unsatisfactory) in those courses at the end of the semester.

Attendance in a course does not constitute official enrollment in the course. Students will receive no credit for courses in which they are not officially registered. The instructor of each course has access to an online roster of the names of the students officially registered in the course. A student whose name does not appear on the roster is not permitted to participate in the course, unless authorized by the Academic Dean.

Substitution for Required Courses

In certain circumstances, mainly to facilitate a more rigorous academic challenge, particular students may be granted permission to substitute an advanced course for a basic course. A request for such a substitution is to be made in writing to the chairperson of the area in which the course is listed, clearly stating the benefits to be derived from the substitution. The chairperson will discuss each petition with faculty colleagues in the particular area, arrive at a consensus, and present that decision as a recommendation to the Academic Dean for final action.

Transfer Credits

Students who have previously matriculated in another seminary and who wish to enroll full-time in a Master Program at Hood should see the section, "Transferring into the Master Programs" in the chapter on Admission in this catalogue.

Current students who wish to take courses at other institutions for transfer credits into a degree program at Hood must petition the Academic Dean for approval **prior** to enrollment in such courses. Credits for courses taken elsewhere will not be accepted without prior approval. A clear description of the course or courses to be taken is to be submitted with the petition. Online courses must be noted as such.

When a petition is granted, the credits will be transferred upon receipt by the Registrar of an official transcript of work done at the other institution, with a grade of "C" (2.00) or better in an elective course or "B-" (2.67) or better in a required course. The number of such transfer credits will be restricted in the case of each student by the Academic Dean.

With the exception of the Doctor of Ministry in Clinical Pastoral Education Supervision Specialization, transfer credits are not ordinarily granted in the DMin Program. If granted, courses will transfer as elective hours. Each transferred course must have a grade of "B" (3.00) or better verified by an official transcript.

Time Limit Extension

In extenuating circumstances, an extension beyond the maximum time in each program may be granted by the Academic Dean, upon the recommendation of the Curriculum and Academic Standards Committee or Doctor of Ministry Committee. To receive an extension, a student must submit to the Academic Dean a letter of petition, describing the circumstances of the delay in completing the program and asserting serious intention to complete the requirements of the program within the requested period of extension.

Withdrawal or Leave of Absence from the Seminary

Students who find it necessary to withdraw indefinitely must submit to the Registrar an Application for Withdrawal. The application is available on myHood and from the Registrar's office. See the Refund Policy for details regarding partial refund of tuition.

Students who stop attending classes without being officially withdrawn from the Seminary are still financially liable for the courses in which they register. If the withdrawal takes place after the last day to remove a course with a "W" as specified on the current academic calendar, final grades will be recorded in the official transcript of the student based on the evaluation of the work done in the course(s) up to the time of withdrawal. Given extenuating circumstances, the Curriculum and Academic Standards Committee can recommend to the Academic Dean that a grade of "W" be recorded.

Students who receive Federal Student Aid should contact the Office of Financial Aid before withdrawal. Under current federal policies, dropping or withdrawing will most likely result in a student account balance owed to Hood for which the student is responsible. Similarly, veterans' benefits will be reduced accordingly and the Veteran's Administration may require the student to repay some or all VA monies.

Students who do not plan to enroll for courses during any Fall or Spring Semester are required to complete an Application for Leave of Absence. This form is available on myHood and from the Registrar's office. The student is required to obtain the signatures of the Dean of Academic Affairs, Advisor, Librarian, Chief Financial Officer, Financial Aid Director and Residence Director. While the maximum time for a leave is one year by Seminary guidelines, the maximum time permitted for an approved leave of absence in accordance with federal student aid guidelines is 180 days within a 12-month period. If a leave of absence does not meet these requirements, the government will regard the student to be withdrawn for financial aid purposes.

Students who do not return and who do not submit an Application for Leave and students who do not return at the end of an approved Leave of Absence will be classified as Non Returning for a maximum period of two years. After that time such students will be classified as Inactive.

Reinstatement Policy

Any student wishing to return must clear any account balance and must submit official transcripts for any work completed while away from Hood. These courses are not eligible for transfer credit unless the Academic Dean approved the course(s) prior to the student having taken them. See the section on Transfer Credits. The policy for reinstatement is as follows:

- Any student who has been out as many as five years or who wishes to return after the time limit for completing the degree must re-apply through the Admissions Office.
- Students who officially apply for a Leave of Absence and then return when the leave expires do not need to re-apply. After consultation with her/his advisor, the student need only register online or with her/his advisor.
- A student who officially withdraws and is out for more than one year, a student who withdraws unofficially, a student who has been suspended, or a student who does not return after a leave of absence is required to meet with the Academic Dean. The Dean may require reapplication materials such as but not limited to a Letter of Recommendation or a letter from a physician verifying an illness.

Grades, Transcripts, and Honors

The Grading System

Evaluation of course work is mainly based on a letter grade of "A" to "D". In some courses the evaluation may be based on satisfactory "S" and unsatisfactory "U". Grades of S are not used to calculate grade point averages. The percentages and meanings of the letter grades and other designations on students' transcripts are as follows:

A	(93-100)	excellent
A-	(90- 92)	
B+	(87- 89)	
B	(83-86)	good
B-	(80- 82)	
C+	(77- 79)	
C	(73-76)	acceptable
C-	(70- 72)	unsatisfactory for required courses
D	(60-69)	
U	(below 60)	unacceptable for elective courses
S	(satisfactory)	
I	(incomplete)	for work not yet completed, for which the student has an official extension
W	(withdrawn)	for official withdrawal from course within the time permitted or as authorized by the Academic Dean

For the purposes of assessing satisfactory progress and honors, the grade point value of each letter grade is as follows:

A	4.00 grade points	C	2.00 grade points
A-	3.67 grade points	C-	1.67 grade points
B+	3.33 grade points	D	1.00 grade point
B	3.00 grade points	U	0.00 grade point
B-	2.67 grade points	S	without grade points
C+	2.33 grade points		

A final grade in the transcript of a student will not be changed except to correct an error in calculation, transcription, or evaluation by an instructor. If the change is the result of an approved petition, the instructor emails the change to the Registrar. In other cases, instructors must request in writing permission of the Academic Dean to effect the change. All requests for such changes are to be made no later than the end of the following semester.

Grade Reports and Transcripts

Grade reports are available on myHood at the end of each semester for students in good financial standing. All graduating seniors will receive a complimentary copy of their official academic transcript upon the satisfaction of all requirements for graduation. Academic transcripts for seniors in financial arrears to the Seminary will be withheld until the debt is fully paid.

Official transcripts bear the seal of the Seminary, and are available directly from the Registrar, upon receipt of a completed request form and a fee of $5.00. Forms for requesting transcripts are available in the same office, on the Hood webpage www.hoodseminary.edu and on myHood. The Seminary also accepts transcript requests through

Parchment. Instructions for ordering are posted on the Seminary webpage. While paper transcripts can be ordered either directly through the Seminary or by clicking on the Parchment URL, electronic transcripts are available only through Parchment. Transcripts cannot be prepared without the following information:

Permission of the student as provided to Parchment. or by hand-written signature directly to the Seminary (e-mails and phone messages to the Seminary are not sufficient)
Full name while in attendance
Date of birth
Student ID or Social Security Number
Dates of attendance or of graduation
Current Address
Current Telephone Number
Current e-mail address

Official transcripts are not normally delivered to students or former students. They are mailed directly to the agencies or officials for whose use they are requested. Agencies and officials receiving such transcripts are asked not to release them to the student or former student.

Students who have outstanding balances on their student account will not be permitted to order an official or unofficial transcript without approval from the Business Office.

Current students may request an unofficial transcript of Hood coursework from the Registrar or on myHood. Transcripts from other institutions contained in student files are the property of Hood and as such are under the control of the Office of the Registrar. While federal law ensures that students may review the contents of their academic files, transcripts from other institutions submitted to Hood for admission or transfer credit evaluation will not be photocopied or forwarded elsewhere.

Academic Honors

The Seminary awards academic honors for scholastic performance of distinction in the Master Programs. These honors are printed on the diplomas of the recipients and indicated in the commencement program. The awards are as follows:

Summa cum laude	GPA. of 3.90 and above
Magna cum laude	GPA. of 3.70 to 3.89
Cum laude	GPA. of 3.50 to 3.69

Education Rights and Privacy Act, 1974

(Buckley Amendment)

In accordance with the Family Education Rights and Privacy Act (Section 513 P.L. 93-380, Education Amendments of 1974, which amends the General Education Provisions Act, Sec. 438), the students of the Seminary are hereby informed of their right of access to their official records, as described in the Act.
These rights include:

(1) The right to inspect and review the student's education records within 45 days of the day the Seminary receives a request for access.
   a. A student should submit to the Registrar, Academic Dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The Seminary official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Seminary official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
   a. A student who wishes to ask the Seminary to amend a record should write the Seminary official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the Seminary decides not to amend the record as requested, the Seminary will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before the Seminary discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
   a. The Seminary discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the Seminary in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Seminary has contracted as its agent to provide a service instead of using Seminary employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. 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 responsibilities for the Seminary.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

The website http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html provides additional information regarding FERPA.

Notification of Disclosure of Directory Information

At its discretion, Hood Theological Seminary may provide "directory information" in accordance with the provisions of FERPA. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at Hood Theological Seminary includes the following: student's name, local address and permanent home address, email address, photograph, telephone, date and place of birth, degree program and enrollment status (part-time, full-time, dates of attendance), cross-listed class rosters, institutions of higher education previously attended including dates attended and degrees awarded; and prizes, honors, special recognitions and degree(s) awarded by the Seminary.

Students may block the public disclosure of "directory information" (all or in part) by completing a FERPA block form, available from the Registrar. Although the initial request may be filed at any time, requests for FERPA blocks for the academic year must be received no later than September 20. Requests will be honored by the Seminary until revoked, in writing, by the student.

Please consider very carefully the consequences of a decision to block the disclosure of directory information. Placing a block on disclosure of all or part of the directory information will prohibit the Seminary from releasing the blocked directory information; and thus any future requests for such information from non-institutional persons or organizations will be refused. Hood Seminary will honor student requests to block disclosure of student directory information but cannot assume responsibility for contacting students for subsequent permission to release directory information. Regardless of the effect upon the student, Hood Seminary assumes no liability as a result of honoring student instructions to block disclosure of directory information.

Curricula and Courses in the Master Programs

The curricula of the MDiv and MTS Programs consist of two components. The first component is a series of required courses, which ensure that all students in each program have the same broad foundation on which to build. The second component is comprised of elective courses. Students, in consultation with their advisors, select courses that will allow them to pursue areas of particular interest and/or gain skill areas where they are weak.

Courses in the Master Programs are divided into four areas, according to subject matter: Biblical Studies, History of Christianity, Theology and Social Ethics, and Pastoral Theology. Each course is identified by a three-letter alpha code and a three-digit number. The alpha code indicates the area of study to which the course belongs, the first digit indicates the level of the course, and the other two digits identity the specific course. The alpha codes are as follows:

BST	=	Biblical Studies	TSE	=	Theology and Social Ethics
CHT	=	History of Christianity	PTH	=	Pastoral Theology

The sequence of courses is based on the degree of difficulty of each course. Courses in the 100 series are basic courses; courses in the 200 series are intermediate; and courses in the 300 series are advanced. Students are generally expected to take required courses in proper sequence in each area.

Successful completion of the required courses in each area is generally a pre-requisite for registration in all advanced and some intermediate courses in the area. Thus, it is desirable to complete the required courses as soon as possible. In the sequences of courses following, therefore, it is suggested that more required courses be taken in the first year in order to allow for elective enrollment in intermediate and advanced courses in subsequent years.

The faculty in each area may arrange for certain courses to be taken as tutorial or directed study. Tutorial or directed studies are not correspondence courses nor may they ordinarily be taken in lieu of required courses. They require an appropriate number of contact hours with the instructor for guidance, advisement, and assessment of student work. Students desiring to attempt a course through tutorial or directed study must consult with their academic advisor and complete a Directed Study Proposal including acquiring all the necessary signatures. Copies of the Proposal are available on myHood and from the Registrar's Office. Students in the MDiv Program may ordinarily take no more than 15 credit hours of tutorial or directed study, and those in the MTS Program, no more than 10 hours.

In the MTS Program, students are required to declare a concentration in a subject area in consultation with their academic advisor.

MDiv Curriculum

Biblical Studies (12 hours)

BST 103	Introduction to OT I (Torah and Former Prophets)	3
BST 104	Introduction to OT II (Latter Prophets and Writings)	3
BST 112	Introduction to NT I (Gospels and Acts)	3
BST 113	Introduction to NT II (Epistles and Apocalypse)	3
	An Exegesis Paper	

In addition to passing the four introductory classes, students must also fulfill an Exegesis requirement. Students may fulfill this requirement 1) by passing an OT or NT Exegesis Seminar with a grade of "C" or higher or 2) by writing an Exegesis Paper that meets certain minimum standards on a rubric developed by Biblical Studies faculty. Students will have the opportunity to fulfill this exegesis requirement in the required NT introductory sequence and in every OT class except BST 103 and BST 104.

History of Christianity (6 hours)

CHT 115	History Christianity in a Global Context	3
CHT 200	History of Religion in the United States	3

Theology and Social Ethics (9 hours)

TSE 110	Systematic Theology I	3
TSE 111	Systematic Theology II	3
TSE 120	Christian Ethics	3

Pastoral Theology (21 hours)

PTH 103	Worship & Preaching I	3
PTH 109	Introduction to Theological Education	3
	(Required of all students entering Fall 2017 or later)	
	(Upon review of transferred credit, may be waived for transfer students)	
PTH 141	Pastoral Care & Counseling	3
PTH 162	Supervised Ministry I	3
PTH 163	Supervised Ministry II	3
PTH 380	Worship & Preaching II	3
	Christian Education Requirement	3
		48

Elective

	Elective courses	36

Total hours required for the MDiv degree **84**

Courses that meet the Christian Education Requirement

- PTH 120 Foundations of Christian Education
- PTH 122 Teaching and Learning in Educational Ministry
- PTH 220 Practices for Faith Formation
- PTH 221 Christian Education in the African American Church
- PTH 223 Christian Symbolism as a Faith Nurturing Tool

Required courses are **not** approved for Directed Study.

MDiv Recommended Sequence Track I

(one elective must meet CE requirement: PTH 120, PTH 122, PTH 220, PTH 221 or PTH 223)

First Year			
Fall	**J-Term**	**Spring**	**Summer**
BST 103: Introduction to OT I (3 hrs.)	Elective (3 hrs.)	BST 104: Introduction to OT II (3 hrs.)	Elective (3 hrs.)
CHT 115: History Christianity Global Context (3 hrs.)		PTH 103: Worship and Preaching I (3 hrs.)	
PTH 141: Pastoral Care and Counseling (3 hrs.)		TSE 110: Systematic Theology I (3 hrs.)	
PTH 109: Intro Theo Ed (3 hrs.) (Required for students entering 2017 or later)			
(12 hours)	(3 hours)	(9 hours)	(3 hours)
			Total: 27 hours

Second Year			
Fall	**J-Term**	**Spring**	**Summer**
BST 112: Introduction to NT I (3 hrs.)	Elective (3 hrs.)	BST 113: Introduction to NT II (3 hrs.)	Elective (3 hrs.)
PTH 162: Supervised Ministry I (3 hrs.)		PTH 163: Supervised Ministry II (3 hrs.)	
TSE 111: Systematic Theology II (3 hrs.)		TSE 120: Christian Ethics (3 hrs.)	
Elective (3 hrs.)		Elective (3 hrs.)	
(12 hours)	(3 hours)	(12 hours)	(3 hours)
			Total: 30 hours (57 earned hours)

Third Year		
Fall	**J-Term**	**Spring**
PTH 380: Worship and Preaching II (3 hrs.)	Elective (3 hrs.)	CHT 200: History of Religion in the US (3 hrs.)
Elective (3 hrs.)		Elective (3 hrs.)
Elective (3 hrs.)		Elective (3 hrs.)
Elective (3 hrs.)		Elective (3 hrs.)
(12 hours)	(3 hours)	(12 hours)
		Total: 27 hours (84 earned hours)

MDiv Recommended Sequence Track II

(one elective must meet CE requirement: PTH 120, PTH 122, PTH 220, PTH 221 or PTH 223)

First Year		
Fall	**Spring**	**J-Term/Summer**
BST 103: Introduction to OT I (3 hrs.)	BST 104: Introduction to OT II (3 hrs.)	Elective (3 hrs.)
CHT 115: History Christianity Global Context (3 hrs.)	PTH 103: Worship and Preaching I (3 hrs.)	
PTH 109: Intro Theo Ed (3 hrs.) (Required for students entering 2017 or later)	TSE 110: Systematic Theology I (3 hrs.)	
(9 hours)	(9 hours)	(3 hours)
		Total: 21 hours

Second Year		
Fall	**Spring**	**J-Term/Summer**
BST 112: Introduction to NT I (3 hrs.)	BST 113: Introduction to NT II (3 hrs.)	Elective (3 hrs.)
PTH 141: Pastoral Care and Counseling (3 hrs.)	TSE 120: Christian Ethics (3 hrs.)	
TSE 111: Systematic Theology II (3 hrs.)	Elective (3 hrs.)	
(9 hours)	(9 hours)	(3 hours)
		Total: 21 hours (42 earned hours)

Third Year		
Fall	**Spring**	**J-Term/Summer**
PTH 162: Supervised Ministry I (3 hrs.)	PTH 163: Supervised Ministry II (3 hrs.)	Elective (3 hrs.)
Elective (3 hrs.)	Elective (3 hrs.)	
Elective (3 hrs.)	Elective (3 hrs.)	
(9 hours)	(9 hours)	(3 hours)
		Total: 21 hours (63 earned hours)

Fourth Year		
Fall	**J-Term**	**Spring**
PTH 380: Worship and Preaching II (3 hrs.)	Elective (3 hrs.)	CHT 200: History of Religion in the US (3 hrs.)
Elective (3 hrs.)		Elective (3 hrs.)
Elective (3 hrs.)		Elective (3 hrs.)
(9 hours)	(3 hours)	(9 hours)
		Total: 21 hours (84 earned hours)

MAC Master of Arts in Chaplaincy

Required Courses:

- BST 103 Old Testament I (3 credit hours)
- BST 112 New Testament I (3 credit hours)
- CHT 115 History of Christianity in Global Context (3 credit hours)
- CHT 200 History of Religion in the United States (3 credit hours)
- TSE 110 Systematic Theology I OR
  TSE 111 Systematic Theology II (3 credit hours)
- TSE 120 Christian Ethics (3 credit hours)
- PTH 140 Theories in Human Development and Personality (3 credit hours)
- PTH 141 Introduction to Pastoral Care and Counseling (3 credit hours)
- PTH 145 Chaplaincy (3 credit hours)
- PTH 244 Multi-cultural Spiritual/Pastoral Care Ministry (3 credit hours)
- PTH 248 Professional Ethics for Chaplaincy (3 credit hours)
- Christian Education Requirement (3 credit hours)
  - PTH 120 Foundations of Christian Education,
  - PTH 122 Teaching and Learning in Educational Ministry,
  - PTH 220 Practices for Faith Formation,
  - PTH 221 Christian Education in the African American Church, OR
  - PTH 223 Christian Symbolism as a Faith Nurturing Tool

Total: 36 Required Credit Hours

Students must consult with the Director of the Center for Chaplaincy regarding CPE courses.

PTH 350 CPE I (6 Credit Hours)
PTH 351 CPE II (6 Credit Hours)
PTH 352 CPE 3 (6 Credit Hours)
PTH 353 CPE 4 (6 Credit Hours)

24 Credit Hours of CPE

Senior Assessment Interview

Recommended Electives (12 credit hours) include:

- CHT 235 Death and Dying (3 credit hours)
- PTH 142 Psychology of Religion (3 Credit Hours)
- PTH 170 Listening Skills (2-3 Credit Hours)
- PTH 243 Dynamics in Addiction and Intervention (3 Credit Hrs.)
- PTH 245 Crisis Intervention (3 Credit Hours)
- PTH 246 Marriage and Family as System (2-3 Credit Hrs.)
- PTH 247 Human Sexuality and Spiritual Health (3 Credit Hrs.)
- PTH 249 Spiritual Care and Public Health Crises (3 Credit Hrs.)
- PTH 252 Spiritual Care, Mental Health, and Suicidality (3 Credit Hrs.)
- PTH 251 Spiritual Care and Social Justice in the 21st Century (3 Credit Hrs.)
- PTH 255 Case Study Method in Pastoral Care (3 Credit Hours)
- PTH 260 Conflict Resolution (3 Credit Hours)
- PTH 270 Forgiveness & Reconciliation in the Healing Process (3 Credit Hrs.)
- PTH 280 Womanist/Feminist Approaches to Spiritual/Pastoral Care (3 Credit Hrs.)
- PTH 290 Power and Violence: A Spiritual/Pastoral Guide to Intimate and Family Violence (3 Credit Hrs.)
- PTH 343 Seminar in Pastoral Care and Counseling (3 Credit Hours)
- PTH 345 Theories of Counseling and Pastoral Care (3 Credit Hours)

Total Hours: 72 (Required and Electives)

MAC Recommended Course Sequence (3 year plan)

FIRST YEAR			
Fall	**J-Term**	**Spring**	**Summer**
BST 103: Intro OT I (3 hrs.)	PTH 145: Chaplaincy (3 hrs.)	PTH 140: Theories Human Dev (3 hrs.)	PTH 350: CPE I* (6 hrs.)
CHT 115: History Global (3 hrs.)		Christian Ed. Course (3 hrs.)	
PTH 141: Intro Pastoral Care (3 hrs.)		TSE 110 Systematic I[a] or Elective (3 hrs.)	
(9 hrs.)	(3 hrs.)	(6or 9 hrs.)	(6 hrs.)
			Total: 24 or 27 hours

SECOND YEAR			
Fall	**J-Term**	**Spring**	**Summer**
BST 112: Intro NT I (3 hrs.) Or TSE 111: Systematic Theology II[a] (3 hrs.)	PTH 248: Professional Ethics (3 hrs.)	TSE 120: Christian Ethics (3 hrs.)	PTH 244: Mult-Cultural Pastoral Care (3 hrs.)
PTH 351: CPE II* (6 hrs.)		PTH 352: CPE III* (6 hrs.)	
(9 hrs.)	(3 hrs.)	(9 hrs.)	(3 hrs.)
			Total: 21 hours 39 earned hours

THIRD YEAR		
Fall	**J-Term**	**Spring**
PTH 353: CPE IV* (6 hrs.)	Elective (3 hrs.) (if needed)	CHT 200: History of Religion in America (3 hrs.)
BST 112: Intro to NT I (3 hrs.) OR Elective (3 hrs.)		Elective (3 hrs.)
Elective (3 hrs.)		Elective (3 hrs.)
		Assessment Interview
(12 hrs.)	(3 hrs.)	(9 hrs.)
		Total: 21 or 24 hours (72 earned hours)

*CPE units/residencies will be scheduled according to CPE site schedules and upon approval from CPE supervisors.

[a]Either TSE 110 Systematic Theology I which is offered every spring semester or TSE 111 Systematic Theology II which is offered each fall semester fulfill the MAC theology course requirement. MAC students must take one or the other but are not required to take both.

MAC Recommended Course Sequence (4 year plan)

FIRST YEAR			
Fall	**J-Term**	**Spring**	**Summer**
BST 103: Intro OT I (3 hrs.)	PTH 145: Chaplaincy (3 hrs.)	PTH 140: Theories Human Dev (3 hrs.)	PTH 350: CPE I* (6 hrs.)
PTH 141: Intro Pastoral Care (3 hrs.)		TSE 110 Systematic I[a] or Elective (3 hrs.)	
(6 hrs.)	(3 hrs.)	(6 hrs.)	(6 hrs.)
			Total: 21 hours

SECOND YEAR			
Fall	**J-Term**	**Spring**	**Summer**
BST 112: Intro NT I (3 hrs.)	PTH 248: Professional Ethics (3 hrs.)	PTH 351: CPE II* (6 hrs.)	PTH 244: Mult-Cultural (3 hrs.)
CHT 115: History Global (3 hrs.)			
(6 hrs.)	(3 hrs.)	(6 hrs.)	(6 hrs.)
			Total: 21 hours 39 earned hours

THIRD YEAR			
Fall	**J-Term**	**Spring**	**Summer**
PTH 352: CPE III* (6 hrs.)	Elective (3 hrs.)	TSE 120: Christian Ethics (3 hrs.) Christian Ed. Course (3 hrs.)	Elective (3 hrs.)
TSE 111: Systematic Theology II[a] (3 hrs.)			
(6 or 9 hrs.)	(3 hrs.)	(6 hrs.)	(3 hrs.)
			Total: 18 or 21 hours (57 or 60 earned hours)

FOURTH YEAR		
Fall	**J-Term**	**Spring**
PTH 353: CPE IV* (6 hrs.)	Elective (3 hrs.) (if needed)	CHT 200: History of Religion in America (3 hrs.)
		Elective (3 hrs.)
		Assessment Interview
(6 hrs.)	(0 or 3 hrs.)	(6 hrs.)
		Total: 12 or 15 hours (72 earned hours)

*CPE units/residencies will be scheduled according to CPE site schedules and upon approval from CPE supervisors.

[a]Either TSE 110 Systematic Theology I which is offered every spring semester or TSE 111 Systematic Theology II which is offered each fall semester fulfill the MAC theology course requirement. MAC students must take one or the other but are not required to take both.

MACE Master of Arts in Christian Education

<u>Required Courses</u>: (24 Credit hours)

- BST 103 Introduction to Old Testament I (3 credit hours)
- BST 112 Introduction to New Testament I (3 credit hours)
- CHT 115 History of Christianity in Global Context (3 credit hours)
- TSE 110 Systematic Theology I (3 credit hours)
- PTH 120 Foundations of Christian Education (3 credit hours)
- PTH 122 Teaching and Learning in Educational Ministry (3 credit hours)
- PTH 225 Curriculum Development in Christian Education (3 credit hours)
- PTH 330 Capstone Christian Education Seminar (3 credit hours)

Total: 24 Required Credit Hours

Elective Courses in Christian Education (15 credit hours)

Other Elective Courses (12 credit hours – choose 4 courses from the list below)

- BST 104 Introduction to Old Testament II (3 credit hours)
- BST 113 Introduction to New Testament II (3 Credit Hours)
- CHT 200 History of Religion in the US (3 credit hours)
- TSE 111 Systematic Theology II (3 credit hours)
- TSE 120 Christian Ethics (3 Credit Hours)
- PTH 103 Worship and Preaching I (3 Credit Hrs.)
- PTH 141 Pastoral Care and Counseling (3 Credit Hrs.)

Total Hours: 51 (Required and Electives)

MACE Recommended Course Sequence (2-year plan)

FIRST YEAR			
Fall	**J-Term**	**Spring**	**Summer**
BST 103: Intro OT I (3 hrs.)		TSE 110 Systematic Theology I (3 hrs.)	
CHT 115: History Global (3 hrs.)		PTH 122: Teaching and Learning in Educational Ministry (3 hrs.)	Christian Education Elective (3 hrs.)
PTH 120: Foundations of Christian Education (3 hrs.)		Christian Education Elective (3 hrs.)	
Elective (3 hrs.)		Elective (3 hrs.)	
(12 hrs.)		(12 hrs.) 24 earned hours	(3 hrs.) 27 earned hours

SECOND YEAR		
Fall	**J-Term**	**Spring**
BST 112: Intro NT I (3 hrs.)	Christian Education Elective (3 hrs.)	PTH 330: Capstone Christian Education Seminar (3 hrs.)
PTH 225: Curriculum Development (3 hrs.)		Christian Education Elective (3 hrs.)
Christian Education Elective (3 hrs.)		Elective (3 hrs.)
Elective (3 hrs.)		
(12 hrs.) 39 earned hours	(3 hrs.) 42 earned hours	(12 hrs.) **51 earned hours**

MACE Recommended Course Sequence (3-year plan)

FIRST YEAR			
Fall	**J-Term**	**Spring**	**Summer**
BST 103: Intro OT I (3 hrs.)		TSE 110 Systematic Theology I (3 hrs.)	
CHT 115: History Global (3 hrs.)		PTH 122: Teaching and Learning in Educational Ministry (3 hrs.)	
PTH 120: Foundations of Christian Education (3 hrs.)		Christian Education Elective (3 hrs.)	
(9 hrs.)		(9 hrs.) 18 earned hours	

SECOND YEAR			
Fall	**J-Term**	**Spring**	**Summer**
BST 112: Intro NT I (3 hrs.)		Christian Education Elective (3 hrs.)	
PTH 225: Curriculum Development (3 hrs.)		Elective (3 hrs.)	
Christian Education Elective (3 hrs.)		Elective (3 hrs.)	
(9 hrs.) 27 earned hours		(9 hrs.) 36 earned hours	

THIRD YEAR		
Fall	**J-Term**	**Spring**
Christian Education Elective (3 hrs.)		PTH 330: Capstone Christian Education Seminar (3 hrs.)
Elective (3 hrs.)		Christian Education Elective (3 hrs.)
Elective (3 hrs.)		
(9 hrs.) 45 earned hours		(6 hrs.) **51 earned hours**

MACM Master of Arts in Christian Ministry

<u>Required Courses</u>: (24 Credit hours)

- BST 103 Introduction to Old Testament I (3 credit hours)
- BST 104 Introduction to Old Testament II (3 credit hours)
- BST 112 Introduction to New Testament I (3 credit hours)
- BST 113 Introduction to New Testament II (3 credit hours)
- CHT 115 History of Christianity in Global Context (3 credit hours)
- CHT 200 History of Religion in the U.S. (3 credit hours)
- TSE 110 Systematic Theology I (3 credit hours)
- PTH 103 Worship and Preaching I (3 credit hours)
- PTH 130 Church administration, Organization, and Finance (3 credit hours)
- PTH 260 Christian Leadership and Conflict Resolution (3 credit hours)
- PTH 380 Worship and Preaching II (3 credit hours)

Total: 33 Required Credit Hours

Elective Courses (27 credit hours)

Total Hours: 60 (Required and Electives)

MACM Recommended Sequence (2-year plan)

<table>
<tr><th colspan="4">First Year</th></tr>
<tr><th>Fall</th><th>J-Term</th><th>Spring</th><th>Summer</th></tr>
<tr><td>BST 103: Old Testament I (3 hrs.)</td><td rowspan="4">Elective Course (3 hrs.)</td><td>BST 104: Old Testament II (3 hrs.)</td><td rowspan="3">Elective Course (3 hrs.)</td></tr>
<tr><td>CHT 115: History of Christianity in Global Context (3 hrs.)</td><td>TSE 110: Systematic Theology I (3 hrs.)</td></tr>
<tr><td>PTH 130: Church Administration, Organization, and Finance (3 hrs.)</td><td>PTH 103: Worship and Preaching I (3hrs.)</td></tr>
<tr><td>Elective Course (3 hrs.)</td><td>Elective Course (3 hrs.)</td><td>Elective Course (3 hrs.)</td></tr>
<tr><td>12 hours</td><td>15 hours</td><td>27 hours</td><td>33 hours</td></tr>
</table>

<table>
<tr><th colspan="3">Second Year</th></tr>
<tr><th>Fall</th><th>J-Term</th><th>Spring</th></tr>
<tr><td>BST 112: New Testament I (3 hrs.)</td><td rowspan="3">Elective Course (3 hrs.)</td><td>BST 113: New Testament II (3 hrs.)</td></tr>
<tr><td>PTH 380: Worship and Preaching II (3 hrs.)</td><td>CHT 200: History of Religion in the United States (3 hrs.)</td></tr>
<tr><td>Elective Course (3 hrs.)</td><td>PTH 260: Christian Leadership and Conflict Resolution (3 hrs.)</td></tr>
<tr><td>Elective Course (3 hrs.)</td><td></td><td>Elective Course (3 hrs.)</td></tr>
<tr><td>45 hours</td><td>48 hours</td><td>60 hours</td></tr>
</table>

MACM Recommended Sequence (3-year plan)

Fall	Spring	Summer
BST 103: Old Testament I (3 hrs.)	BST 104: Old Testament II (3 hrs.)	Elective Course (3 hrs.)
CHT 115: History of Christianity in Global Context (3 hrs.)	PTH 103: Worship and Preaching I (3 hrs.)	
PTH 141: Pastoral Care and Counseling (3 hrs.)	Elective Course (3 hrs.)	
9 hours	**18 hours**	**21 hours**

Fall	J-Term	Spring	Summer
BST 112: New Testament I (3 hrs.)	Elective Course (3 hrs.)	BST 113: New Testament II (3 hrs.)	Elective Course (3 hrs.)
PTH 130: Church Administration, Organization, and Finance (3 hrs.)		TSE 110: Systematic Theology I (3 hrs.)	
Elective Course (3 hrs.)		PTH 260: Christian Leadership and Conflict Resolution (3 hrs.)	
30 hours	**33 hours**	**42 hours**	**45 hours**

Fall	Spring
PTH 380: Worship and Preaching II (3 hrs.)	CHT 200: History of Religion in the United States (3 hrs.)
Elective Course (3 hrs.)	Elective Course (3 hrs.)
Elective Course (3 hrs.)	**60 hours**
54 hours	

MTS General Master of Theological Studies

The general MTS degree program equips students with (a) a grounding in the content and major interpretive issues of the biblical texts and (b) the knowledge and skills necessary to analyze the ways in which Christian history, Christian theology, and the wider culture interact with and influence one another. Like the specialized MTS programs, the general MTS program is designed for persons interested in studying the Christian faith primarily from an academic perspective. It is not the recommended degree program for persons interested in ordained ministry or chaplaincy. A total of 60 hours is required for the degree.

Required Courses (27 hours)

- BST 103-104 Introduction to OT I & II (6 hours)
- BST 112-113 Introduction to NT I & II (6 hours)
- CHT 115 History of Christianity in a Global Context (3 hours)
- CHT 200 History of Religion in the United States (3 hours)
- TSE 110-111 Systematic Theology I & II (6 hours)
- TSE 120 Christian Ethics (3 hours)

Elective Courses (33 hours)

- Besides the required courses listed above, students must also complete 33 credit hours of concentration electives in Areas I, II, or III. Students must complete a summative project course, either by writing a thesis (PTH 364-365) or completing a 3-hour 200 or 300 level BST, CHT, or TSE elective for which the student will write a 15-25 page paper. MTS students are limited to 9 total elective credit hours in Area IV with the exception of students seeking ordination as a deacon in The United Methodist Church, who are permitted to take the Area IV courses that fulfill ordination course requirements.

Total hours required for the General MTS degree (60 hours)

United Methodist MTS students interested in pursuing ordination as a deacon should include the following courses in their elective hours, along with any others required by their conferences:

- TSE 101 Mission of the Church in the World (3 hrs.)
- PTH 103 Worship/Preaching I (3 hrs.)
- PTH 150 History and Foundation of Christian Evangelism (3 hrs.)
- PTH 232: United Methodist History and Doctrine (3 hrs.)
- PTH 233: United Methodist History and Polity (3 hrs.)

MTS Biblical Studies

A Biblical Studies MTS Concentration equips students with a thorough grounding in the content and major interpretive issues of the biblical texts. After completing the concentration, students should be able to:

- Use electronic and print aids to arrive at an accurate understanding of the original language of a text in either the NT (Greek) or the OT (Hebrew).
- Summarize the historical and theological content of the various biblical books.
- Analyze a text within its literary, historical, and cultural contexts.
- Evaluate scholarly proposals and interpretations critically.
- Articulate their own understanding of the biblical texts in conversation with other scholars.

A total of 60 hours is required for the degree.

Required Courses
BST 103-104 Introduction to OT I & II (6 hours)
BST 112-113 Introduction to NT I & II (6 hours)
*Language Requirement
+Exegesis Requirement

*Degree requires one semester of language study, which can be fulfilled by taking either **BST 102 (Lexical Hebrew)** or **BST 115 (Lexical Greek)**. Students desiring to pursue doctoral work are highly encouraged to take at least one year of Hebrew or Greek instead. In years where BST 100-101 (Hebrew) and BST 110-111 (Greek) are not offered at Hood, students may take equivalent courses at another ATS-accredited institution and transfer the credits to Hood. Hood's transfer policy applies. Students who take a year or more of a language as part of their MTS program cannot subsequently take Hood's lexical version of that language for credit. See advisor for more details.

+The Exegesis Requirement may be fulfilled by passing BST 265 OT Exegesis Seminar or BST 270 NT Exegesis Seminar with a grade of "C" or higher, or by writing a qualifying Exegesis Paper in another Biblical Studies course.

Students should customarily take the introductory sequence and language for their preferred testament in their first year.

Besides the required courses listed above, students must also complete 15 credit hours of concentration electives—which consist of any non-required BST course (minus the exceptions noted under the * above)—and an additional summative project/course: either writing a thesis (PTH 364-365) or completing an additional 3-hour 200 or 300 level BST elective for which the student will write a 15-25 page paper. Outside of these concentration requirements, concentrators must take an additional 23-27 credit hours of electives, at least 15 of which must be CHT and/or TSE courses.

United Methodist MTS students interested in pursuing ordination as a deacon should include the following courses in their elective hours, along with any others required by their conferences:

- TSE 101 Mission of the Church in the World (3 hrs.)
- PTH 103 Worship/Preaching I (3 hrs.)
- PTH 150 History and Foundation of Christian Evangelism (3 hrs.)
- PTH 232: United Methodist History and Doctrine (3 hrs.)
- PTH 233: United Methodist History and Polity (3 hrs.)

*Note that only 9 credit hours in courses with a PTH prefix will count toward the MTS degree.

MTS History and Theology

A History and Theology MTS Concentration equips students with the knowledge and skills necessary to analyze the ways in which Christian history, Christian theology, and the wider culture interact with and influence one another. After completing the concentration, students should be able to:

- Discuss influential movements, persons, and events in the history of both Christian theology and the church accurately, insightfully, and critically.
- Explain the way history, culture, and Christian theology influence and shape one another.
- Demonstrate master's level competency in historiography and Christian theological methodology.
- Communicate the results of graduate level historical analysis and theological reflection in a way that demonstrates proficiency in academic writing.

Required Courses
CHT 115 History of Christianity in a Global Context (3 hours)
CHT 200 History of Religion in the United States (3 hours)
TSE 110-111 Systematic Theology I & II (6 hours)
TSE 120 Christian Ethics (3 hours)

Besides the required courses listed above, students must also complete 15 credit hours of concentration electives—which consist of any non-required CHT or TSE course—and an additional summative project/course: either writing a thesis (PTH 364-365) or completing an additional 3-hour CHT or TSE 300-level elective for which the student will write a 15-25-page paper. Outside of these concentration requirements, concentrators must take an additional 24-27 credit hours of electives, at least 15 of which must be BST courses.

United Methodist MTS students interested in pursuing ordination as a deacon should include the following courses in their elective hours, along with any others required by their conferences:

- TSE 101 Mission of the Church in the World (3 hrs.)
- PTH 103 Worship/Preaching I (3 hrs.)
- PTH 150 History and Foundation of Christian Evangelism (3 hrs.)
- PTH 232: United Methodist History and Doctrine (3 hrs.)
- PTH 233: United Methodist History and Polity (3 hrs.)

*Note that only 9 credit hours in courses with a PTH prefix will count toward the MTS degree.

United Methodist Studies Certificate

Note: Revised March 25, 2021

This 27-hour certificate program is designed for non-degree seeking students who desire a deeper understanding of United Methodism and/or need to complete the United Methodist Church's Basic Graduate Theological Studies (BGTS) courses to fulfill ordination requirements.

All persons with an accredited baccalaureate degree or its educational equivalent are eligible to apply, along with those who graduated with a GPA of 3.0 or higher from an accredited associate degree program.

The following courses in this program, which correspond to the UMC's list of Basic Graduate Theological Studies (BGTS), must be taken for credit. A grade no lower than a "C" must be earned in each course*

- BST 103 Introduction to Old Testament I
- BST 112 or BST 113 Introduction to New Testament I or Introduction to New Testament II
- CHT 115 History of Christianity in the Global Context
- PTH 103 Worship/Preaching I
- PTH 150 History and Foundation of Christian Evangelism
- PTH 232 United Methodist History and Doctrine
- PTH 233 United Methodist History and Polity
- TSE 110 Systematic Theology I
- TSE 101 Mission of the Church in the World

Note: Applicants seeking ordination in the UMC should be sure to check with the registrar of the conference in which they are seeking membership about additional, conference-specific course requirements

Biblical Studies Certificate (BSC)

This 15-hour certificate program is designed for students seeking to prepare themselves on a basic level for advanced biblical study. All persons with an accredited baccalaureate degree or its educational equivalent are eligible to apply, along with those who graduated with a GPA of 3.0 or higher from an accredited associate degree program. Only courses in which students earn grades of "C" or higher will count towards the certificate.

Biblical Studies Certificate Program Courses

- BST 103: Introduction to Old Testament I (fall)
- BST 112: Introduction to New Testament I (fall)
- BST 104: Introduction to Old Testament II (spring)
- BST 113: Introduction to New Testament II (spring)
- An Interpretation Seminar

General Theological Studies Certificate (GTSC)

This 15-hour certificate program is designed for students seeking to prepare themselves on a basic level for Christian ministry and/or discerning whether they are called to pursue a Master of Divinity degree. All persons with an accredited baccalaureate degree or its educational equivalent are eligible to apply, along with those who graduated with a GPA of 3.0 or higher from an accredited associate degree program. Only courses in which students earn grades of "C" or higher will count towards the certificate.

GTSC Program Courses

I. Biblical Studies
(select one)

- BST 103: Introduction to Old Testament I (fall)
- BST 112: Introduction to New Testament I (fall)
- BST 113: Introduction to New Testament II (spring)

II. History of Christianity

- CHT 115: History of Christianity in Global Context (fall)

III. Theology and Ethics

- TSE 110: Systematic Theology I (spring)

IV. Pastoral Theology
(select two)

- PTH 103: Worship and Preaching I (spring)
- PTH 141: Pastoral Care and Counseling (fall)
- Christian Education Elective Course (100 or 200 level)

Graduate Certificate in Christian Education (CECRT)

This 15-hour certificate program is designed for students seeking to prepare themselves to be Christian educators on a basic level. All persons with an accredited baccalaureate degree or its educational equivalent are eligible to apply, along with those who graduated with a GPA of 3.0 or higher from an accredited associate degree program. Only courses in which students earn grades of "C" or higher will count towards the certificate.

- **Biblical Studies: (select one) (3-credit hours)**
  - BST 112 Introduction to NT 1 Gospels and Acts – 3 hours
    OR
  - BST 113 Introduction to NT II Epistles and the Apocalypse - 3 hours

- **History of Christianity/Theology and Ethics: (select one) (3 credit hours)**
  - CHT 115 History of Christianity in a Global Context – 3 hours
    AND/OR
  - TSE 110 Systematic Theology I - 3 hours

- **Christian Education Core Requirement: (3 credit hours**)
  - PTH 120 Foundations and Principles of Christian Education - 3 hours

- **Christian Education Electives: (select two) (6 credit hours)**
  - Electives chosen from the "Christian Education" section of the Area IV master course listings in the Seminary Catalogue

Total Credit Hours: 15-18

Additional AME-Zion MDiv Requirements

CHT 110 AME-Z History 2 Hours
Offered January, Spring or Summer of odd years

PTH 135 AME-Z Polity 3 Hours
Offered January, Spring or Summer of even years

PTH 130 Church Administration and Organization 3 Hours
Offered Fall of odd years

Additional United Methodist MDiv Requirements

CHT 207 United Methodist History 2 Hours
Offered J-Term of Spring of odd years

PTH 133 United Methodist Polity 2 Hours
Offered J-term or Spring of even years

PTH 150 History and Foundation of Christian Evangelism 3 Hours
Offered Fall of even years

TSE 101 The Mission of the Church in the World 3 Hours
Offered Fall of odd years

TSE 220 Methodist Doctrine 2 Hours
Offered Summer or Fall of even years

These courses are **not** approved for Directed Study.

MDiv Concentrations

To declare a concentration MDiv students must have completed at least 18 credit hours in good standing. To declare a Concentration, students must email their advisor and copy the Registrar. A student may declare a maximum of two concentrations from the areas listed below. A grade no lower than 'B-" must be earned in each course. Concentrations consist of the completion of 12 elective hours in the chosen area. All concentration electives must be taken at Hood. **An elective can be used in only one concentration**.

Biblical Studies
Students may select any elective course with the prefix BST. The required courses BST 103 Introduction to OT I, BST 104 Introduction to OT II, BST 112 Introduction to NT I and BST 113 Introduction to NT II may not be included in the concentration**.**

History of Christianity
Students may select any elective course with the prefix CHT. The required courses CHT 115 History Christianity in a Global Context and CHT 200 History of Religion in the US may not be included in the concentration.

Theology and Social Ethics
Students may select any elective course with the prefix TSE. The required courses TSE 110 Systematic Theology I, TSE 111 Systematic Theology II and TSE 120 Christian Ethics may not be included in the concentration**.** PTH 251 Spiritual Care and Social Justice in the 21st Century may be applied to a Theology and Social Ethics Concentration. This course may be used for only once concentration – Pastoral Care and Counseling or Theology and Social Ethics.

Preaching and Worship
Students may select any elective course under the catalogue heading "Homiletics" or "Worship and Hymnology". The required courses PTH 103 Worship and Preaching I and PTH 380 Worship and Preaching II and the elective PTH 114 Seminary Choir may not be included in the concentration. The following BST courses are eligible electives for this concentration: BST 205 The Psalms in Worship, Preaching, and Devotion; BST 240 Reading Mark for Preaching Gospel; BST 241 Reading Luke for Preaching Gospel; BST 242 Reading Matthew for Preaching Gospel; and BST 248 Reading Epistles for Preaching. The BST courses may be used for only one concentration – Biblical Studies or Preaching and Worship – not for both.

Pastoral Care and Counseling
Students may select any elective course under the catalogue heading "Pastoral Care". The required course PTH 141 Introduction to Pastoral Care and Counseling may not be included in the concentration.

Christian Education
Students may select any elective course under the catalogue heading "Christian Education". The course used to meet the Christian Education requirement may not be included in the concentration.

Master Programs Course Offerings

Following is the listing of courses in the four areas of the curriculum. Some intermediate and advanced courses may be offered as seminars that meet once a week during the semester.

Area I: Biblical Studies

Faculty: Dora R. Mbuwayesango (Convener)
Debra M. Bass
Thomas Grinter

In Biblical studies students gain exposure to the languages in which the biblical texts were composed, learn to interpret these texts within their literary, historical, and cultural contexts, and seek to discern the texts' significance for faith communities today.

Old Testament/Hebrew Bible

Hebrew Studies

BST 100 Elementary Biblical Hebrew I 3 Hours

An introductory course in Hebrew grammar, reading, and translation, for the beginning student. Emphasis is placed on the building of vocabulary and the recognition of verb forms. The course guides students in the development and mastery of skills necessary for reading, translation, and exegesis in the Hebrew text of the Old Testament.

BST 101 Elementary Biblical Hebrew II 3 Hours

A continuation of BST 100, emphasizing grammar, vocabulary, reading, translation, and exegesis. Pre-requisite: BST 100.

BST 102 Lexical Hebrew 3 Hours

The course is designed to teach basic and simple Hebrew grammar for the purpose of using the Hebrew-English lexicons in the exegesis of the Old Testament texts. The focus is on the alphabet and vowels, transliteration and finding the meanings of words in the lexicons. The main purpose of the course is to teach students enough Hebrew grammar and vocabulary for exegetical purposes.

BST 200 Intermediate Hebrew 3 Hours

The course focuses on translation of selected biblical texts and consolidation of Hebrew grammar, syntax, and vocabulary. Emphasis is placed on translating the different genres of Hebrew literature in the Old Testament, including narrative and poetry. The course is also a general review of grammar and a building of vocabulary. Translation will emphasize sentence analysis and the parsing of words. Pre-requisite: BST 100 and 101.

BST 300 Hebrew Exegesis 3 Hours

A critical study of a book of the Old Testament, using the Hebrew text; with special attention to problems of language, interpretation, and theology. Pre-requisite: BST 100 & 101, and BST 103 *or* 104.

Old Testament Interpretation

BST 103 Introduction to OT I (Torah) 3 Hours

This course comprises a general introduction to Old Testament study, and a survey of the books from Genesis to Deuteronomy as viewed in their historical and cultural settings in the ancient Near East and Africa (Egypt). Particular attention will be given to the questions of authorship, historical, literary and theological issues of each book, and also how these texts became foundational for theological expression. The course will explore theological themes of Israel's confessional heritage as found in Genesis-Deuteronomy, including creation, covenant and land, kingship, retribution, etc.

BST 104 Introduction to OT II (Prophets & Writings) 3 Hours

A survey of the Former Prophets, Latter Prophets and Writings as viewed in their historical and cultural settings in the ancient Near East. Particular attention will be given to questions of authorship, historical, literary and theological issues of each portion such as Deuteronomistic History (Joshua-2Kings), prophetic literature, wisdom literature and apocalyptic literature. The course will explore some major theological concepts rooted in these sections of the Old Testament. Pre-requisite: BST 103.

BST 201 Old Testament Exegesis 3 Hours

A course designed to teach exegetical methodology, and to give students practice in applying the same in interpreting the texts of the Old Testament. In the course, students will be led through a book of the Old Testament, as an exegetical model. A knowledge of Hebrew is useful but not necessary. Either this course *or* "New Testament Exegesis" will satisfy the basic MDiv, MTS requirement in exegesis. Pre-requisites: BST 103 and 104.

BST 204 Torah 3 Hours

An interpretation of one or more of the books that seeks to examine significant theological and ideological concepts presented in the books. Particular attention is given to contemporary interpretation and application. Pre-requisite: BST 103.

BST 205 The Psalms in Worship, Preaching, and Devotion 3 Hours

The course focuses on the origin of the Psalms, and their use in Israelite worship and prayer with attention on the use of the Psalms in liturgical and devotional life of Christians. Pre-requisite: BST 103.

BST 206 The Scrolls (the Five Megilloth) 3 Hours

A study of the "the Scrolls" of the Old Testament: Ecclesiastes, Esther, Lamentations, Ruth, and Song of Songs. A literary and/or ideological interpretation of one or more of the books. Pre-requisite: BST 103.

BST 230 Sexuality in the Old Testament/Hebrew Bible 3 Hours

The course explores how sexuality is depicted or reflected in the Hebrew Bible. The course is designed to help students analyze biblical passages and narratives that depict or reflect on sexuality and sexual practices. The aim is to identify actual issues addressed in the texts with an attempt to work out how the depiction or reflection of the texts is helpful or harmful to issues and problems of the subject of sexuality for the church today. Pre-requisite: BST 103.

BST 265 Old Testament Exegesis Seminar 3 Hours

A seminar in which students receive instruction in exegetical methodology through an advanced study of a book of the Old Testament. The course will deal with issues of background and authorship, the social and political context, theological understanding, and the relevance of the writing for Christians today. Pre-requisite: BST 103 and BST 104.

BST 301 The Major Prophets 3 Hours

A critical study of the Books of Isaiah, Jeremiah and Ezekiel, with special attention to the problems of the composition, historical background, and major theological themes of the writers. Pre-requisite: BST 103.

BST 302 The Minor Prophets 3 Hours

A study of one or more books of the Minor Prophets, with special attention to problems of composition, historical background, and major themes. Pre-requisite: BST 103.

BST 303 The Wisdom Literature 3 Hours

This course studies canonical and extra-canonical wisdom literature for insight into the thought structures of ancient wise persons, their peoples and times. Attempts will be made to compare similar literature from Africa and Asia, to discover elements of commonality between both, and to glean their value for people today. Pre-requisite: BST 103.

BST 307 Seminar in Old Testament 3 Hours

An advanced study of a book of the Old Testament, dealing with issues of background and authorship, the social and political context, theological understanding, and the relevance of the writing for Christians today. Pre-requisites: BST 103 and 104.

BST 308 Directed Study in the Old Testament 3 Hours

Opportunities are available for research or directed study in the Old Testament. Such studies may be focused on any aspect of the religion, literature, or theological beliefs of ancient Israel. Arrangements for these studies are made on an individual basis and must be approved by the Academic Dean. Pre-requisites: BST 103 and 104.

BST 309 Women in the Old Testament 3 Hours

The course explores subjects such as the portrayals of women in the biblical text, the historical and sociological questions of women in the ancient world, feminist/womanist biblical scholarship, and the roles of androcentric and misogynist interpretations in the history of interpretation of the Bible with reference to women in both ancient and modern times. Pre-requisite: BST 103.

Greek Studies

BST 110 Elementary New Testament Greek I 3 Hours

An introductory course in the grammar, vocabulary, and syntax of NT Greek; with emphasis on reading, understanding, and translating passages from the Greek New Testament.

BST 111 Elementary New Testament Greek II 3 Hours

This course is a continuation of BST 110, introducing further points of grammar and syntax and additional vocabulary, with continued emphasis on reading and translating. Pre-requisite: BST 110.

BST 115 Lexical Greek 3 Hours

The course is designed to teach basic and simple Greek grammar for the purpose of using the Greek-English lexicons in the exegesis of the New Testament texts. The focus is on the alphabet and vowels, transliteration and finding the meanings of words in the lexicons. The main purpose of the course is to teach students enough Greek grammar and vocabulary for exegetical purposes.

BST 210 Intermediate New Testament Greek 3 Hours

This course is designed to consolidate knowledge of introductory grammar, to develop sensitivity to matters of style and to build vocabulary, so that students may move from beginning grammar toward exegetical work in the New Testament. Primary emphasis will be on reading a variety of passages from the Greek NT and related literature, selected on the basis of their value in illustrating key points of grammar and style. Secondarily, the course will introduce the basics of New Testament textual criticism. Pre-requisites: BST 110 and 111.

BST 220 Greek Readings 1 Hour

The class will meet for one hour each week to translate a designated book of the bible from Greek into English. The course will give particular attention to points of grammar, with some comment on interpretation. MDiv students may take this course as many as three times and MTS students twice, provided they translate different texts each time. Pre-requisite: BST 210.

BST 328 Greek Exegesis of a New Testament Book 3 Hours

A critical study of a book of the NT, using the Greek text, with special attention to problems of language, interpretation, and theology. Students may take this course multiple times provided they translate different texts each time. Pre-requisites: BST 110, 111, 112 and 210.

New Testament Interpretation

BST 112 Introduction to NT I (Gospels & Acts) 3 Hours

A survey of the four gospels and Acts as viewed in their cultural settings. Attention will be given to the Synoptic Problem and to questions of date, authorship, historical context, literary dimensions, and theological issues of each book. In addition, the course will consider the use of these texts as sources for studying both the Historical Jesus and the Christ of early Christian confession.

BST 113 Introduction to NT II (Epistles & Apocalypse) 3 Hours

A survey of the epistolary literature of the NT and of the Apocalypse of John. Attention will be given to the questions of date, authorship, historical context, literary form, and theological issues of each book. In addition, the course will explore the historical questions of the life of Paul, and historical and theological developments in early Christianity. Pre-requisite: BST 112.

BST 211 New Testament Exegesis 3 Hours

An introduction to exegetical theory and practice as well as issues of hermeneutics. Primary emphasis is on the practical, step-by-step process of analyzing a text and explaining what it meant in its original historical and literary contexts. Secondary emphasis is on moving from text to application--what it means today. A knowledge of Greek is useful but not required. Either this course *or* "Old Testament Exegesis" will satisfy the basic MDiv, MTS requirement in exegesis. Pre-requisites: BST 112 and 113.

BST 214 Luke-Acts 3 Hours

A detailed reading of the two-volume work known as Luke-Acts, with attention to matters of historical context, style, theology, and interpretational problems. Prerequisite: BST 112.

BST 215 The Johannine Literature 2 Hours

The teachings of the Gospel of John and the Johannine epistles are discussed and analyzed. Special attention is given to contrasts between the Synoptic Gospels and the Johannine writings, and to relationships existing among the materials that comprise the Johannine literature. Pre-requisite: BST 112. .

BST 217 The Deutero-Pauline Letters 2 Hours

This course deals particularly with the question of the authenticity of Ephesians, Colossians, and II Thessalonians; their major themes; and their similarity and dissimilarity with one another and with the more or less undisputed Pauline letters. Pre-requisite: BST 113. .

BST 218 Selected Writings in the New Testament 2-3 Hours

Exegetical courses in the Epistle to the Hebrews, the Pastoral Epistles, and the Catholic Epistles are offered sequentially each year. The particular book to be studied in any semester will be indicated on the list of course offerings for the semester.

BST 219 The Apocalyptic Literature 3 Hours

A study of the apocalyptic tradition in Hellenistic Judaism and early Christianity. Attention will be given to such works as 1 Enoch, Revelation and Mark 13. Pre-requisite: BST 113.

BST 225 The Corinthian Correspondence 3 Hours

A detailed reading of Paul's epistles to the Corinthians, with attention to rhetoric, historical context, theology, and interpretational problems. Prerequisite: BST 113.

BST 228 The Epistle to the Romans 3 Hours

A careful study of the message of Romans, together with a reconstruction of Paul's arguments and theological position in this, the major expression of his understanding of the faith. Pre-requisite: BST 113.

BST 235 Matthew 3 Hours

A detailed reading of the gospel attributed to Matthew, with attention to matters of historical context, style, theology, and interpretational problems.

BST 240 Reading Mark for Preaching Gospel 3 Hours

This course will be a close reading of Mark's Gospel using a variety of interpretive methods, from Historical and Literary criticism to Narrative and Reader-Response criticism, with a view to the use of Mark in Christian preaching.

BST 241 Reading Luke for Preaching Gospel 3 Hours

This course will be a close reading of Luke's Gospel using a variety of interpretive methods, from Historical and Literary criticism to Narrative and Reader-Response criticism, with a view to the use of Luke in Christian preaching.

BST 242 Reading Matthew for Preaching Gospel 3 Hours

This course will be a close reading of Matthew's Gospel using a variety of interpretive methods, from Historical and Literary criticism to Narrative and Reader-Response criticism, with a view to the use of Matthew in Christian preaching.

BST 245 Mark 3 Hours

A detailed reading of the gospel attributed to Mark, with attention to matters of historical context, style, theology, and interpretational problems. Prerequisite: BST 112.

BST 248 Reading the Epistles for Preaching 3 Hours

This course will be a close reading of the Epistles using a variety of interpretive methods, from the Historical and Literary criticism to Narrative and Reader-Response criticism, with a view to the use of the Epistles in Christian preaching.

BST 250 The Epistle to the Galatians 3 Hours

A detailed reading of Paul's epistle to the Galatians, with attention to rhetoric, historical context, theology, and interpretational problems. Prerequisite: BST 113.

BST 255 Hebrews 3 Hours

A detailed reading of Hebrews, with attention to rhetoric, historical context, theology, and interpretational problems. Prerequisite: BST 113.

BST 260 Second Temple Judaism 3 Hours

Second Temple Judaism provides essential background for understanding the NT by immersing students in the world of Palestinian Judaism from the rise of the Maccabees to the destruction of the Temple in 70 C.E. Towards this end, the course introduces students to three main bodies of Jewish literature—Josephus, the Dead Sea Scrolls, and the rabbinic writings—considering how to read them critically and how to relate them to one another and to the archeological evidence. Issues of particular interest include the political history of the time, the emergence of the sects (Pharisees, Sadducees, and Essenes), and the practice of the law in daily life.

BST 270 New Testament Exegesis Seminar 3 Hours

An introduction to exegetical theory and practice as well as issues of hermeneutics through an advanced study of a book of the New Testament. Primary emphasis is on the practical, step-by-step process of analyzing a text and explaining what it meant in its original historical and literary contexts. Secondary emphasis is on moving from text to application — what it means today. A knowledge of Greek is useful but not required. Pre-requisite BST 113.

BST 304 Inter-Testamental Literature 3 Hours

This course examines exegetically and theologically portions of the texts in the Apocrypha and Pseudepigrapha, and Hellenistic religious writings prior to and contemporary with the emerging Christian movement, to discern the impact of those texts and writings on the formation and development of New Testament Christianity. Pre-requisites: BST 103 and 201.

BST 322 Seminar in the New Testament 3 Hours

An in-depth study of any book in the New Testament, dealing with matters of provenance; textual, form, and redaction criticism; exegesis of the English or Greek text; and theological ideas. The particular book to be studied in any semester will be indicated on the list of course offerings for the semester. Pre-requisite: BST 113.

BST 326 New Testament Ethics 3 Hours

An examination of the ethical concepts portrayed in the New Testament, particularly in the standards and teachings of Jesus and Paul. Attention is given to the theoretical questions of natural law, conscience, and the good life; practical questions such as wealth, work, sex, marriage, and divorce; and relationships within the Christian community. Pre-requisite: BST 112.

BST 327 Women in the New Testament 3 Hours

This course examines the portrayal of women and women's issues in the New Testament. To help students think through the implications for the church and society today, the course gives special attention to investigating how Christianity affected the status and roles of women within the religious and cultural contexts of the larger Greco-Roman world. Pre-requisite: BST 112.

BST 350 Directed Study in New Testament 1-3 Hours

Opportunities are available for research or directed study in the New Testament. Such studies may be focused on any aspect of the religion, literature, or theological beliefs of New Testament communities of believers. Arrangements are made on an individual basis with the approval of the Academic Dean. Pre-requisite: BST 112.

Area II: History of Christianity

Faculty: Michael Gehring
Mark Conforti
Laticia Hill Godette
Jim Wadford

In historical studies, students learn to identify and engage significant figures, developments, and movements within the history of Christianity. Students will gain an understanding of how Christianity has historically related to other religious groups. In addition, students will learn to discern how race, gender, class, and ethnicity have influenced the historical development of Christianity. In so doing, students will demonstrate competence in interpreting historical texts and understanding the value these texts hold for modern Christians.

CHT 103 The Holiness Pentecostal Movement in America 2-3 Hours
A survey of the various expressions of the Holiness Pentecostal movement in America. Special emphasis is placed on the manifestation of that movement within the African American churches.

CHT 105 The Major Baptist Movements in America 3 Hours
This course introduces the student to the history of the Baptist movement in America, with special attention to the persons who played key roles in the movement's inception and growth. Attention is also given to the doctrinal emphasis of the movement and its governance.

CHT 110 AME-Zion History 2-3 Hours
This course introduces the student to the history of the African Methodist Episcopal Zion Church, placing special emphasis on the persons and events that contributed to the inception and progress of the denomination.

CHT 115 History of Christianity in a Global Context 3 Hours
This course is an introductory survey to many of the major institutions, personalities, ideas, and events that have shaped world Christianity from its origin to the present. Special emphasis will be given to the role that diverse manifestations of the faith in Africa, Asia, Europe, and the Near East played in shaping Christianity into a global religion.

CHT 200 History of Religion in the United States 3 Hours
This course will be structured to understand the distinction and variety of religion in the United States of America. We will study indigenous religions, Eastern religions and analyze how religion has developed in the diverse sociohistorical contexts of predominately Protestant Christian North America. We will have dialogue and assignments to assess how religion is lived currently and how it shapes and influences society. Pre-requisite: CHT 115 and 55 completed hours.

CHT 201 African American Christianity 3 Hours
This course will provide a cursory introductory survey of African Christianity in antiquity and early modernity before reviewing and analyzing the significant religious experiences unique to African American Churches. Special attention is given to the social, political, spiritual and cultural dynamics that influence religious expressions in those churches.

CHT 202 American Religious Movements 2-3 Hours
A study of certain major movements in American religious life, such as Jehovah's Witnesses, Seventh Day Adventists, Mormons, and Christian Scientists.

CHT 207 United Methodist History 2-3 Hours
This course is a study of the origins, organization, religious life and key ideas, outreach, events, and figures in the development of United Methodism. The course aims at enabling the student to understand and evaluate United Methodism, in light of its antecedent organizations and those broader traditions historically related to the United Methodist Church; to participate responsibly in the leadership and growth of the United Methodist Church; and from an informed understanding of United Methodism, to become engaged perceptively in the ecumenical dialogue. For United Methodist students, this course meets the requirement of the Discipline for a course on United Methodist History.

CHT 210 Early Christianity 3 Hours

This course provides an advanced survey of Christianity in its Mediterranean context from its beginnings to the rise of Islam. Participants in the course will examine the lives of significant women and men in the development of popular movements and institutions. The course will cover such topics as martyrdom, persecution, church and state, orthodoxy and heresy, asceticism, and monasticism. An aim of the course will be to trace the development of various regional traditions of Christianity, for example, in Gaul, Ethiopia, Roman Africa, and the Persian frontier.

CHT 215 Black Women in Ministry 2-3 Hours

This course explores the role of black women in ministry in the Christian Church. This class will be both historical and contemporary in focus. In addition to studying important personalities, attention will be given to analyzing institutional structures, theological concerns, and socio-political issues relevant to women engaged in ministry in the Black Church.

CHT 220 History of Christianity and the Movies 3 Hours

This course is designed to be an introduction to the study of the portrayal of the history of Christianity in major motion pictures. Students will use historical and theological criticism to critique films in terms of their composition, historicity and theological message.

CHT 235 Death and Dying 3 Hours

The course provides a basic background on historical and contemporary perspectives on death, dying, and the afterlife. In particular, this course will focus on exploring the presence of death as a universal for cross-cultural analysis; as a multivalent symbol in Western Christian history; and as a contested site of meaning in American culture. Topics discussed in this course include beliefs regarding death held by the world's major religions, the evolution of attitudes toward death and the afterlife in western society, the process of grieving, ethical concerns surrounding the topics of death and dying, and the manner in which hospitals shape the end of life.

CHT 245 The United Methodist Caucus 2-3 Hours

The Methodist movement began as a caucus within the Church of England. Caucuses today are view by some as little more than political nuisances. However, caucuses are vital to maintaining the relevancy of the church in today's world for they inform the church bureaucracy of where the people at the grassroots want the church to go. This course will examine the history of caucuses within the Methodist movement including the movement itself within the Church of England, the abolitionist cause as a caucus, and the Women's Christian Temperance Union. It will spend a majority of time on the recent uptake in the number of caucuses present since the formation of The United Methodist Church. It will seek to explain the context of each caucus's origin and the sudden increase in the number of political caucuses, particularly around the topic of sexuality.

CHT 275 The Sermons of John Wesley 3 Hours

This course is a study of the most important of John Wesley's *Standard Sermons*. Students will learn about John Wesley's style of preaching and exegesis, identify the core theological emphases present in his sermons, and explore ways in which these sermons are still relevant to the modern Church. These sermons, which are protected by the Constitution of the United Methodist Church as a doctrinal standard, contain the heart of Wesleyan theology. While this class does not fulfill the requirement of the *Discipline* for a course on United Methodist Doctrine, it is an excellent elective option for students seeking ordination in that denomination.

CHT 300 Women in the History of Christianity 2 Hours

This course is a chronological study of how women have been viewed in the history of Christianity. It also examines selected lives and works of women across the history of Christianity.

CHT 302 Religious History of the Civil Rights Movement in America 3 Hours

This course investigates the role of religion, particularly Christianity, in the struggle for the civil rights of African Americans from the founding of the nation to the present.

CHT 304 Seminar in Denominational History and Polity 1-3 Hours

The specific denominational study is determined by the needs of the students, and is arranged in consultation with the faculty of the area, with approval of the Academic Dean.

CHT 305 Directed Study in The History of Christianity 1-3 Hours

Such studies are arranged in consultation with the academic advisor and the faculty of the area, with the approval of the Academic Dean. Pre-requisite: CHT 115

CHT 306 Seminar in the History of Christianity 2-3 Hours

Special topics to be determined by area faculty. Pre-requisite: CHT 115.

CHT 315 Women in American Methodism 2-3 Hours

This course will survey the history of women in American Methodism. Beginning with Susannah Wesley, we will examine prominent women such as Jarena Lee, Frances Willard, Georgia Harkness, and others who helped shape American Methodism. We will discern how their efforts continue to affect Methodism today. We will also discuss the more general role of women and gender within the movement's history. This course will ask and answer questions such as: How have Methodists understood the role of gender? How have American Methodist women's role changed over time? What is the role of women in the future of the Methodist movement?

CHT 320 Religion, Slavery, and the U.S. Civil War 3 Hours

This course is an examination of the role that religious groups and religious ideologies played in American culture during the years surrounding the Civil War. Special attention will be given to understanding the ways that the War transformed American culture and religious identity, the role that religious bodies played in supporting and promoting war efforts, Abraham Lincoln's religiosity, and the intersection of religious identity and abolitionism, African American resistance, and white supremacy during that period.

CHT 325 Black Methodists and the Wesleyan Heritage **2-**3 Hours

The Wesleyan way of salvation and its impact on some of the Africans who heard it in pre-Revolutionary British colonies through the nineteenth century will be explored in this courses. This courses is designed to examine significant figures, developments, movements and documents that illustrate the earliest African converts to Methodism. This survey course will examine the development of African Methodism in the United States and the Americas.

CHT 340 History of Christianity & Science **2-3 Hours**

This course will examine the history of Christianity, science and technology, beginning from ancient Greek philosophy to the development of modern science. Scientific developments will be traced chronologically to their connection to cultural, historical and religious history in the Eastern and Western world. Students will also explore the roots of the supposed conflict between science and religion. Furthermore, this course will provide readings that evaluate how science and religion have both periodically functioned to uphold imperialism and support the exploitation of marginalized populations. Finally, the course aims to assist students transform spaces of worship where science is relevant, complementary, and important to Christian perspectives.

Area III: Theology and Social Ethics

Faculty: Trevor Eppehimer (Convener)
William Gregg
Johnny Bernard Hill
Dwayne E. Meadows

In theological studies students broaden and deepen their awareness of the major currents of thought informing the contemporary church's witness to the good news concerning Jesus Christ. To this end, students learn to discern the ways in which these currents are informed by the Bible, handed down through tradition, clarified by reason, and illumined by experience. In addition, students in this area analyze the nature of the relationship between theology, philosophy, culture, and ethics at different times and places in the history of Christianity so as to acquire the ability to articulate the ways in which such things both interact and ought to interact in the context of their present and future ministry settings.

Philosophy of Religion

TSE 105 Philosophy of Religion 2-3 Hours

A comprehensive survey of the major structures and currents of thought that inform the Christian world-view. Attention is given to the classical areas of religious philosophy: namely, faith and reason, the nature of religious experience, arguments for the existence of God, interpretations of good and evil, and immortality.

TSE 335 Seminar in Philosophy of Religion 1-3 Hours

This seminar is intended for students who have a particular interest in the area of Theology. It offers an opportunity for advanced and detailed focus in a specialized subject of the students' choice. The content of this seminar is created in consultation with the professor. Pre-requisite TSE 105.

Theology

TSE 110 Systematic Theology I 3 Hours

This course introduces students to the discipline of systematic theology through a historical survey of selected theological issues and debates that arose as the church attempted to discern the meaning of the Gospel in and for changing times and circumstances. Topics to be covered include the person of Jesus Christ, the doctrine of the Trinity, nature and grace, the church and the sacraments, atonement theories, the doctrine of justification, and faith and reason. Pre-requisite PTH 109.

TSE 111 Systematic Theology II 3 Hours

This course introduces students to the discipline of systematic theology through an analysis of contemporary, constructive Christian theologies. It is designed to equip students to discern the meaning of the Gospel in light of present challenges and realities. Pre-requisite PTH 109.

TSE 211 Augustine and Augustinian Theology 3 Hours

A study of the life and theology of Augustine of Hippo, with attention to Augustine's influence on the Middle Ages, the Reformation, and modern times. This course can be counted as a MTS concentration elective in Church History as well as in Theology. Pre-requisites: TSE 110.

TSE 214 Reformation Theology 3 Hours

After a survey of the Reformation, the leading figures such as Luther, Calvin, Zwingli, Erasmus, Melanchthon, and Bucer are examined. Attention is given to selected writings of these figures. Pre-requisites: TSE 110.

TSE 215 Neo-Orthodoxy 3 Hours

This course examines the theology and writings of select Neo-Orthodox theologians such as Karl Barth, Richard and Reinhold Niebuhr, and Emil Brunner. The impact of this theological movement is reviewed and detailed. Pre-requisites: TSE 110.

TSE 216 Christology: The Person and Work of Christ 3 Hours

A study of the doctrines of the person and work of Christ in Biblical and historical perspective, with attention to the continuing significance of the central issues related to the confession of Jesus as Lord. Pre-requisites: TSE 110.

TSE 217 The Ante-Nicene and Post-Nicene Fathers 3 Hours

A chronological survey of the lives, thoughts and contributions of the early Apostolic Fathers of the Christian church, and the impact of the contributions of those church figures to the development of the Christian faith as we know it today. Pre-requisites: TSE 110.

TSE 220 Methodist Doctrine 2-3 Hours

This course will examine the central theological doctrines of Methodist Christianity as expressed in the writings of John Wesley, the hymns of Charles Wesley, and in the doctrinal standards and general rules of Methodist churches. It equips students to appreciate the distinctive doctrinal emphases of the Wesleyan movement and to articulate clearly what Methodists believe about matters such as the authority of scripture; the place of tradition, reason, and experience in theological reflection; the way of salvation; the sacraments; and theological ethics. For United Methodist students this course meets the requirement of the Discipline for a course on United Methodist Doctrine.

TSE 230 Theodicy 3 Hours

Why is there evil and suffering in God's good creation? Does the presence of such things undermine the rationality of belief in God? How should those called to serve the church in leadership capacities think and talk about such matters with laypersons? What responses to evil and suffering are given in the Bible? How have Christian theologians and secular philosophers historically addressed and framed such issues? This course is designed to give students tools to think through these questions both theologically and pastorally. Pre-requisites: TSE 110.

TSE 301 Wesleyan Theology 3 Hours

This course studies the major theological emphases of the Methodist movement. Pre-requisites: TSE 110.

TSE 304 Liberation Theologies 3 Hours

A comprehensive examination of theologies of liberation; including Black Theology, Feminist Theology, Womanist Theology, and the theologies emanating from the developing countries in the world. Special attention will be given to the writings of the proponents of these theological movements. Pre-requisites: TSE 110.

TSE 305 Directed Study in Systematic Theology 1-3 Hours

Directed study in elective courses in the area may be arranged with the faculty of the area with the approval of the Academic Dean. Pre-requisites: TSE 110.

TSE 306 Christian Theology in the 20th Century 3 Hours

A survey of 20th-century theological movements designed to provide a comprehensive understanding of the trends in light of the contributions from literature, science, politics, and economics that influenced them. The course examines Liberalism, Neo-Orthodoxy, Lundensianism, Neo-Liberalism, God-is-Dead Theology, Process Theology, Theology of Hope, Feminist/Womanist Theology, Liberation Theology, Black Theology, and Conservative Theology with its moods of Fundamentalism and Evangelicalism. Pre-requisites: TSE 110.

TSE 307 Karl Barth 3 Hours

A study of the life and theology of Karl Barth, whose work left such an imposing mark upon 20th-century Christian thought. Pre-requisites: TSE 110.

TSE 310 The Theology of Martin Luther King, Jr. 3 Hours

While most persons know Martin Luther King, Jr., as a great civil rights leader, few understand him as a theologian. This course traces such influences on King's theology as the Boston School of Personalism, Gandhi, and Reinhold Niebuhr. The course also explores how King's theology served as the basis for his movement of non-violent civil disobedience. Pre-requisite: TSE 110.

TSE 340 Seminar in Systematic Theology 1-3 Hours

In this seminar, students will engage in advanced study of a particular theologian, theological issue, theological movement, or doctrine. Pre-requisite TSE 110.

TSE 353 Soteriology 3 Hours

In this course students will explore the concept of salvation in the context of the Christian faith and tradition. Topics covered include why the need for salvation arises in the context of God's good creation, what the creation needs saving from, the role human beings play in the context of God's saving activity, salvation's scope, and the implications of Christian notions of salvation for Christian ethical engagement in the world.

TSE 355 Christian Theology and Religious Pluralism 3 Hours

How should 21st century Christians interpret and proclaim the Christian gospel in the context of societies that are growing more and more religiously diverse? This course aims to provide students with tools and resources to address this question through a selective survey of the Christian theological tradition, recent Christian theology, and writings on religious pluralism by non-Christian religious thinkers.

TSE 360 Faith and Reason 3 Hours

In this course students will engage an enduring issue in both Western philosophy and Christian theology — the nature of the relationship between faith and reason. Just how and where should one define and draw the boundaries of "rationality"? What constitutes "justified, true belief"? Are faith and reason complimentary? At odds? Through a survey of classic and contemporary sources, students in this course will be equipped to develop their own answers to these questions.

TSE 365 Eschatology 3 Hours

This course deals with traditional and contemporary Christian discourse concerning the "last things." Topics covered include Heaven, Hell, the nature of post-mortem human existence, the "millennium," and the New Creation as seen in the context of historical and contemporary theology. Special attention will be given to the relevance of eschatology for the life of the church and for contemporary Christian ethics. Pre-requisite TSE 110 Systematic Theology I.

TSE 370 The Theology of James Cone 3 Hours

In this course students will be exposed to the major writings of the influential black liberation theologian, whose work attempted to understand the meaning of the Gospel in light of the African American struggle for freedom and liberation from white racism in the latter half of the twentieth century. Students will also read recent critical reflections on Cone from other African American theologians and ethicists to help them assess the present day significance of Cone's work. Pre-requisite TSE 110.

TSE 372 Political Theologies 3 Hours

This course will introduce students to past and present attempts by Christian theologians to work out the ways the Gospel impacts and interacts with human attempts to organize life together in the political arena. Students will examine, analyze, and compare established political theologies that have emerged out of different ecclesial traditions alongside ones that have emerged in the 20th and 21st centuries.

Social Ethics

TSE 100 Religion and Socio-Cultural Analysis 3 Hours

This course explores the intimate relationship between religion and cultural formation/social expression. The purpose is to examine the nature of this relationship and its impact on relevant ministry in local communities and in cross-cultural missions. For United Methodist students this course meets the requirement of the Discipline for a course on mission of the church in the world.

TSE 101 The Mission of the Church in the World 3 Hours

This course is a critical examination of the biblical, theological, philosophical, and praxeological dimensions of the mission of the Church. For United Methodist students, this course meets the requirement of the Discipline for a course on The Mission of the Church in the World.

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TSE 102 Living World Religions 3 Hours

This course broadens the students' experience beyond the limits of Christianity. Traditionalism, Hinduism, Buddhism, Judaism, and Islam are critically examined within their own historical contexts.

TSE 120 Christian Ethics 3 Hours

As an introductory analysis of the major questions of ethics regarding the identification, justification, and attainment of what is moral for individuals and communities, the course examines major themes that organize ethics as a field of study. Some of the motifs are the self as a moral being, the norms that guide action, and the nature of value. A Biblical theology of sanctification also provides a foundation for the principles of Christian living. Pre-requisite: TSE 110 or TSE 111.

TSE 121 Issues in Medical Ethics 2-3 Hours

A discussion of the ethical implications of abortion, euthanasia, genetic engineering, cloning, contraception, sterilization, behavioral modification, aging, health care system, etc.

TSE 201 African American Religious Experience and Leadership 2-3 Hours

The uniqueness of African-American contexts gives rise to the foci of this course that includes a critical understanding of African-American Christian interpretation and expression. It examines leadership styles and contributions of prominent African-American leaders in the 20th Century.

TSE 202 Religion in Politics and Economics 2-3 Hours

This course scrutinizes how religion, especially Christianity, understands and participates in the structures of society that both establish and manipulate power. Of special concern is the role of the Church as "prophet" in raising her voice on behalf of peoples who are systematically marginalized.

TSE 204 Two-Thirds World Christianity 2-3 Hours

From various corners of the globe come fresh voices of interpretation and proclamation concerning the Christian Gospel. This course offers an evaluative overview of such voices from Asia, Latin America, Africa and other "minority" perspectives, each of which enters into the dialogue regarding the heart of the Christian faith.

TSE 210 Faith and our Global Village 3 Hours

This course explores aspects of "Globalization" related but not limited to culture, economics, environment and religious diversity as they bring global perspective to the mission of the church, and challenges people of faith to "think globally and act locally." The emphasis will be on globalization's challenges and opportunities for people of faith.

TSE 225 The Bible Belt in Black and White: Race, Religion and Identity in the South 3 Hours

What role does Christian faith play in the construction of identity? What difference does race make? What hope is there that Christianity can contribute to a color-blind society in the South? This course is an exploration of the construction of identity, with specific attention to race and religion as key factors.

TSE 240 Issues in Contemporary Social Ethics 2-3 Hours

This course presents a "praxeoethical" examination of select issues, e.g. bio-medical, family values, violence, racism, and sexism, each with a view to process. This is not a "how-to" course, but a study in creative and faithful interaction with the prevailing issues of the day with critical reflection on how faith can respond to those issues. Pre-requisite: TSE 120.

TSE 302 The African American Church and Social Transformation 2-3 Hours

The purpose of this course is to understand the reactions of African American religious groups in the U.S.A. to systemic discrimination and the institutionalization of social barriers. Of particular interest is the development of approaches and processes to enhance social change and to bring about justice.

TSE 303 The Sociology of Religion 2-3 Hours

The sociological study of religion examines the variety of paradigms and theories which attempt to understand how social groups function within the realm of religious experience and expression.

TSE 308 Introduction to Women's Voices 2-3 Hours

The voices of women within the Church are critical and creative. The goal of this course is to listen to and to understand both the androcentric bias within the Church and the character of concern raised by women with an assumption of full participation in the life of the Church. Of special concern is the "womanist" critique in light of the African American Church experience.

TSE 314 Studies in Islam 2-3 Hours

This course is both a general introduction to Islam and a critical examination of Islamic influences in America.

TSE 320 Faith and Global Economics 3 Hours

The course offers a cross-disciplinary approach to such questions as the call for cancellation of the "debt" of the Global South, the imbalance between population and consumption of the world's resources, food scarcity, and the social and ecological costs of globalization. It offers a liberative and contextual reading of biblical texts on the Jubilee as a beginning point for reflection on faith responses to global economic issues.

TSE 325 Seminar in Religion and Society 1-3 Hours

This seminar is intended for students who have a particular interest in the area of Religion and Society. It offers an opportunity for advanced and detailed focus in a specialized subject of the students' choice. The content of this seminar is created in consultation with the professor.

TSE 330 Directed Study in Social Ethics 1-3 Hours

Directed study in elective courses in the area may be arranged with the faculty of the area with the approval of the Academic Dean. Pre-requisites: TSE 120.

TSE 345 Howard Thurman: Theologian, Mystic, and Social Activist 3 Hours

This course will focus on comprehending the ideals of community and oneness as expressed through the theology and praxis of Howard Thurman. The course will explore Thurman's praxis of community across racial, sexual, cultural, religious, and national boundaries. Students will wrestle with questions such as how spiritual disciplines may become an effective tool for social ministry/transformation and how Christians understand/live the dialectical tension between mysticism and social action. This course can be counted as a MTS concentration elective in Theology as well as in Religion and Society. Pre-requisite TSE 110.

TSE 350 Seminar in Social Ethics 1-3 Hours

May be arranged by students with area faculty and the approval of the Academic Dean. Pre-requisite: TSE 120.

Area IV: Pastoral Theology

Faculty:

Clay Lamont Barrow (Convener)	Michael Gehring	Kathy T. McFadden
Debra M. Bass	Otto Harris	Daran Mitchell
Sondra M. Coleman	Vincent W. Howell	Christopher Oliver
Patricia Commander	Randal Kirby	Karen Lenora Owens
Mark Conforti	Vergel L. Lattimore	Herbert Rhedrick
Zenobia Fennell	Jonathan Le-Master-Smith	Jim R. Wadford
Roderick Garvin	Mary Love	Harold Wallace

This area includes courses in Homiletics, Christian Education, Worship and Hymnology, Church Management, Pastoral Care, Evangelism and Outreach, and Pastoral Formation. The courses in these disciplines are designed to help students develop skills, methodological theories, techniques, and leadership abilities for the various ministries of the church. Supervised Ministry in a local setting enables the synthesis of all the disciplines to which the students are exposed; hence, it is a requirement in the MDiv curriculum.

Homiletics

PTH 102 Theological Reflection on Preaching 3 Hours

Most preaching courses work from text and theology to the sermon. This course operates in exactly the opposite way. We will take sermons that have actually been preached and work backward to the various component parts that make them up. Homiletics, as a sub-discipline of Practical Theology, is disciplined theological reflection on the proclamation of the gospel with a view to the next instance of preaching being more meaningfully informed by disciplined reflection. In this course we will examine diverse array of sermons and, in seminar style, develop and apply criteria by which to evaluate them theologically, biblically, aesthetically and rhetorically.

PTH 103 Worship and Preaching I 3 hours

An introduction to the histories, theologies, cultures and practices of Christian worship. Emphases will include reflection on the revelation of God and the responses of human beings, the integral nature of justice practices to liturgical practices, the communication of the gospel through the Christian year, the meaning of the sacraments and their relationship to the Word. Students will engage in worship leadership, including oral interpretation of texts, litanies, and the preparation and performance of sermons. Required. No prerequisite.

PTH 200 Preaching in the Tradition of the African American Church 2 or 3 Hours

This course requires students to do research or directed study in the art, techniques, theological content, and contribution of the sermons of outstanding African American preachers, noting especially those of the AME Zion communion. The requirements of the course include a bibliography of no fewer than 20 primary sources and a 2,000-word essay on preaching in the life of the African American Church. Pre-requisite PTH 103.

PTH 202 Preaching from the Margins 3 Hours

This course will help students to grow as preachers by considering how the Spirit speaks to the Church through voices that have been marginalized. Attention is given to how the Spirit moves in preaching within communities that have been overlooked and the power structures that impact said communities. By considering the sermons and writings of those who have been historically ignored, we will encounter fresh messages of Gospel hope and empowerment for us today.

PTH 210 The Spoken Word in Worship 2 or 3 Hours

Preaching is an art form of public speaking. It requires pronunciation, enunciation, gestures, voice projection, and verbal imagery. Reading is another skill that few persons have honed as laity. Leading worship is closely related to one's ability to read the scriptures, litanies, and liturgies, and to word public prayers. This course is a practicum in which the video camera will be used extensively in developing oral communication skills.

PTH 370 Seminar in Homiletics 3 Hours

This seminar is intended to address a particular topic of interest in the area of Homiletics. It offers an opportunity for advanced and detailed study of a specialized subject as chosen by the instructor. Pre-requisite: PTH 103.

PTH 380 Worship and Preaching II 3 hours

This course builds upon PTH 103 and leads students to an advanced study of Christian liturgy and preaching preparation and performance. New and emergent worship practices will be examined and students will deepen their hermeneutical understanding of the gospel and its relationship to the Bible in oral interpretation and preaching preparation and delivery. Students will be encouraged to be creative and innovative in their worship leadership and preaching preparation and practice with a view to fresh experiences of the gospel. Required. Prerequisites: PTH 103 and 55 earned credit hours.

PTH 385 Directed Study in Preaching and Worship 2-3 hours

A course offered to provide opportunity for research and exploration of a specific dimension within Homiletics, Worship and Hymnology. Arrangements for a directed study are made on an individual basis taking into consideration the interests of the student and must be approved by the Academic Dean.

Worship and Hymnology

PTH 127 Worship in the Digital/Virtual Age 3 Hours

This course will assist students as leaders of worship in the digital age. Since the advent of COVID-19, worship styles and definitions of what it means to worship have shifted. To better equip our students for this new worship environment, this course will explore practical theology worship models on digital platforms, explore various means of worship, and address how to move congregations into virtual spaces in meaningful and responsible ways.

PTH 128 Virtual Church and Ministry 3 Hours

This course will assist students in moving from using digital tools for worship and information sharing to creating a full-fledged virtual ministry in this digital age. This course is designed to provide hands-on materials and exposure to experts in this burgeoning field of ministry and to assist students in exploring the "digital" world as one's parish.

PTH 112 Administration of the Sacraments and Rituals 2 or 3 Hours

A study of the theology and significance of the sacraments of baptism and Holy Communion as well as such ordinances as weddings, funerals, dedications and blessings in the life of the Christian community, and an orientation to the proper administration of them.

PTH 114 Seminary Choir 1 Hour

Students who sing in the Seminary choir and regularly attend rehearsals and performances may register for one credit per semester for up to three credits in the MDiv Program.

PTH 125 - Women in the History of Sacred Music 3 credit hours

This course examines the involvement of and contributions made by women to sacred music in the Judeo-Christian tradition from the Song of Miriam in the Hebrew Bible until the present day. It includes such topics as: the portrayal of women in worship music vs. their actual participation; female hymn writers and composers in various historical periods; the reasons behind the deliberate elevation of women's status in church music since the mid-nineteenth century; close examination of hymn texts by female writers; and listening to or performing various examples of music by the women being studied.

PTH 375 Seminar in Worship and Hymnology 3 Hours

This seminar is intended to address a particular topic of interest in the area of Worship and Hymnology. It offers an opportunity for advanced and detailed study of a specialized subject as chosen by the instructor. Pre-requisites: PTH 103.

Christian Education

PTH 120 Foundations and Principles of Christian Ed. 3 Hours

An intensive survey of the underlying principles and foundations of educational ministry and the approaches essential for the organization and implementation of such ministries within local congregations. Special attention is given to biblical foundations, the historical currents, teaching/learning effectiveness and educational emphasis of the faith that informs the work, understanding, and method of Christian education. This course meets the Christian Education requirement in the Master of Divinity Program.

PTH 122 Teaching and Learning in Educational Ministry 3 Hours

An exploration of the processes involved in facilitating effective teaching and learning. It includes explorations of modern educational theories such as multiple intelligences and recent brain research regarding factors that impact effective learning. Special emphasis is placed on the student becoming aware of the role and responsibility of facilitators of learning. This course meets the Christian Education requirement in the Master of Divinity Program.

PTH 123 Jesus: The Teacher's Model 3 Hours

This course will explore and focus on Jesus and his teaching methodologies as an approach to educational ministry. Jesus' teaching approaches are transformative and emancipatory, providing guidelines for the 21st-century faith community. Educational methods of practice will include connecting Jesus' models to Negro Spirituals and storytelling and multi-cultural teaching and learning styles. The goal is to strengthen the teaching ministry so that participants will be empowered and challenged to apply Jesus' teaching methodologies to contexts of social and technological change.

PTH 220 Practices for Faith Formation 3 Hours

This course explores how faith is formed using theories of faith development. It seeks to enable students to identify practices that enhance faith formation and ways for incorporation of the practices in their pastoral and teaching ministries to foster the development of mature faith. In addition to exploring faith development, several sessions on basics in Christian Education will be included with attention given to the role of effective Christian Education in faith formation. This course meets the Christian Education requirement in the Master of Divinity Program.

PTH 221 Christian Education in the African American Church 3 Hours

This course involves an analysis of the unique needs of Christian Education in predominant African American congregations. Special attention is given to understanding the cultural and ethnic currents in the African American community, and to discovering and introducing Africentric resources. This course meets the Christian Education requirement in the Master of Divinity Program.

PTH 222 The Arts in Christian Education 2-3 Hours

This course is an intensive survey of the interpretation of the Christian gospel through the media of drama, art, and dance. In consultation with the instructor, students are permitted to choose an area of focus, and to pursue research or directed study in relationship of the selected art form and Christian education.

PTH 223 Christian Symbolism as a Faith Nurturing Tool 3 Hours

This course studies Christian symbols as silent communicators of the gospel with the potential of nurturing faith when the code language is revealed. This course meets the Christian Education requirement in the Master of Divinity Program.

PTH 300 Educational Ministry among Children 2-3 Hours

The course is an analysis of the needs of children in the educational process. Focus is also on the relationship between adult workers and children in the spiritual growth process and on curriculum resources for children.

PTH 301 Educational Ministry among Youth 2-3 Hours

The course is an analysis of the needs of youth in the educational process. Focus is also on the role of the teacher/facilitator in the spiritual growth process and on youth-specific curriculum resources.

PTH 302 Educational Ministry among Adults 3 Hours

An in-depth analysis of the educational needs of adults at various stages in the life span, focusing on nurturing faith formation, spiritual growth and on adult-specific curriculum resources.

PTH 303 Educational Ministry among Seniors 3 Hours

This course examines the graying of congregations as well as the changes necessary to engage and provide meaningful educational ministries for seniors (over 65 years of age). It will focus on the special needs of seniors and the role of the church in addressing those needs.

PTH 310 Seminar in Christian Education 2-3 hours

A course designed for advanced study within the discipline of Christian Education with a focus on a specific area that is selected by the professor.

PTH 315 Directed Study in Christian Education 2-3 hours

A course offered to provide opportunity for research and exploration of a specific dimension within educational ministry. Arrangements for a directed study are made on an individual basis taking into consideration the interests of the student and must be approved by the Academic Dean.

PTH 330 Capstone Christian Education Seminar 3 hours

In this course students will develop and complete final semester long Christian Education projects in topics, areas, or subjects of their choosing. Students will submit their project proposals to the course instructor at the beginning of the semester for approval. This course is required for students in the MACE program. Students normally take it in their final semester.

Church Leadership

PTH 130 Church Administration and Organization 3 Hours

The course is a survey and analysis of the various theories, functions, methods, procedures, and schools of thought on the organization, administration, and care of the congregation.

PTH 131 Denominational Polity and Governance 2 Hours

A survey of the denominational polity and governance of particular communions within the Christian Church. This course is designed to meet denominational requirements for ordination.

PTH 133 United Methodist Polity 2-3 Hours

A study in the evolution and structure of the polity, the nature of ministry, and the denominational organization of the United Methodist Church. The aim is to enable the student to understand the nature and authority of power relevant to the United Methodist structure; to function collegially and meaningfully within the denomination's connectional structure; and to utilize that structure as a means for effective growth and outreach of the local congregation. For United Methodist students, this course meets the requirement of the Discipline for a course on United Methodist Polity.

PTH 135 AME-Zion Polity 3 Hours

A study in the evolution and structure of the polity, the nature of ministry, and the denominational organization of the African Methodist Episcopal (A.M.E.) Zion Church. The aim is to enable the student to understand the nature and authority of governance relevant to the A.M.E. Zion denomination; to function collegially and meaningfully within the denomination's connectional structure; and to utilize that structure as a means for effective growth and outreach of the local congregation.

PTH 215 Ministry in the Rural Context 3 Hours

This course is taught seminar style around the unique issues and challenges of serving rural congregations. It guides students in creating lasting and successful ministries within the rural church. Issues of leadership, administration, worship and preaching, missional outreach, conflict, and community awareness, among others, will be addressed from the rural perspective.

PTH 230 Creative Conflict in the Church 3 Hours

This course examines the nature of conflict at various levels (intra-psychic, interpersonal, group, and organizational) and explores the factors that relate to its creative or destructive outcomes. It draws upon the behavioral sciences and theological disciplines for insight.

PTH 231 Holistic Church Growth 2 Hours

This is a sociological and doctrinal analysis of the Church Growth Movement. The course examines the challenges of reshaping religion in the twenty-first century and ways of re-visioning and transforming a local church from a maintenance mentality into a missional mode.

PTH 235 Empowering Leadership in the Local Church 3 hours

This course is an exploration of the distinctive paradigm of visionary pastoral ministry. The course identifies the impediments of maintenance-mode ministry to visionary ministry and provides strategies for moving the church into missional ministry. Students will develop both vision and tools for ministries that are responsive to the needs of the 21st century.

PTH 367 Seminar in Church Leadership 3 hours

This seminar is intended to address a particular topic of interest in the area of Ministerial Studies. It offers an opportunity for advanced and detailed study of a specialized subject as chosen by the instructor.

Pastoral Care

PTH 140 Theories in Human Development and Personality 3 Hours

This course is designed to look at theories in human development and personality relevant to the minister as pastoral care provider. The course will consider issues in diagnosis and assessment in clinical pastoral care management within the context of the parish. Case studies will be utilized to support the student's learning in this area.

PTH 141 Introduction to Pastoral Care and Counseling 3 Hours

This is a comprehensive course introducing students to the history, theology, theories and practice of pastoral care in the local church. The course includes a focus on the minister as caregiver and on the development of an awareness of the skills necessary for providing effective pastoral care in congregations. This course meets the area requirement for Pastoral Care.

PTH 142 Psychology of Religion 3 Hours

The study of the development of religious consciousness in persons, the various expressions of that development, the effect of religion on personality, and the implication of these for ministry. The writings of Fowler, Koelburg, Erikson, Jung, Progoff, and James are considered.

PTH 145 Chaplaincy 3 Hours

This course is designed to examine different fields of chaplaincy such as college chaplaincy, hospital chaplaincy, hospice chaplaincy, military chaplaincy, police chaplaincy, retirement community chaplaincy, etc. This course will consider various issues that are specific in the particular fields of chaplaincy context(s). This course will also explore best practices for different fields of chaplaincy.

PTH 243 Dynamics in Addiction and Intervention 3 Hours

An examination of the psychological aspects involved in the treatment of addicted people and the victims of their behavior. Emphasis is given to the psychological and theological understanding of human behavior, and to the rationale for intervention. Pre-requisite: PTH 141.

PTH 244 Multi-cultural Pastoral Care Ministry 3 Hours

This course explores theories and practices in multi-cultural care and ministry in the local church. Pre-requisite: PTH 141.

PTH 245 Crisis Intervention 3 Hours

This course is designed for students to increase their understanding and knowledge of the minister's role and function in crisis counseling. The course will explore the range of theories and strategies for responding to typical parish crisis situations. These typical pastoral care situations would include familial violence, marital discord, suicide, pathological grief, psychological dysfunction, and physical abuse. Students would also be encouraged to reflect on the theological implications in pastoral crisis intervention and the broader ramifications for pastoral ministry. The format

for the course is didactic and experiential. Case write-ups and role-playing will be primary vehicles for learning. The goal of the course is to increase students' understanding and ability to respond appropriately to the crises that occur in congregational life. Pre-requisite: PTH 141.

PTH 246 Marriage and Family as System 2-3 Hours

An introduction to the principles of systems theory as an alternative to the prevailing individualism in psychology and theology. The systems qualities of marriage, family, and church receive particular attention as relationship contexts of special importance psychologically and theologically. Pre-requisite: PTH 141.

PTH 247 Human Sexuality and Spiritual Health 3 Hours

This course focuses on current patterns and modes of sexual conduct, and on their implications for Christian ethics and spiritual life. Pre-requisite: PTH 141.

PTH 248: Professional Ethics in Chaplaincy 3 Hours

Given the shifting contexts of pastoral care ministry, ethics (both personal and professional standards), and society, this course is intended to assist and facilitate students as they refine their ethics of pastoral and spiritual care in themselves as persons, as professional spiritual caregivers, and as advocates in the community (to include: healthcare, institutions, and social services).

PTH 249 Spiritual Care and Public Health Crises 3 hours

This course is designed for students to increase their understanding and knowledge of the theoretical basis and pastoral care practices in the context of COVID-19, and beyond. We will be using Case Study methodology based upon each student's ministerial context and the materials presented in class. This form of teaching pastoral and practical theology is designed to assist students in theological reflection and analyze their work, ministry formation, and praxis of practical theology. Case Study is a systematic way of helping students identify the interpersonal dynamics, pastoral interactions/interventions, and addressing both the espoused theology and "lived-theology."

PTH 251 Spiritual Care and Social Justice in the 21st Century 3 hours

This course is designed for students to increase their understanding and knowledge of the theoretical basis and practices of practical and pastoral theology in the context of rising racial tensions, and calls for justice. Students will use Case Study methodology based upon each student's ministerial context and the materials presented in class. This form of teaching pastoral and practical theology is designed to assist students in theological reflection and analyze their work, ministry formation, and praxis of practical theology. Case Study is a systematic way of helping students identify the interpersonal dynamics, pastoral interactions/interventions, and addressing both the espoused theology and "lived-theology."

PTH 252 Spiritual Care, Mental Health, and Suicidality 3 hours

This course will focus on the content of Practical Theologies and the pastoral practices that emerge from their methods, aims, sources, and critiques, with additional emphasis on how the church's practical theology is formed around issues of social justice and advocacy. Students will be challenged to understand what this contextually based theology means for pastoral leadership. This course will also highlight African American experience, social justice issues, a critique of Black preaching and ecclesiological discourse, religion, spirituality, and modes of care in both the public sphere and personal spirituality. The course will include the experiences and voices of those outside the historically black church congregation.

PTH 255 Case Study Method in Pastoral Care 3 Hours

This course is taught in a seminar style in which students present pastoral care situations and pastoral incidents. This course helps students learn how to write up and analyze cases that reflect real experience, using psychological and theological theories. It also encourages a dialogue about potentially sensitive issues in local congregations and communities. Limited to 12 students. Pre-requisite: PTH 141.

PTH 260 Conflict Resolution 2-3 Hours

In this class participants will study a variety of conflict settings within the life of an organization. First Skill building exercises will teach participants how to assess conflict and determine "outcome" strategies for handling it. Participants will identify and manage their own conflict management style. Individuals will learn how to give and receive criticism in ways that contribute to positive relationships. How to use communication skills to build better relationships and achieve win-win agreements will be taught. Pre-requisite: PTH 141.

PTH 270 Forgiveness and Reconciliation in Healing Process 3 Hours

This course examines the meaning, definition, dynamics, and roles of forgiving and reconciling in pastoral care and counseling. Psychological, sociological, and theological dimensions of forgiveness and reconciliation are explored in relation to the process of healing. Domestic violence, child abuse survivors, and racial and political issues are included for exploration. Pre-requisite: PTH 141.

PTH 280 - Womanist/Feminist Approaches to Pastoral Care 3 credit hours

This course focuses on developing a Womanist/Feminist approach to the concerns women present for pastoral care. Pastoral response to women requires an integrated approach that brings scholarly discourse into dialectic engagement with personal experience. This dialectic is cultivated through study of Womanist and Feminist pastoral theologians and practitioners who identify and deconstruct the cultural assumptions and practices that impact women's lives. The intended outcome is to develop a pastoral theological method for care that is ultimately liberating and empowering for women who seek the support of female and male pastoral professionals.

PTH 290 Power and Violence: A Pastoral Guide to Intimate and Family Violence 3 credit hours

This course focuses on defining intimate and family violence, examining its theological concerns and developing relevant pastoral care responses that address the use and abuse of power. Texts for the course will center around the use and abuse of power in intimate and family contexts, while also connecting these notions to violent social and cultural practices. The intended outcome is to provide students with a working definition of power and violence, and to equip them with practical skills for ethical response.

PTH 341 Seminar in the Psychology of Religion 1-3 Hours

Pre-requisite: PTH 141.

PTH 342 Directed Study in Pastoral Care and Counseling 1-3 Hours

Directed study in elective courses in the area may be arranged with the faculty of the area with the approval of the Academic Dean. Pre-requisite: PTH 141.

PTH 343 Seminar in Pastoral Care and Counseling 3 Hours

This seminar is designed to allow advanced students to focus on some specific current pastoral care issue(s) for the local church. For example, students might explore changing understandings of gender roles, the impact of technological advances in medicine, differences in pastoral care for women and men, AIDS ministry, pastoral care to marginalized communities, and/or other contemporary concerns. The student's identified interests will guide the content of the seminar. Pre-requisite: PTH 141.

PTH 345 Theories of Counseling and Pastoral Care 3 Hours

This course will intensively examine eleven theories of counseling, along with contemporary and integrative therapies. In the application of theory, students will be challenged to develop a deeper understanding of the counseling process and the complex dynamics (personal and professional) involved in the counseling relationship. Students will bring together various approaches to develop their own therapeutic style, as well as integrate a pastoral counseling-oriented strategy into mainstream approaches to professional counseling and psychotherapy. Prerequisite: PTH 141.

PTH 350 Clinical Pastoral Education (CPE) 6 Hours

Clinical Pastoral Education (CPE) is a program of supervised, theological and professional education for ministry in a clinical setting such as a hospital. Students must first consult with the Professor of Pastoral Care and Counseling to determine both their readiness for CPE and the appropriateness of their preferred training site and program, which must be certified by the Association of Clinical Pastoral Education (ACPE) or The College of Pastoral Supervision and Psychotherapy, Inc. (CPSP). Students must satisfactorily complete one unit of CPE (6 credit hours) and provide copies of their Certificate of Completion and final evaluation to the Registrar and the Professor of Pastoral Care and Counseling for these hours to count toward their degree program's requirements. Depending upon the CPE program structure, students may register for 3 credit hours over two semesters or 6 credit hours for one semester. Pre-requisite: PTH 141 and permission of the Professor of Pastoral Care.

Note: The Director of Supervised Ministry will consider, on a case-by-case basis, written student requests to allow CPE to fulfill the MDiv program's Supervised Ministry requirement. Students seeking to substitute CPE for Supervised Ministry are advised to check first with their denominational representatives, boards of ordained ministry, and/or conference registrars to see whether such a substitution meets specified denominational requirements for Supervised Ministry, if any.

PTH 351 Clinical Pastoral Education II (CPE II) 6 Hours

This course is designed for students who wish to complete a second unit of CPE. Students must consult with the Professor of Pastoral Care and Counseling about their choice of a CPE site. Credit will only be granted for programs certified by the Association of Clinical Pastoral Education (ACPE) or The College of Pastoral Supervision and Psychotherapy, Inc. (CPSP). Students must satisfactorily complete the second unit of CPE (6 credit hours) and provide copies of their Certificate of Completion and final evaluation to the Registrar and the Professor of Pastoral Care and Counseling for these hours to count toward their degree program's requirements. Depending upon the site, students may register for CPE for 3 credit hours over two semesters or they may register for 6 credit hours for one semester. Pre-requisite: PTH 350 and permission of the Professor of Pastoral Care.

PTH 352 Clinical Pastoral Education III (CPE III) 6 Hours

This course is designed for students who wish to complete a third unit of CPE geared toward achieving Level II competencies and outcomes. Students must consult with the Director for the Center for Chaplaincy about their choice of a CPE site. Credit will only be granted for programs certified by the Association of Clinical Pastoral Education (ACPE). Students must satisfactorily complete the second unit of CPE (6 credit hours) and provide copies of their Certificate of Completion and final evaluation to the Registrar and Interim Director of the Center for Chaplaincy for these hours to count toward their degree program's requirements. Depending upon the site, students may register for CPE for 3 credit hours over two semesters or they may register for 6 credit hours for one semester. Prerequisite PTH 351 and permission of the Director for the Center of Chaplaincy or CPE Faculty Liaison. Students must be pursuing a MAC Degree to register for this course.

PTH 353 Clinical Pastoral Education IV (CPE IV) 6 Hours

This course is designed for students who wish to complete a fourth unit of CPE geared toward achieving Level II competencies and outcomes. Students must consult with the Director for the Center for Chaplaincy about their choice of a CPE site. Credit will only be granted for programs certified by the Association of Clinical Pastoral Education (ACPE). Students must satisfactorily complete the second unit of CPE (6 credit hours) and provide copies of their Certificate of Completion and final evaluation to the Registrar and Interim Director of the Center for Chaplaincy for these hours to count toward their degree program's requirements. Depending upon the site, students may register for CPE for 3 credit hours over two semesters or they may register for 6 credit hours for one semester. Prerequisite PTH 352 and permission of the Director for the Center of Chaplaincy or CPE Faculty Liaison Students must be pursuing a MAC Degree to register for this course.

PTH 355 Pastoral Care as Theological Reflection 3 Hours

This course engages theological reflection by attending to the ways in which pastoral ministry "talks back" to theology and helps us rethink our faith by posing questions of human existence related to such issues as the nature and meaning of life and death, illness, grief, love, community, reconciliation, healing, social justice, gender and cultural difference. The course employs various theological approaches, such as a Barthian "theology of the Word," a liberal "process" theology and a politically oriented theology of "liberation." The course explores the implications of each type of theology for pastoral care and relates each to case material.

Evangelism and Outreach

PTH 150 History and Foundation of Christian Evangelism 3 Hours

This course focuses on the Biblical and theological motivations for Christian evangelistic efforts, and offers insight into the effective evangelistic communication of the gospel. It surveys and critiques various types and strategies of evangelism. It is designed to motivate students in evangelistic efforts, and to provide them with useful knowledge for effective approaches. For United Methodist students, this course meets the requirement of the Discipline for a course on Evangelism. Offered every Fall Semester.

PTH 151 Evangelism in the Rural Area 2 Hours

The course offers insight into the nature of the rural area as the locus for evangelistic efforts. Students are required to prepare a plan or strategy as a model for evangelism in this setting.

PTH 152 Evangelism in the Urban Area 2 Hours

The course offers insight into the nature of the urban area as the locus for evangelistic efforts. Students are required to prepare a plan or strategy as a model for evangelism in this setting.

PTH 153 Evangelism in the Digital Age 3 Hours

How does one effectively evangelize using online platforms? This course will assist students in developing digital platforms as evangelistic tools and explore the meaning of evangelism in the digital context. Churches have experienced a need to redevelop and adapt their evangelism modalities and practices to evangelize in their communities and online more effectively.

PTH 250 A Holistic View of Salvation 3 Hours

An in-depth analysis of what is meant by the term, "salvation." Attention is given to the different biblical usages of the term, and its various meaning in the church today. The idea of salvation is also considered in relation to matters that are personal, domestic, and international. The course addresses concerns about race and gender relations, population increase, creation and pollution, hunger, economic and political justice, social change, and personal redemption.

PTH 373 Seminar in Evangelism 2-3 hours

This seminar is intended for students to engage in advanced and detailed study of some focused topic in evangelism. The content of this seminar is guided by the research interests of the students and the faculty specialist in whatever topic is desired.

Pastoral Formation

PTH 162 Supervised Ministry I 3 Hours

This course is a practicum in which students receiving supervision and guidance in a ministry setting are provided with opportunities to reflect theologically on their experiences in ministry. Students discuss their experiences in and aspects of that ministry and have their performances evaluated by their supervisors and by the instructor. In the semester prior to taking this course, students arrange for their own field placements in consultation with and subject to the approval of the Director of Supervised Ministry. Students with fewer than 24 credit hours must consult with their academic advisors and obtain the permission of the Director of Supervised Ministry before enrolling in this course.

PTH 163 Supervised Ministry II 3 Hours

This course is a continuation of PTH 162. All students are strongly encouraged to complete one semester placement in a parish setting and the other in a non-parish setting. But the field placement for PTH 163 may be the same as for PTH 162, if that is considered necessary by the Director of Supervised Ministry in consultation with the student. Students arrange for their field placements in consultation with and subject to the approval of the Director of Supervised Ministry. Pre-requisite: PTH 162.

PTH 170 Listening Skills 2-3 Hours

This course is designed to increase communication skills through learning what helps and hinders interpersonal understanding in member visitation, church meetings, and congregational conflict. The course is designed to support the student in becoming more comfortable and less defensive when dealing with strong negative feelings.

PTH 360 Directed Study in Pastoral Theology 2-3 Hours

Directed study allows a student to do advanced research in a particular field. Directed study should be arranged with the faculty specialist in the field of interest and approved by the Academic Dean.

PTH 361 Seminar in Practical Ministry 3 Hours

This seminar is intended for students to engage in advanced and detailed study of some focused topic in practical ministry. The content of this seminar is guided by the research interests of the students and the faculty specialist in whatever topic is desired. (Note: Students who are interested in the sub-discipline of Pastoral Care and Counseling should register instead for PTH 343.)

PTH 362 Ministry Exposure/Reflection Seminar 2 hour

This is an opportunity for seminarians to have direct exposure to effective ministries of justice, mercy and compassion. Students are invited to explore cutting edge ministries that creatively respond to the needs of socially marginalized persons, ministries in differing cultural contexts, and/or ministries that are effectively addressing social injustices. These ministries may be domestic or international, immersing the student in a ministry that involves a different cultural perspective than that of the student. These ministries may be parish and/or community ministries that allow the student to push and integrate the insights gathered from their academic work; and, open the student to a broadened understanding of ministry and therefore an expanded framework from which to develop their ministry. It is

expected to involve the student for at least a weekend period when done locally or continentally and at least a week when done abroad (not including travel time). Students will be expected to create a daily journal and a reflection paper on their experience in conjunction with their advisor or the Director of Supervised Ministry.

PTH 364 MDiv or MTS Thesis Tutorial 2 Hours

The tutorial is designed to assist students in writing their theses. It focuses on identifying an appropriate topic, and gathering and evaluating pertinent data. A student who is considering the tutorial should discuss it with his/her academic advisor, who will help identify the faculty member who, by academic training and experience, is best suited to serve as the thesis director. The student should register for Thesis Tutorial three semesters prior to her/his expected graduation, normally in the Spring Semester. Guidelines for the thesis tutorial and the thesis are available on myHood, from the student's advisor and in the Office of the Academic Dean.

PTH 365 MDiv or MTS Thesis 2 Hours

This course is a continuation of PTH 364 and focuses on the completion of the thesis. The thesis must be completed in accordance with the guidelines. Pre-requisite: PTH 364.

Research and Writing Skills

PTH 104 Research Strategies 1 Hour

This course provides students with research skills to enhance their classroom experience and to assist them in their roles as students and professionals. Among topics covered are authority of scholarship, research strategies for print and electronic resources, proper construction of citations, basic writing strategies and strategies to improve reading comprehension. This course is graded S/U. A student may choose to receive a letter grade by submitting a written request to the Registrar prior to the end of the drop/add period. The request must be made on or before the second day of classes during intensive terms. No changes will be made after this date.

PTH 105 Writing in the Theological Disciplines 1-2 Hours

This course prepares students for the various styles of writing encountered by graduate students in seminary courses. It orients students to the fundamentals of expository and argumentative writing so as to facilitate the production of clear and coherent essays. Students will analyze the organizational patterns of various kinds of seminary writing and the nature and function of paragraphs in the context of the essay. In addition, the course will present students with problem-solving strategies and critical-thinking tools for writing. Depending on the needs of the students enrolled, review of English grammar may be incorporated into this course. Note: This course may be repeated, but can only be taken once for credit. The course counts as a general elective in the MTS Program. This course is graded S/U. A student may choose to receive a letter grade by submitting a written request to the Registrar prior to the end of the drop/add period. The request must be made on or before the second day of classes during intensive terms. No changes will be made after this date.

PTH 108 Introduction to Graduate Studies 1-2 hours

Since graduate-level education requires a larger time commitment and higher level of engagement than undergraduate studies, this course is designed to help bridge the gap. Students will learn techniques for managing their time, organizing their work, reading for understanding, working with computers, following a writing process, and studying effectively. Emphasis on these skills will be determined by the needs of the students in the class. This course is graded S/U. A student may choose to receive a letter grade by submitting a written request to the Registrar prior to the end of the drop/add period during the fall and spring semesters. The request must be made on or before the second day of classes during intensive terms. No changes will be made after this date.

PTH 109 Introduction to Theological Education 3 hours

This required course orients beginning students to both seminary life and graduate theological education. Topics to be explored include the nature and practice of Christian ministry, the relationship between graduate theological education and the practice of Christian ministry, the purposes of seminary, how to read theological texts, effective writing techniques and strategies, wellness, and vocational discernment. Graded S/U.

Doctor of Ministry Course Offerings

Core Seminars

DMN 401 Re-visioning Ministry Seminar 3 Hours

This seminar is designed to enable students to examine their understanding and practice of ministry in light of the cultural conditions under which they minister. To assist them in doing this, the seminar requires readings from the Bible, the life and thought of the church throughout its history, biographies and autobiographies, trends in theological articulation, and works on various practices of ministry. An important element of this seminar is reflection on the students' own theological orientation to ministry and analysis of their individual settings of ministry. The seminar leads each student to write a Re-visioning Ministry paper of approximately 25 pages that will define the student's understanding of ministry. The quality of that paper will be a significant indication of the student's ability and readiness to proceed with the other requirements of the DMin Program.

DMN 402 Personal Transformation Seminar 3 Hours

In this seminar, students will be expected to identify and understand the implicit and explicit personal patterns developed over their journeys thus far. It is these patterns that frame self-perceptions and interpersonal relationships. In the process of becoming more fully aware of the factors that have formed their sense of identity, students will be better equipped to expand and enhance their capacity to provide effective pastoral care to God's people. In the naming of developmental influences and themes students will be better able to make transformative shifts in their perceptions and self-expectations. This seminar is designed to create a space for self-discovery as students explore the personal impact of negotiating the wide range of stresses and demands inherent in ministry.

DMN 403 Project Colloquium Seminar 3 Hours

This course is a consultative process designed to facilitate the formative stage of the professional doctoral project. Specifically, it assists each candidate in selecting an aspect of ministry for the project, in developing a topic, and in developing a prospectus for a project that meets the requirements of the program. Because the program requires the integration of the academic and practical components of ministry, the colloquium involves the engagement of two leaders: a member of the full-time faculty, and a qualified practitioner in ministry; the latter to be appointed by the director, with the approval of the Academic Dean. Pre-requisites DMN 401, DMN 402 and PTH 415.

DMN 421 The Professional Project I 6 Hours

The professional project is a unit of work designed specifically to enhance the candidate's competence in ministry and to make a significant contribution to the candidate's setting of ministry. This unit of work must be designed, executed, and evaluated within a specified time period, utilizing the various roles and competencies of the candidate, and involving the laity and others in that setting of ministry. Pre-requisites DMN 401, DMN 402 and DMN 403.

DMN 422 The Professional Project II 6 Hours

The professional project is a continuation of a unit of work designed specifically to enhance the candidate's competence in ministry and to make a significant contribution to the candidate's setting of ministry. This unit of work must be designed, executed, and evaluated within a specified time period, utilizing the various roles and competencies of the candidate, and involving the laity and others in that setting of ministry. Pre-requisites DMN 401, DMN 402, 403, and DMN 421.

Area I: Biblical Studies

BST 401 The Nature of God in the OT/Hebrew Bible 2 Hours

This course will review the variety of ways God is characterized, primarily in the Torah and Prophets, as interacting with the world and especially with humankind. Students will consider such questions as: How does God affect the world? How does God feel? How is God righteous, merciful, and just? How do the characterizations of God affect the way people see themselves, and how do people's self-perceptions affect the way they characterize God?

BST 402 Biblical Models for Ministry: Prophet, Priest, Sage 2 Hours

We admire the prophets, resort to priests, and seek out sages. A review of the respective functions and perspectives of these three roles in the OT/Hebrew Bible will shed light on comparable roles in ministry. These three roles complement one another in ancient Israel, and even today they combine in ways that provide clarity and illumination for understanding ministry.

BST 411 Studies in Jesus and the Gospels 2 Hours

This course will explore the gospels as resources for preaching and ministry. By exploring theological themes that cut across more than one gospel, such as the Kingdom of God in the teaching of Jesus, students will gain a sense of how different gospels may speak to different situations. The course will have two goals: (a) to bring students up to date with current research on the gospels, and (b) to probe analogies between the situations of the ancient texts and the situations of modern-day churches so as to enable a pastor more effectively to bring the text to bear on current questions.

BST 412 Pastoral Issues in the Epistles 2 Hours

This course will explore pastoral methods as reflected in the NT letters. Students will examine some or all of the NT letters to study how various writers addressed pastoral concerns in specific, local contexts. Issues may include such problems as ethnic conflict, gender justice, economic justice, death, sexuality, and so on. The course will have two goals: (a) to bring students up to date with current research on NT letters, and (b) to probe analogies between the situations of the ancient texts and the situations of modern-day churches so as to enable pastors more effectively to bring the text to bear on current pastoral issues.

BST 415 Biblical Priestly & Prophetic Influence on Leadership 2 hours

This course examines priestly and prophetic leadership in the Bible and explores how these roles of leaders might inform leadership ministry in faith communities and the global world. This class will satisfy an elective requirement in the Leadership Ministry Specialization.

BST 420 Jesus Model of Leadership in Gospels 2 hours

According to Jesus, kingdom leadership looks very different from the leadership models exalted by the world (Matt 20:25-26). Indeed, much of Israel missed their Messiah because they were looking for the wrong type of leader. Christian leaders typically embrace this difference by extolling the virtues of "servant leadership." While servant leadership undoubtedly highlights an essential component of Jesus' leadership model, it does not seem to capture fully just how radically different Jesus' model of leadership actually is. After all, the same Jesus who advocates servant leadership also promotes misunderstanding to ensure his listeners do not find forgiveness (Mark 4:1-12), angers the enthusiastic supporters in his hometown by refusing to work miracles among them (Luke 4:16-30), intentionally provokes all but his most diehard followers into leaving him (John 6:52-66), and ends up facing his greatest trial alone, abandoned by even his closest disciples. What kind of leader has no followers??? This course will accordingly examine the presentation of Jesus in one or more of the gospels to see what his example can teach us about true leadership. This class will satisfy an elective requirement in the Leadership Ministry Specialization.

BST 425 The Prophetic Voice for Justice 2 hours

This course explores concepts of justice in prophetic literature, the role of prophetic figures, and how these should serve as models for churches to work for justice in the local community and the global world. It will involve the examination of contemporary justice issues with the goal of encouraging students to provide leadership in the pursuit of justice. This course may be used as a concentration elective in the Community Advocacy and Social Justice Ministry Specialization and to meet the Biblical Studies/Theology and Social Ethics elective requirement. It cannot be used to meet both requirements.

BST 430 Biblical Perspectives on Economic Justice 2 hours

This course critically examines the theme of economic justice in the Bible and explores how religious leaders can critique unjust economic systems that hinder the realization of the just reign of God in the world. This course may be used as a concentration elective in the Community Advocacy and Social Justice Ministry Specialization and to meet the Biblical Studies/Theology and Social Ethics elective requirement.

Area II: History of Christianity

CHT 411 Pluralism in American Christianity: Black, White and Beyond 2 Hours

If America is a melting pot, what does this mean for Christianity in America? This course will focus on African Americans' direct and indirect shaping of various theological and confessional traditions in the United States. The emphasis is on the predominantly African American denominations, but the course will also explore the impact on denominations in which African Americans are a statistically small minority. But the history of African American traditions will be a starting point, a model case. Beyond the story of Black and White in American Christianity, we shall consider other strands of the tapestry of American pluralistic society, seeking stories of the richness that pluralism has brought to American Christianity. How do we capture the benefits and address the problems? This course can be used as an elective in the Community Advocacy and Social Justice Ministry Specialization.

CHT 412 Christ, Culture and Ministry 2 Hours

What are Christians to do with TV, radio, the movies, or the Internet? What do Christians do with political involvement in domestic and foreign policy? To what extent is any Christian's life, any Christian's institution a product of culture, and to what degree ought it to participate in and influence culture? Students will explore the historical development of formal and informal attitudes toward culture within their own traditions, denominationally and locally. Through sharing of traditions and broader examination of these developments in the history of Christianity, students will be able to broaden and deepen their ministerial strategies for the contexts in which they find themselves.

CHT 415 Abolition, Independence and Activism: *Historical and Contemporary Advocates for Justice and Equality in the African-American and African Diasporic Experience.* 2 hours

This course examines the historic and strategic interconnections of the methodology of abolitionists and contemporary activists in their efforts to address ethical issues related to privilege, identity, oppression, poverty, diversity and social justice. The socio-economic contexts of 18th and 19th century abolitionists and leaders in the Civil War and Reconstruction; 20th century leaders of the Harlem Renaissance; anti-colonial efforts on the African continent; USA civil rights protests, and 21st century Black Lives Matter activists will be examined. The historic and contemporary roles of media and social media in coalition building at the local, regional and global levels will be also explored. This course can be used as an elective in the Community Advocacy and Social Justice Ministry Specialization.

Area III: Theology and Social Ethics

TSE 401 The Open God 2 hours

In dialogue with Process Theology, which offers a critique of classical theism based primarily upon philosophy and natural theology, the theological movement known as "The Open God" seeks to offer a biblical challenge to the classical theistic tradition. This course will examine the classical doctrines of immutability, impassibility, omnipotence, and foreknowledge and offer a response to the classical tradition that understands God in "responsive relationship" with creation.

TSE 402 Christian Theology in a Pluralistic World 2 hours

In a society that is no longer religiously homogenous, but includes voices from many different perspectives and religious traditions, how does the theologian of today assert the Christian gospel? This course explores Christian talk about God in conversation with other world religions such as Islam, Buddhism, and so on. The course examines how one can proclaim the Christian gospel with tolerance and respect for other traditions while remaining faithful to the Christian tradition.

TSE 421 The Church of the Future: Global Issues in Local Ministry 2 hours

This course is designed to equip church leaders to analyze critically and constructively the social, cultural, political, and environmental contexts of a changing, interdependent, and global community from theological and biblical perspectives. The course will consider how local churches can anticipate and address emerging trends and how a local

pastor who is not a technical specialist can guide church members through difficult issues in an informed and responsible way. This course may be used as a concentration elective in the Community Advocacy and Social Justice Ministry Specialization and to meet the Biblical Studies/Theology and Social Ethics elective requirement.

TSE 422 Learning to Live Together 2 hours

This course aims to equip the leaders of the church of the future with practical tools to help their communities reclaim biblical visions of wholeness, reconciliation and justice. Students will consider such questions as: How can the church be more relevant in its prophetic and pastoral roles of upholding individual and communal human rights as reflected in the *imago Dei*? Will the church be able to understand and offer a way to overcome and heal from violence, racism, and abuse? How can church leaders use religion to help reconcile a community rather than to exacerbate division? This course may be used as a concentration elective in the Community Advocacy and Social Justice Ministry Specialization and to meet the Biblical Studies/Theology and Social Ethics elective requirement.

TSE 425 Political Theology: History, Tradition, and Contemporary Application 2 hours

This course will examine, analyze, and compare the political theologies that have emerged out of different ecclesial traditions. These traditions include Lutheran, Reformed, Anabaptist, African American, and Roman Catholic. Students in this course will be prompted throughout to develop their own constructive political theologies as they engage with those pertaining to these established, historic ecclesial traditions. This course may be used as a concentration elective in the Community Advocacy and Social Justice Ministry Specialization and to meet the Biblical Studies/Theology and Social Ethics elective requirement.

TSE 430 Contemporary Political Theology 2 hours

This course will review and comparatively evaluate different twentieth and twenty-first century political theologies, including the theology of the social gospel, black liberation theology, Latin American liberation theology, feminist and womanist theologies, eschatological theologies, and postliberal theology. Students will be prompted throughout to develop their own constructive political theologies as they dialogue with these contemporary models. This course may be used as a concentration elective in the Community Advocacy and Social Justice Ministry Specialization and to meet the Biblical Studies/Theology and Social Ethics elective requirement.

TSE 435 Eschatology and the Mission of the Church in the World 2 hours

Students in this course will critically examine the mission of the church in the world in light of eschatology, or "the last things." Topics to be explored include the ways in which different theologies of life after death impact the church's understanding of its mission in the world, the political implications of Christian theologies of cross and resurrection, and the contemporary significance of biblical understandings of New Creation. This course may be used as a concentration elective in the Community Advocacy and Social Justice Ministry Specialization and to meet the Biblical Studies/Theology and Social Ethics elective requirement.

See also CHT 412 Christ Culture and Ministry.

Area IV: Pastoral Theology

Leadership & Church Growth

PTH 403 Team Building in a Multi-Staff Church 2 hours

One significant challenge for a pastor is moving from a small parish to a multi-staff church or to a staff-structured ministry other than a local church. The transition calls for skills in which clergy have not commonly been trained. The course will offer practical insights for learning to work with existing staff and developing creative working relationships between old and new staff.

PTH 404 from Tradition to Mission—Leadership and Longer Pastorates 2 hours

A pastor who remains with the same congregation for a long ministry (ten, twenty or more years) develops a different kind of relationship with the members from one who stays only two or three years. New opportunities emerge along with new pitfalls. The course will be led by a pastor who has served successfully for twenty years or more with

one congregation, moving them effectively from factionalism to cohesiveness and from entrenched methods to visionary mission.

PTH 405 Holistic Church Growth 2 hours

Nothing has pre-empted the church's agenda in recent decades more than the Church Growth movement. Many have perceived growth as getting more people. But understanding the movement's history, concepts, theology, and styles will enable students to embrace new realities rather than simply reject stereotypes. This course will explore how Church Growth insights can be applied to any social context.

PTH 406 Practically Speaking: Building an Effective Church 2 hours

The goal of this course is to identify the essential characteristics of effective, growing churches and determine how these characteristics can be developed in any church, large or small.

Homiletics

PTH 421 Refreshing Preaching 2 hours

This course reexamines the task of preaching, the content and form of preaching, and the movement in preaching to ask, "How can preaching be refreshed and refreshing?" The course will examine the theological and exegetical foundations of preaching, types of sermons, intentionality, experiential context, and celebrative design in order to revitalize the preaching experience. This course can be used an elective in the Homiletics/Preaching Specialization.

PTH 422 Preaching Prophetically in a Pastoral Relationship 2 hours

The prophet Ezekiel says, "I sat where the people sat." That is the essence of pastoral ministry. This course will affirm the pastoral relationship while pushing the envelope on social justice dimensions of the Gospel, offering practical insights on speaking, acting, and developing an effective ministry with a distinctly prophetic accent. This course can be used an elective in the Homiletics/Preaching Specialization.

Research

PTH 415 Research Methodology 2 hours

Students will develop advanced theological research skills as well as Biblical Exegesis skills. Topics will include discernment of the authority of scholarship, methods for locating print and electronic resources, methods for gathering quantitative and qualitative data and mixed methods for the analysis of data. Attention will be given to basic writing strategies and the proper construction of citations. The focus will primarily address research methods for the professional project. Pre-requisites: DMN 401 and DMN 402.

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Specializations

Clinical Pastoral Education Supervision

PTH 460 Theories of Human Development and Personality 2 hours

[Focus: Sigmund Freud, Margaret Mahler, John Bowlby, Peter Fonagyl]. This course will primarily focus on the examination of the trends in human development from classical foundations of human and personality development through current work in psychodynamics and psychotherapy.

PTH 473 Pastoral Theology Seminar 2 hours

This course will primarily highlight Pastoral Elements of chaplaincy, and the development of the pastoral identity and pastoral theology. The students will learn the differences/ techniques/ strategies between being pastoral within a congregation or within a clinical setting, and be able to differentiate between the pastoral role one must use in private setting versus being pastoral in public settings. The significance of pastoral will be explored and its importance within human experiences in relation to clinical pastoral supervision.

PTH 474 Systems and Group Theory 2 hours

The journey of life usually occurs within various systems and groups of people. The students will analyze various dynamics within Group Theory with the purpose of self-examination in addition to helping other persons succeed in particular systems and groups in relation to clinical pastoral supervision. This course will focus specific attention on how systems theory contributes to the conceptualization of the group as an entity that constantly reorganizes itself as it seeks to maintain a sense of balance (homeostasis). The class will explore the process of how groups tend to return to familiar states (equilibrium). The examination of family of origin issues and a review of the group context as a "social microcosm" can illuminate elements of interpersonal style and adaptive patterns in clinical pastoral leadership and everyday life.

PTH 476 Cultural Competence and Interfaith Understanding 2 hours

In this course, students will examine the various aspects between cultural incompetence in comparison to cultural competence along with potential consequences within secular settings. The significance and necessity of Interfaith Understanding by chaplains in inter-religious settings will also be explored in relation to clinical pastoral supervision. This course will display the increasing religious diversity within the United States of America. Students will learn how organizations such as colleges, medical facilities, prisons, and retirement communities respectfully engage their multi-faith constituencies.

PTH 479 Professional and Clinical Ethics 2 hours

In this course, the students will examine the professional and clinical ethics associated with working within a clinical institution or congregational setting, and will explore the challenges associated with assisting patients, families, or medical teams with decisions that may impact one's ethics, morals, or faith traditions.

PTH 481 Integrating Theory, Theology, and Praxis 2 hours

This course is designed to assist the student with integrating their teaching methodology, supervisory skills, pastoral theology, and personality theory. The students will present several papers to the class for analysis, feedback, and critique.

Community Advocacy and Social Justice Ministry Specialization

BST 425 The Prophetic Voice for Justice 2 hours

This course explores concepts of justice in prophetic literature, the role of prophetic figures, and how these should serve as models for churches to work for justice in the local community and the global world. It will involve the examination of contemporary justice issues with the goal of encouraging students to provide leadership in the pursuit of justice. This course may be used as a concentration elective in the Community Advocacy and Social Justice Ministry Specialization and to meet the Biblical Studies/Theology and Social Ethics elective requirement.

BST 430 Biblical Perspectives on Economic Justice 2 hours

This course critically examines the theme of economic justice in the Bible and explores how religious leaders can critique unjust economic systems that hinder the realization of the just reign of God in the world. This course may be used as a concentration elective in the Community Advocacy and Social Justice Ministry Specialization and to meet the Biblical Studies/Theology and Social Ethics elective requirement.

CHT 411 Pluralism in American Christianity: Black, White and Beyond 2 Hours

If America is a melting pot, what does this mean for Christianity in America? This course will focus on African Americans' direct and indirect shaping of various theological and confessional traditions in the United States. The emphasis is on the predominantly African American denominations, but the course will also explore the impact on denominations in which African Americans are a statistically small minority. But the history of African American traditions will be a starting point, a model case. Beyond the story of Black and White in American Christianity, we shall consider other strands of the tapestry of American pluralistic society, seeking stories of the richness that pluralism has brought to American Christianity. How do we capture the benefits and address the problems?

CHT 415 Abolition, Independence and Activism: Historical and Contemporary Advocates for Justice and Equality in the African-American and African Diasporic Experience. 2 hours

This course examines the historic and strategic interconnections of the methodology of abolitionists and contemporary activists in their efforts to address ethical issues related to privilege, identity, oppression, poverty, diversity and social justice. The socio-economic contexts of 18th and 19th century abolitionists and leaders in the Civil War and

Reconstruction; 20th century leaders of the Harlem Renaissance; anti-colonial efforts on the African continent; USA civil rights protests, and 21st century Black Lives Matter activists will be examined. The historic and contemporary roles of media and social media in coalition building at the local, regional and global levels will be also explored.

PTH 431 African American Pastoral Theology 2 Hours

This course satisfies a concentration elective in the Pastoral Theology and Care Specialization or the Community Advocacy and Social Justice Ministry Specialization. See the description under the heading "Pastoral Theology and Care Specialization."

TSE 421 The Church of the Future: Global Issues in Local Ministry 2 hours

This course is designed to equip church leaders to analyze critically and constructively the social, cultural, political, and environmental contexts of a changing, interdependent, and global community from theological and biblical perspectives. The course will consider how local churches can anticipate and address emerging trends and how a local pastor who is not a technical specialist can guide church members through difficult issues in an informed and responsible way. This course may be used as a concentration elective in the Community Advocacy and Social Justice Ministry Specialization and to meet the Biblical Studies/Theology and Social Ethics elective requirement.

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PTH 402 Ministry for Community Building 2 hours

This course focuses on cultivating wholeness within groups and communities that are struggling with spiritual and emotional brokenness. Ministry in such a context involves the pastor as both participant and facilitator in creating a space of safety for healing. Creating this space requires patience, self-awareness, and intentionality. Students will explore some faith communities that have been effective in promoting healing and will consider how they might adapt those models for their own ministries.

PTH 422 Preaching Prophetically in a Pastoral Relationship 2 hours

The prophet Ezekiel says, "I sat where the people sat." That is the essence of pastoral ministry. This course will affirm the pastoral relationship while pushing the envelope on social justice dimensions of the Gospel, offering practical insights on speaking, acting, and developing an effective ministry with a distinctly prophetic accent.

PTH 426 Moving from Praise to Praxis: *Supporting Local Churches in their Role as Centers for Community Advocacy* 2 hours

This course aims to examine the role of congregants and local churches as centers of community advocacy. The course will explore how to apply integrative themes using social justice lenses across a range of settings where community advocates and social justice activists engage in effective change. Successful strategies to address issues of injustice across systems and levels by communities of faith will be examined. Group projects will be utilized to explore current challenges and advocacy needs through case applications.

PTH 427 Pastoral Care, Community, and Applied Ethics 2 Hours

This course satisfies a concentration elective in the Community Advocacy and Social Justice Ministry Specialization or the Pastoral Theology and Care Specialization. See course description under the heading "Pastoral Theology and Care Specialization".

PTH 428 Social Entrepreneurship 2 Hours

Utilizing a theological foundation, this course will examine the role of social entrepreneurship and innovation in preparing students called to change the world through a mission-driven venture. It will provide students with resources to address problems with solution hypotheses, to identify opportunities for impact, to develop appropriate business models, and to formulate fund raising plans to realize mission ideas. his course may be used as a concentration elective in the Community Advocacy and Social Justice Ministry Specialization or the Leadership Specialization.

PTH 459 Directed Study in Community Advocacy & Social Justice 2 Hours

Such studies are arranged in consultation with the Director of the Doctor of Ministry Program and with the approval of the Academic Dean.

Homiletics/Preaching Specialization

PTH 421 Refreshing Preaching 2 hours

This course reexamines the task of preaching, the content and form of preaching, and the movement in preaching to ask, "How can preaching be refreshed and refreshing?" The course will examine the theological and exegetical foundations of preaching, types of sermons, intentionality, experiential context, and celebrative design in order to revitalize the preaching experience.

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PTH 435 Strategic Preaching: A Source for Transformative Church Leadership 2 hours

This course is designed to help students discern and develop the intimate connection between preaching and leadership, a connection that is vital to sustainable, transformational ministry within the local church context. Students will be exposed to prominent practitioners of preaching and leadership with specific attention given to disciplines and strategies geared toward sermonic preparation and presentation, along with the preacher's self-understanding in their ministry context. Students will engage in contextual case studies, develop and deliver sermons that aptly provide a platform for leaders and congregations to hear and discern God's call to be and become witnesses to God's transformative work in the world. This course can be used as a General Elective, or as an elective in the Pastoral Theology and Care Specialization or as an elective in the Leadership Ministry Specialization.

PTH 450 The Bible and Preaching 2 hours

Throughout history, the Bible has played a central role in preaching. This course will examine many of the ways the Bible has been used in Christian preaching, beginning in the early church and up to today. Special attention will be given to the ecclesial contexts of the students in the seminar and the predominant ways that the Bible has been, and is, used in preaching. Students will examine their own preaching and the uses of the Bible in which they engage. In a summative paper for the course, each participant will construct an approach to the Bible for use in preaching, including a critical examination of the theological and hermeneutical commitments that each has with regard to the nature and function of the Bible in preaching. Assessment criteria will be formed in order to assess one's use of the Bible with a view to respecting the integrity of the Bible, preaching, and all participants in the preaching enterprise. This course can also be used to meet the Biblical Studies/Theology and Social Ethics elective requirement.

Leadership Ministry Specialization

PTH 401 Leadership Development for Empowering Ministry 2 hours

This course explores factors involved in how a leader formulates a vision, empowers others, motivates ownership, and maintains the vision. Students will also explore various leadership styles, their vulnerabilities and strengths, and the influences of personality on the development of one's leadership style. This course will help leaders develop a connection between biblical injunctions and the way the church structures and lives out its mission through its ministries.

PTH 407 Visionary Leadership 2 hours

This course will identify the crucial elements of effective leadership in the church: Vision, Team, Culture, and Integrity. Special attention will be given to the traits of leaders: how leaders inspire a following; engage others in serving the Master Leader; understand and evaluate their own gifts and motivations; develop their own style of leadership; manage their personal vulnerabilities; sustain their spirit through difficult times; and effect change without tearing a church apart.

PTH 424 – Women in Leadership Ministry 2 hours

This course will examine the role of women in leadership roles as pastors and other church leadership settings. It will be designed to expose students to current leadership issues and opportunities facing women in ministry and women's ministry. This will be done through a broad spectrum of academic options in order to provide information that can be applied in the local church, regardless of denomination. In addition, students will have the opportunity to network with women ministry leaders and learn about available resources for women pastors. This course can be used as an elective in the Leadership Ministry Specialization or as an elective in the Pastoral Theology and Care Specialization.

PTH 428 Social Entrepreneurship 2 Hours

This course can be used as an elective in the Leadership Ministry Specialization or as an elective in the Social Justice and Community Advocacy Specialization. See course description under the heading "Community Advocacy and Social Justice Ministry Specialization".

PTH 435 Strategic Preaching: A Source for Transformative Church Leadership 2 hours

This course can be used as an elective in the Leadership Ministry Specialization or as an elective in the Homiletics/Preaching Specialization. See course description under the heading "Homiletics/Preaching Specialization".

PTH 472 Practicing Transformational Leadership in the Black Church 2 hours

The legacy of liberation through transformational leadership has been key to the progression of the Black Church in various sociological conditions. This course will explore up close the leadership legacy replete within the Black Church traditions by studying noteworthy personalities and their leadership strategies. Students will be given tools and processes that will enable them to embody and embrace the spirit of leadership in the various contexts they are called to serve.

PTH 475 Organizational Leadership in the Church 2 hours

This course is designed to provide the tools necessary to develop church leaders' organizational leadership skills. Specifically, it will assist each candidate in evaluating their current ministry context in order to determine what is or is not

working. Then it will offer strategies, systems and structures that will enable the candidates to lead its staff, volunteers and body of believers to become relevant and resilient in carrying out the Great Commission in the 21st Century.

PTH 478 Christian Leaders, and Applied Ethics 2 hours

Christian Leaders and Applied Ethics is a course designed to enhance the skills, knowledge and developmental processes of students as leaders in local churches and denominational settings. It introduces successful and inspirational models of leadership found in historical and contemporary Christianity. The course will further provide a pathway for the student's continued development as a leader in his/her ministry context. The course highlights selected principles of biblical leadership as observed in the lives of biblical characters, while enabling students to identify ethical values and principles that are foundational for the practical ways they engage in ministry. Finally, it will allow students to develop their own written theology of leadership as they identify personal examples from their own ministry contexts where these leadership principles will be applied.

PTH 480 Pastoral Leadership in the 21st Century 2 hours

This intensive leadership course is designed to assist the student in being aware of the variety of biblical styles of leadership that were most effective in addressing the situations "of their time." It will attempt to focus each student on the biblical, theological, and practical aspects of "management versus leadership" and how to effectively apply the appropriate approach while critically evaluating what is best suited for the present and future needs of the Church.

PTH 482 Leadership: Leading from the Second Chair 2 hours

Some view leadership as related to personal characteristics or developed skills. From a systems perspective, the ability to influence an organization in the right direction is linked to self-management and not the management of others. Thus, the leader's journey begins with self-differentiation and the development of a psychologically and spiritually disciplined life. The course will explore systems leadership (Friedman and Herrington, et. al.) as the overarching perspective of Leadership Ministry. Then it will look at particular aspects of leadership as they relate to the church and church related organizations, including: what is the difference between technical and adaptive change, and why does that matter (Heifetz et. al.)? Why is it necessary to change the culture for change to be long lasting (Lewis et. al.)? And how does one provide leadership when you are not "the" pastor (Bonem and Patterson)? The goal for the course is both an increased awareness of how we function in ministry as leaders as well as how the organization/system can be influenced toward change.

PTH 488 Pastoral Leadership Internship 2 hours

This course provides an opportunity for the student to participate in an experientially based professional training process. The pastoral leadership training experience must be conducted under the supervision of an experienced senior pastor, seasoned missionary, bishop or qualified denominational leader. In essence, the student collaborates with the professional to formulate a learning covenant that identifies specific leadership skills and competencies that will be targeted during a specified number of weeks and hours with an identified start and end date. The leader or supervisor for this course (field experience) is expected to submit a mid-point evaluation of the student's progress and a final evaluation, along with a final grade.

Pastoral Theology and Care Specialization

PTH 411 Deepening Spirituality 2 hours

This course is designed to facilitate a deeper awareness of one's spiritual life. Building on the self-assessment inventory of spirituality used in DMN 402, the course aims to develop disciplines that will help ministers to nourish themselves spiritually. Students will explore practices from various faith traditions to discern ways of enhancing their own spiritual practice. Each student will be expected to be involved in daily meditation and reflection as well as some spiritual retreat experience.

PTH 418 Clinical Pastoral Education (CPE) (2 hour - elective per unit of CPE)

Clinical Pastoral Education (CPE) is a program of supervised, theological and professional education for ministry in a clinical setting such as a hospital. Students registering for this course must have completed 2 units of CPE and must provide copies of their Certificates of Completion for those units. Students must consult with the Director of the DMN program to determine both their readiness for additional CPE training and the appropriateness of their preferred training site and program, which must be certified by the Association of Clinical Pastoral Education (ACPE) or The

College of Pastoral Supervision and Psychotherapy, Inc. (CPSP). In order for these hours to count toward the degree requirements students must satisfactorily complete a unit beyond unit 2 of CPE and provide copies of their Certificate of Completion and final evaluation to the Registrar and the Director of the DMN program. Students may register for this class one time to earn 2 elective credits or two times to earn 4 elective credits. Pre-requisites: Permission of the DMN Director and/or Academic Dean prior to enrollment of the CPE program and Certificate of Completions for Units 1 and 2.

PTH 423 Grief Dynamics and Pastoral Care 2 Hours

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

PTH 424 – Women in Leadership Ministry 2 hours

This course can be used as an elective in the Leadership Ministry Specialization or as an elective in the Pastoral Theology and Care Specialization. See course description under the heading "Leadership Ministry Specialization."

PTH 425 Theology and Family Systems Theory 2 Hours

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

PTH 427 Pastoral Care, Community, and Applied Ethics 2 Hours

This course will 1) explore the relationship between pastoral care and justice in the broader community and 2) examine ethical and pastoral care perspectives that have emerged during the 21st century. Students will visit various sites and contexts that demonstrate models or forms of structural, i.e. economic, healthcare, social advocacy, and integrative ministry. This course satisfies a concentration elective in the Pastoral Theology and Care Specialization or the Community Advocacy and Social Justice Ministry Specialization.

PTH 429 Counseling and the Study of Religion 2 Hours

This course aims to provide students an opportunity to gain fluency in a series of counseling theories of personality/character, development, relationships, motivation, health, and pathology, as a context in which to practice care interpretations of religious matters.

PTH 431 African American Pastoral Theology 2 Hours

This course will focus attention on the content of African American Pastoral and Practical Theologies as well as the pastoral practices that emerge from their methods, aims, sources, and critiques, with additional emphasis upon how the practical theology of the church is formed around issues of social justice and advocacy. Students will be challenged to understand what this contextually based theology means for pastoral leadership in African American contexts. This course will highlight African American experience, issues of social justice, a critique of Black preaching and ecclesiological discourse, religion, spirituality, and modes of care in both the public sphere and personal spirituality. The course will include the experiences and voices of those outside the historical black church congregation. This course satisfies a concentration elective in the Pastoral Theology and Care Specialization or the Community Advocacy and Social Justice Ministry Specialization.

PTH 441 Psychodynamics of Marriage and Family 2 Hours

This course will provide a comprehensive overview of the field of family systems and family therapy. It will serve as an introduction to the theory and techniques of couples and family therapy. Through class assignments, activities, and personal and professional self-reflection, the course will integrate theory and practice. The students will have opportunity to reflect upon how they might use course content pastorally and professionally in their respective ministry contexts.

PTH 443 Pastoral Psychology of Groups 2 Hours

This course will begin by examining the kind of dynamics that are part of group life, and the meaning of these dynamics for participation in, working with, and serving in pastoral/religious leadership roles with groups in diverse settings. Students will examine the conscious and unconscious dynamics in group life. The course will explore the

relationship of race/ethnicity, culture, gender, class, and sexuality as embedded in integral facets of the psychodynamics that shape group processes.

PTH 455 Clinical Pastoral Internship 2 Hours

This course provides an opportunity for the student to participate in an experientially based professional training process. The clinical training experience must be conducted under the supervision of a certified health care, mental health care, chaplaincy, pastoral counseling, family counseling, or integrative medical professional. In essence, the student collaborates with the professional to formulate a learning covenant that identifies specific skills and competencies that will be targeted during a specified number of weeks and hours with an identified start and end date. The clinical supervisor for this course (field experience) is expected to submit a mid-point evaluation of the student's progress and a final evaluation, along with a final grade. Based on the normal hours that are required to complete a clinical internship or a specialized training experience, a student may request to substitute the clinical internship for two Pastoral Theology and Care electives.

PTH 458 Ministering to Difficult Personalities 2 hours

This course studies psychological and theological ways to understand some of the dysfunctional personality structures encountered in the context of the church and community of our current society. The course will cover nine different personality styles and disorders and will include reading, lectures, case studies, and class presentations as a means of understanding some of the more difficult people found in our church and community. Additionally, we will explore some appropriate relational styles and pastoral interventions with each personality structure. This course is designed to increase understanding, and thereby enhance the minister's skill to be more empathic and therapeutic in relating with some of the more troubled individuals in our church and community.

PTH 460 Theories of Human Development and Personality 2 hours

This course satisfies a concentration elective in the Clinical Pastoral Education Supervision Specialization or the Pastoral Theology and Care Specialization. See course description under the heading "Clinical Pastoral Education Supervision Specialization".

PTH 473 Pastoral Theology Seminar 2 hours

This course satisfies a concentration elective in the Clinical Pastoral Education Supervision Specialization or the Pastoral Theology and Care Specialization. See course description under the heading "Clinical Pastoral Education Supervision Specialization".

PTH 474 Systems and Group Theory 2 hours

This course satisfies a concentration elective in the Clinical Pastoral Education Supervision Specialization or the Pastoral Theology and Care Specialization. See course description under the heading "Clinical Pastoral Education Supervision Specialization".

PTH 476 Cultural Competence and Interfaith Understanding 2 hours

This course satisfies a concentration elective in the Clinical Pastoral Education Supervision Specialization or the Pastoral Theology and Care Specialization. See course description under the heading "Clinical Pastoral Education Supervision Specialization".

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PTH 481 Integrating Theory, Theology, and Praxis 2 hours

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