



INTERDENOMINATIONAL  
THEOLOGICAL  
CENTER

# *Academic Catalog*

*Interdenominational Theological Center*

*2017-2020*

700 Martin Luther King Jr. Dr. SW  
Atlanta, GA 30314  
[www.itc.edu](http://www.itc.edu)

## ACADEMIC CATALOG 2017-2020



### *~Where Students Enter and Leaders Depart~*

The Interdenominational Theological Center is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award masters and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the Interdenominational Theological Center.

ITC is also accredited by the Commission on Accrediting of the Association of Theological Schools (ATS) in the United States and Canada. Contact the Commission on Accrediting at 1012 Summit Park Drive, Pittsburgh, PA 15275-1110 or call 412- 788-6505.

The regulations, requirements, and general information included in this document are official for the 2016-2020 academic years. In accordance with sound academic and fiscal practice, The Interdenominational Theological Center reserves the right to make changes in policies, regulations, procedures, and fees and will give due notice to affected parties. Current, and more comprehensive, information regarding the institution's academic and non-degree programs, faculty and staff, campus settings and location, resources and facilities, and student services is available on The Interdenominational Theological Center website at [www.itc.edu](http://www.itc.edu).

The Interdenominational Theological Center does not discriminate among applicants to, or participants in, its degree programs on the basis of gender, sexual orientation, race, religion, ethnicity, national origin, or physical disability.

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# Academic Calendars – 2017-2021

## Fall Semesters

Activity	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Registration Begins	April 3	April 2	April 1	April 6
Early Term	Aug. 7-11	Aug. 6-10	Aug. 5-9	Aug. 3-7
<b>Faculty Retreat</b>	<b>Aug. 11-12</b>	<b>Aug. 14-16</b>	<b>Aug. 12-14</b>	<b>Aug. 10-12</b>
New Students Orientation/Registration	Aug. 17	Aug. 16	Aug. 14	Aug. 13
Returning Students/ Registration	Aug. 18	Aug. 17	Aug. 15	Aug. 14
<b>Classes Begin</b>	<b>Aug. 21</b>	<b>Aug. 20</b>	<b>Aug. 19</b>	<b>Aug. 17</b>
Drop/Add Period	Aug. 21-25	Aug. 20-24	Aug. 19-23	Aug. 17-21
Drop with 'W' Begins	Aug. 28	Aug. 27	Aug. 26	Aug. 24
Fall Convocation	Aug. 29	Aug. 28	Aug. 27	Aug. 25
Labor Day Holiday	Sept. 4	Sept. 3	Sept. 2	Sept. 7
ITC Board Meets	October	October	October	October
Mid-Term Week	Oct. 2-6	Oct. 1-5	Oct. 1-4	Sept 28-Oct 1
Withdrawal 'WF'/Penalty	Oct. 9	Oct. 8	Oct. 7	Oct. 5
Spring Advisement Week	Oct. 23-27	Oct. 22-26	Oct. 21-25	Oct. 19-23

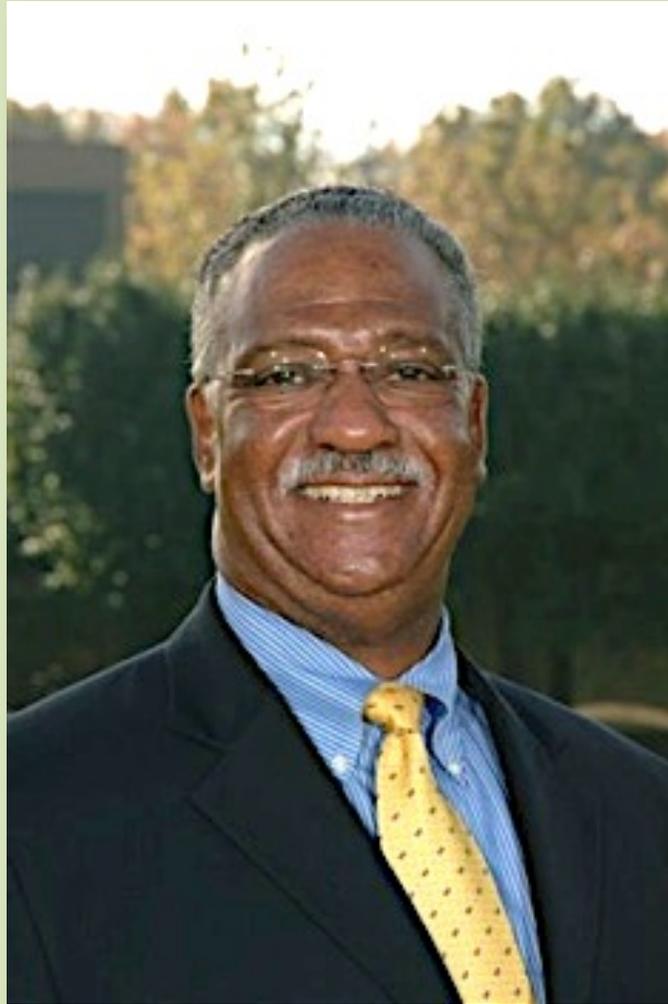
Admission Deadline	Nov. 1	Nov. 1	Nov. 1	Nov. 1
<b>Spring Registration</b>	<b>Nov. 1</b>	<b>Nov. 1</b>	<b>Nov. 1</b>	<b>Nov. 2</b>
Thanksgiving Recess	Nov. 23-24	Nov. 22-23	Nov. 28-29	Nov. 26-27
<b>Last Day of Classes</b>	<b>Nov. 30</b>	<b>Nov. 30</b>	<b>Nov. 27</b>	<b>Nov. 24</b>
Final Exam Week	Dec. 4-8	Dec. 3-7	Dec. 2-6	Nov. 30-Dec.1
<b>Semester Ends</b>	<b>Dec. 8</b>	<b>Dec. 7</b>	<b>Dec. 6</b>	<b>Dec. 4</b>
Grades Due	Dec. 14	Dec. 13	Dec. 12	Dec. 10
Cross Registration Deadline	Dec. 1	Dec. 1	Dec. 2	Dec. 1
Incomplete Grades Due	Jan. 5	Jan. 4	Jan. 3	Jan. 5

**Spring Semesters**

Activity	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Registration Begins	November 1	November 1	November 2	November 1
<b>J-Term</b>	<b>Jan. 2-6</b>	<b>Jan. 7-11</b>	<b>Jan. 6-10</b>	<b>Jan. 4-8</b>
New Students Orientation/Registration	Jan. 10	Jan. 16	Jan. 15	Jan. 13
Returning Students/ Registration/	Jan. 11	Jan. 17	Jan. 16	Jan. 14
MLK Jr. Observance	Jan. 15	Jan. 21	Jan. 20	Jan. 18
<b>Classes Begin</b>	<b>Jan. 16</b>	<b>Jan. 22</b>	<b>Jan. 21</b>	<b>Jan. 19</b>
Drop/Add Period	Jan. 16-22	Jan. 22-28	Jan. 21-27	Jan. 19-25
Drop with 'W' Begins	Jan. 23	Jan. 29	Jan 28	Jan. 26

Mid-Term Week	Feb, 26-Mar2	March 4-8	March 2-6	March 1-5
Withdrawal 'WF'/Penalty	March 5	March 11	March 9	March 8
Spring Break	Mar. 12-16	March 11-15	March 9-13	March 8-12
Fall Advisement Week	Mar. 19-23	March 25-29	March 23-27	March 22-26
Good Friday and Monday	March 30-Apr 2	April 19- April 22	April 10-April 13	April 2-April 5
Easter	April 1	April 21	April 12	April 4
Registration Fall/Sum	April 2	April 1	April 1	April 1
Cross Registration Deadline				
Fall	April 13	April 12	April 14	April 16
Summer	July 13	July 12	July 17	July 16
ITC Board Meets	April	April	April	April
<b>Spring Semester Exams</b>	<b>April 23-27</b>	<b>April 22-26</b>	<b>April 20-24</b>	<b>April 19-23</b>
<b>Honor and Awards Day</b>	<b>April 26</b>	<b>April 25</b>	<b>April 23</b>	<b>April 22</b>
<b>Senior Grades Due</b>	<b>May 4</b>	<b>May 3</b>	<b>May 1</b>	<b>April 30</b>
<b>Last Day of Class</b>	<b>May 4</b>	<b>May 3</b>	<b>May 1</b>	<b>April 30</b>
<b>Semester Ends</b>	<b>May 4</b>	<b>May 3</b>	<b>May 1</b>	<b>April 30</b>
<b>All Other Grades Due</b>	<b>May 11</b>	<b>May 10</b>	<b>May 8</b>	<b>May 7</b>
<b>Commencement</b>	<b>May 12</b>	<b>May 11</b>	<b>May 9</b>	<b>May 8</b>
Incomplete grades due	June 1	May 31	May 29	May 28
Admission Deadline	July 2	July 1	July 1	July 1

# Interdenominational Theological Center



**Edward L. Wheeler, Ph.D., *President***

# Mission Statement of The Interdenominational Theological Center

The Interdenominational Theological Center (ITC) is a consortium of denominational seminaries whose mission is to educate Christian leaders for ministry and service in the Church and the global community. ITC educates and nurtures women and men who commit to and practice a liberating and transforming spirituality; academic discipline; religious, gender, and cultural diversity; and justice and peace.

## Institutional Goals

- ❖ To educate men and women for leadership in Christ's Church and the world.
- ❖ To demonstrate academic excellence in teaching and research.
- ❖ To recognize the role of denominations as the foundation for ecumenism and to understand this principle as a viable and sustaining cornerstone of ITC's mission.
- ❖ To attract, support, and retain qualified students capable of fulfilling the mission of the institution, who will foster and advocate diversity; promote integrity and competence in Christian leadership; and encourage justice, reconciliation, liberation, and peace.
- ❖ To provide a critique, informed by the perspectives of African-American and other global interpretations, of Western, male-dominated theological education.
- ❖ To encourage scholarly research and publications related to Africa and the Diaspora African religious experience, the African-American Church, and the church universal.
- ❖ To attract, develop, and retain competent faculty, staff, and administrators.
- ❖ To ensure that the learning, working, and living environment is healthy, safe, and secure through strong administrative practices.
- ❖ To develop and sustain partnerships that enhance the education of students, provide opportunities for community service, and foster interreligious dialogue.
- ❖ To maintain fiscal stability and to strengthen the financial vitality of the Center.

# Code of Ethics

As a historically Black Christian Institution of higher learning dedicated to the development of lay and clergy leadership with a liberating and transforming spirituality, creating communities of justice and reconciliation on the local and global levels, we commit ourselves to the following covenant:

- ❖ We commit ourselves to practicing and pursuing integrity in academic and professional excellence from the classroom to the office to the board room, through our use and allocation of time, talents, and resources—physical, intellectual, and financial.
- ❖ We commit ourselves to maintaining and supporting mutual respect and integrity for ourselves, individuals and the community through our daily interactions with each other in the use of appropriate language and behavior.
- ❖ We commit ourselves to acts of gender inclusivity.
- ❖ We commit ourselves to the enhancement and nurture of appropriate needs of individuals and the community in ways that build up the healthy functioning of both.
- ❖ We commit ourselves to respecting the diversity of ecumenical, theological, ideological, and personal expressions of the various faiths and traditions found in our community.
- ❖ We commit ourselves to celebrating and building upon the best of our African culture and heritage through our work and life together.
- ❖ We commit ourselves to the pursuit of intellectual excellence through the open engagement of critical thought and debate and through the honest critique of each other's ideas and beliefs.
- ❖ We commit ourselves to providing a safe physical and psychological environment for all members of the community regardless of one's race, color, religion, sex, national origin, age, sexual orientation, ability, or any other characteristic protected by law.
- ❖ We commit ourselves to maintaining and providing services and physical resources and spaces which promote the mission and fiscal integrity of the institution, and which demonstrate appreciation and celebration of the gifts of others.
- ❖ We commit ourselves to holding each other and ourselves accountable to adhering to the statements made in this covenant.

# Accreditation

The Interdenominational Theological Center accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award masters and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the Interdenominational Theological Center (ITC).

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*The D. Min. and Th. D. degrees are offered through cooperation with the Atlanta Theological Association.*

## The Quality Enhancement Plan (QEP) for the ITC

The Interdenominational Theological Center has developed a Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution

**“Sankofa: Engaging the Interrelatedness of Orality and Ocularity”** codifies the Quality Enhancement Plan to improve student learning through an educational distinction that has been and is effective in the education of African Americans and in the practice of ministry. There are specific skills, ways of communicating both written and oral, ways of analysis and performance that reflect this interrelatedness of two realities, orality and ocularity (Sankofa). The identification of this theme evolved out of broad based institutional involvement of seminary president deans, faculty administration, staff, students and alumni.

**Sankofa:** Looking back in order to see forward. It is a commitment to the value of memory because the loss of memory causes us to reduce our ability to do *radical examination* of ourselves, our ancestors, and the opportunities we create for future generations.

### Background

Being African American in the United States has been and remains a challenge. Dr. James Jones a professor of psychology described it as “Being African American in the United States: A Duality Dilemma” (1994<sup>1</sup>). In a social context where one’s color of skin made it against the law to learn to read and later denied admissions to colleges perceived as the “right” thing to do because of racial stereotyping is the era of the ITC’s birth. In the midst of police brutality, studies of genetic inferiority and poverty, the ITC emerges as an agent of liberation and social change in the only instruction that could be found in every Black community-the church.

This understanding and interpreting the two-ness of realities was the reason for the Historically Black College and University (HBCU). The goal of (HBCU’s) was to preserve and promote an educational process that supported the interrelatedness of two realities in ways for a better and truer sense of self. The aim at ITC since its inception was to use the acquired knowledge and skills, intuitive genius, faith and theology to manifest liberating and

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<sup>1</sup> Jones, James. (1994). *Being African American in the United States: A Duality Dilemma* In *Psychology and Culture*, eds.: Lonner, Walter J. and Malpass Roy Prentice Hall New Jersey

transforming realities wherever we find ourselves in this “two-ness”. This has been evidenced for over 50 years. The QEP Sankofa is returning to what we have forgotten about the “two-ness” and using it for our future.

To this end, the QEP focuses its work on first executing a program review logic model that measures indirect efforts and direct effects on student learning working collaboratively across curriculum areas resulting in taxonomy of orality and ocularity (Sankofa) interrelatedness. Second, are the revisions of M.Div. core courses and, its assessment and practice courses to determine baseline, progress, and achievement levels of program area proficiency including interrelating orality and ocularity (Sankofa) as defined through the ITC Mission. And finally, the QEP seeks to affirm the educational merit and the ineffable effect of Sankofa (interrelating orality and ocularity) in the story of the ITC community, its mission and in the practice of professional ministry, scholarship and service.

## CONSTITUENT DENOMINATIONAL SEMINARIES



**Gammon Theological Seminary** (United Methodist)

Dr. Walter Kimbrough, *Interim President-Dean*



**Charles H. Mason Theological Seminary** (Church of God in Christ)

Dr. Harold V. Bennett, *President-Dean*



**Morehouse School of Religion** (Baptist)

Dr. F. Keith Slaughter, *President-Dean*



**Phillips School of Theology** (Christian Methodist Episcopal)

Dr. Paul Brown, *President-Dean*



**Turner Theological Seminary** (African Methodist Episcopal)

Dr. John R. Green, *President-Dean*

## NON-CONSTITUENT DENOMINATIONS

**Selma T. and Harry V. Richardson Ecumenical Fellowship** (Interdenominational)

# Interdenominational Theological Center

## 1. Overview

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### HISTORY

The Interdenominational Theological Center, one of the most significant ventures in theological education in America, was chartered in 1958 through the mutual efforts of four denominations: the Baptist Church, the United Methodist Church, the African Methodist Episcopal Church, and the Christian Methodist Episcopal Churches. Their four seminaries, Morehouse School of Religion (see Baptist School of Religion below), Gammon Theological Seminary, Turner Theological Seminary and Philips School of Theology came together in cooperation as an ecumenical cluster to form one seminary. They were joined by Johnson C. Smith Theological Seminary of the Presbyterian Church (U. S. A.) and the Charles H. Mason Seminary of the Church of God in Christ, Inc. The Center's founding was greatly helped by some magnificent grants from philanthropic foundations, especially the Sealantic Fund and the General Education Board. ITC has been accredited by The Association of Theological Schools in the United States and Canada since 1960 and the Commission on Colleges of the Southern Association of Colleges and Schools since October 1984.

The Absalom Jones Theological Institute also became a part of ITC following the unanimous endorsement of the Episcopal Church's Board of Theological Education and seminary deans on March 30, 1971. The Reverend Robert A. Bennett for the directors of the Union of Black

Episcopalians submitted the proposal for affiliation. The seminary was named to honor the first African American ordained a priest in the Episcopal Church. The program proved to be too expensive for the small number of African Americans in training and the seminary closed in 1979.

Dr. Harry V. Richardson served as the first president of Interdenominational Theological Center from 1959 to 1968. Dr. Oswald P. Bronson served as president from 1968 to 1975. Dr. Grant S. Shockley became president in January 1976 and served until the end of December 1979. Dr. James Deotis Roberts became president in August 1980 and served until April 1983. Dr. James H. Costen became president in December 1983 and served through June 1997. Dr. Robert Michael Franklin became president in July 1997 and served until May 2002. Dr. Michael A. Battle became president in September 2003. Dr. Ronald Peters became president in 2010. Dr. Edward P. Wimberly served as Interim President from 2013 to January 2015 and President in 2015. Dr. Edward L. Wheeler began his tenure as President in April 2015.

ITC is located on a ten-acre plot in the heart of the Atlanta University Consortium. The site was generously given by Atlanta University. The Center is under the direction of a forty-five-member Board of Trustees. Twenty-four of the trustees come from the six participating schools. The remaining twenty-one include fifteen members-at-large, chosen without regard to denominational affiliation. The board includes, as part of its deliberations, two representatives of the alumni, representatives elected by the Faculty Council, and two representatives elected by the student body of the Center. The

trustees employ the faculty and administration, set institutional policies, and oversee the management of the physical and financial resources of the Center.

ITC faculty members continue to be chosen for both their scholarly competence and teaching ability. They constitute among the nation's seminaries. They are the most published faculty of any of the schools in the Atlanta University Center area.

## **The ITC Theological Consortium**

### **Morehouse School of Religion**

In February 1867, a school for the training of ministers and other church leaders was organized in the Springfield Baptist Church of Augusta, Georgia, under the sponsorship of the American Baptist Home Mission Society. This school was known as the Augusta Institute until its move to Atlanta in 1879, whereupon it was renamed Atlanta Baptist Seminary. Twenty years later, the seminary was authorized to offer college work, and the name was changed to Atlanta Baptist College. Theological students continued to outnumber liberal arts students until 1923-1924. In 1904, attention turned to the divinity school, which, though related to the college, had its own instructors and offered the *Bachelor in Divinity* (B.D.) degree in addition to the *Bachelor in Theology* (B.Th.) and the diploma in theology..

The name Morehouse was adopted in 1913 in honor of Dr. Henry L. Morehouse, corresponding secretary of the American Baptist Home Mission Society, and in 1924 the Divinity School of Morehouse College

became known as the School of Religion. This change was accompanied by a reorganization of curriculum, and Dr. Charles D. Hubert, a professor in the divinity school since 1914, became the first director of the School of Religion of Morehouse College.

Through the mutual agreement of Dr. Benjamin E. Mays, then president of both Morehouse College and Morehouse School of Religion, and Dr. Harry V. Richardson, then president of ITC, and with the concurrence of Morehouse College trustees, Morehouse School of Religion became the Baptist constituent member of the consortium known as Interdenominational Theological Center.

In 2012, the Morehouse School of Religion was removed from the Consortium for fiscal reasons. At that time, the ITC Board of Trustees voted to establish the Baptist School of Religion to honor the ongoing legacy of Baptist seminary education as part of the campus of the Interdenominational Theological Center. The Morehouse School of Religion was returned to full compliant relations with the consortium in 2015.

### **Gammon Theological Seminary**

Gammon Theological Seminary had its beginning in 1869 as the Department of Religion and Philosophy at Clark University, an institution founded by the Freedman's Aid Society of the Methodist Episcopal Church (one of the predecessor bodies of the United Methodist Church). The Department of Religion and Philosophy of Clark University continued to serve the purpose of preparing newly freed slaves and others for ministry in the Methodist Episcopal Church up until 1872. In 1872, Clark Theological Seminary, the former

Department of Religion and Philosophy at Clark University, was opened with twenty-six students enrolled. Although a separate entity in name, Clark Theological Seminary still remained under the auspices of Clark University and the Freedman's Aid Society of the Methodist Episcopal Church.

In 1882, a Department of Theology was established at Clark University in an effort to bolster and strengthen the faltering Clark Theological Seminary. The Reverend Elijah Gammon, a superannuated Methodist minister of the Rock River (Illinois) Conference, gave Clark University a gift of \$20,000 to endow the theological program, provided that the Clark Theological Seminary would cease to exist, and that the new Gammon School of Theology would be a part of Clark University. Therefore, in 1883, Gammon School of Theology opened at Clark University, and The Reverend Wilbur P. Thirkield (later President of Howard University of Washington, DC) was named its inaugural dean.

Within four years of the establishment of the Gammon School of Theology, The Reverend Elijah Gammon offered to give the school more liberal support on the condition that it becomes independent of Clark University so that the entire Methodist Episcopal Church and all her colleges in the South might be served. In April 1887, the official connections between Gammon School of Theology and Clark University were dissolved; and in January 1888, Reverend Gammon added \$200,000 to the endowment fund. The seminary was granted a charter on March 24, and the name was officially changed December 28, 1888 to Gammon Theological Seminary. The Reverend Wilbur P. Thirkield, who had served as Dean during the ties with Clark

University, was elected as the institution's first President.

The Reverend Elijah Gammon died on July 3, 1891, having willed the seminary sufficient additional funds to bring his total gift to more than a half million dollars. In his plans, he intended the seminary to be a central theological school of the Methodist Episcopal Church for the entire South, open to students of all races and all denominations. The seminary offered, without distinction of race, to all students for the Christian ministry, a thorough, extensive, and well-arranged course of study. Gammon Theological Seminary was the only fully accredited institution of its kind in the nation up until the year 1958, at which point, relying upon Gammon's accreditation, the Interdenominational Theological Center was formed.

Today, Gammon is one of the 13 seminaries of the United Methodist Church, and in conjunction with the ITC, Gammon continues to form, shape, and train men and women for a variety of Christian ministries. Gammon provides the foundation for those who have responded to God's call so that they might effectively live out their particular vocation.

### **Turner Theological Seminary**

Turner Theological Seminary began as a department of Morris Brown College in 1894, nine years after the board of trustees first voted approval on September 23, 1885. The Reverend T. G. Steward, D.D., a former United States Army chaplain, was elected the first Dean of Theology. In the interim, the Rev. E. L. Chew was also elected, but the Rev. E. W. Lee, a former principal who was subsequently elected president of Morris Brown College, was the first to serve

as Interim Dean of Theology. Twelve persons made up the first student body.

The name Turner Theological Seminary was approved in 1900 in honor of Bishop Henry McNeal Turner, the resident bishop of the African Methodist Episcopal Church and senior bishop of the denomination at that time.

The Seminary remained on the campus of Morris Brown College until 1957 when a building was acquired at 557 Mitchell Street. The Trustee Board of Morris Brown College, under the leadership of Bishop William Reid Wilkes, Sr., authorized Turner Theological Seminary to become a founding constituent of the Interdenominational Theological Center in 1958. Dr. George A. Sewell was appointed Director/Dean. A charter was obtained in 1975 and a separate Board of Trustees was appointed under the leadership of Bishop Richard Allen Hildebrand.

The seminary received its own charter in 1975 and its first separate Board of Trustees was elected. Those who followed Dr. Sewell as deans have included Dr. Josephus R. Coan, Dr. Cecil W. Cone, Dr. George L. Champion, and Dr. Clayton D. Wilkerson. Dr. Daniel W. Jacobs Sr. served as dean from 1985 to 2008. During his tenure the Frederick Hilborn Talbot Hall was erected and the enrollment has more than doubled.

Within a year of the election of Dr. Daniel W. Jacobs Sr., as Dean of Turner Theological Seminary in 1985, construction was begun on the Frederick Hilborn Talbot Hall at a cost of \$2.8 million. This facility was the result of the tireless efforts of Bishop Talbot. It contains offices, a chapel, Laundromat, concession area, thirty-two dormitory rooms, twenty efficiencies, and

five one-bedroom apartments. It was occupied in October 1987.

Turner Theological Seminary continues to pursue excellence as an institution for the preparation of young men and women for every department of Christian work. Turner Theological Seminary remains committed to its motto 'For a Prepared Ministry' in keeping with the aim of its founders to be "an institution for the preparation of young men and women for every department of Christian work'. Turner graduates can be found in all areas of the church, college and seminary teachers, presidents, pastors, presiding elders and bishops, as well as, civic and political officials.

In April 2008, Dr. John F. Green was elected the Seventh Dean to serve Turner Theological Seminary. Under his leadership, on campus as well as distance-learning student enrollment has increased. New computers have been installed in the Frederick Hilborn Talbot Hall computer lab, as well as the retirement of the mortgage on the building.

### **Phillips School of Theology**

Phillips School of Theology is "***The Seminary of the Christian Methodist Episcopal (CME) Church.***" It was founded on May 30, 1944, by the action of the Lane College (Jackson, Tennessee) board of trustees and birthed into reality by the leadership of Bishop J. Arthur Hamlett. The academic program of Phillips began on January 2, 1945. Dr. Joseph A. Johnson Jr. (elected in 1966 as the thirty-fourth bishop of the CME Church) was elected the first president of the school in 1945. He served until 1954.

In 1950, the General Conference of the CME Church voted to make Phillips School of

Theology a Connectional school, which entitled it to financial support of the denominations. Early enrollments were across denominational lines.

When Dr. U. Z. McKinnon was elected the second president of Phillips in 1954, an extension program was added to the curriculum of the seminary. This program afforded ministers and laity outside the Jackson, Tennessee area to receive theological training. Extension centers were established in Arkansas, Mississippi, Tennessee, Alabama, and Georgia. Classes were offered in Christian education, theology, homiletics, and administration.

In August 1959, Phillips School of Theology became a founding member of Interdenominational Theological Center by action of the 1958 General Conference of the CME Church. Dr. Milner Darnell was elected its third dean and supervised the construction of the present facility. Bishop B. Julian Smith, who served as the first chair of the Phillips board of trustees in its affiliation with ITC, was a major player in bridging Phillips with the Interdenominational Center concept.

Following the death of Dr. Darnell in the fall of 1973, Dr. Alvin Dopson was elected the fourth dean, and served until his death in 1979. Dr. William C. Larkin was elected the fifth dean in 1980 and served until 1990. Dr. Thomas L. Brown Sr. was elected the sixth dean in 1990. He served until 2006, when he was elected the 54<sup>th</sup> Bishop of the CME Church. On July 1, 2006, Dr. Marvin Frank Thomas, Sr. was elected as the Interim President-Dean. In January 2007, the Board of Trustees elected Dr. Marvin F. Thomas as its seventh President and he served until 2014 when he was elected the 63rd Bishop of The CME Church. In July of 2014 Dr. Paul

L. Brown, Sr., was named interim Dean and in January 2015 The Board of Trustees named Dr. Brown the eighth President/Dean. In conjunction with the Seminary's Founder's Day Observance, Phillips School of Theology sponsors a Pastor's Conference which is held annually for ministers of the CME Church and has attracted well over 400 participants, as well as, nationally known speakers, lectures, and workshop presenters."

Graduates of Phillips serve effectively at every level of ministry in the Christian Methodist Episcopal Church—as bishops, pastors, presiding elders, civilian and military chaplains, professors, and teachers. Phillips prides itself in shaping men and women for a competent, relevant ministry that is priestly, pastoral, and prophetic.

Phillips was named in honor of Charles Henry Phillips, the twentieth bishop of the CME Church. Bishop Phillips was one of the best-trained ministers of his day, also holding a degree in medicine. He donated the first \$5,000 towards establishing Phillips as a seminary.

## **Charles H. Mason Theological Seminary**

Initial plans for Charles H. Mason Theological Seminary began in 1965 when Senior Bishop Ozro Thurston Jones Sr. convened a planning committee to explore the possibility of the Church of God in Christ organizing a seminary and becoming an affiliate of Interdenominational Theological Center. He also invited Dr. Harry V. Richardson, president of ITC, to Memphis, Tennessee, to meet with the special committee. At this meeting, the idea was

discussed and tabled until the church could resolve some of its internal matters.

In the fall of 1968, the General Assembly of the Church of God in Christ approved a new constitution that resolved the church's political crises and elected a new administration. This administration, headed by Presiding Bishop James Oglethorpe Patterson Sr. and a presidium called the General Board, made the seminary idea one of its priorities. Bishop Patterson convened another planning committee led by Bishop D. A. Burton, general secretary of the church and Bishop R. L. H. Winbush, president of the publishing board. This committee finalized plans for organizing the seminary and its entrance into the Interdenominational Theological Center.

In April 1970, the General Assembly authorized the Charles H. Mason Theological Seminary, named in honor of the founder of the church, to become a constituent seminary of Interdenominational Theological Center. Bishop Charles E. Blake was elected the first chair of the board of trustees, while Dr. Leonard Lovett was chosen as dean. The seminary officially opened in the fall of 1970. Dr. Oliver J. Haney Jr. served as dean of the Charles H. Mason Theological Seminary from 1974 to 2004. Elder Arthur F. Mosley served as the interim dean 2002 to 2005. Dr. Harold V. Bennett is currently dean of Charles H. Mason Theological Seminary.

### **Selma T. and Harry V. Richardson Ecumenical Fellowship**

Since its inception, ITC has welcomed into its enrollment students of denominations other than the five constituent denominations. These students are

designated as Selma T. and Harry V. Richardson Ecumenical Fellows (Richardson Ecumenical Fellowship). This constituency is under the leadership of the advisor for Richardson Ecumenical Fellowship students. At present, more than fifteen different denominations are represented among this population, including Disciples of Christ (Christian Church), United Church of Christ, African Methodist Episcopal Zion, Lutheran, Episcopal, and Roman Catholic, as well as students who are nondenominational. Currently, Richardson Ecumenical Fellowship is the second largest of the individual student segments at ITC, and participates fully in the life of the institution. The Selma T. and Harry V. Richardson Ecumenical Fellowship elects officers annually and undertakes a full calendar of programs, services, and activities.

## **INSTITUTIONAL AFFILIATIONS**

### **THE CARE AND COUNSELING CENTER OF GEORGIA (CCCG)**

The Care and Counseling Center of Georgia (CCCG) is a Samaritan Center uniting the former Georgia Association for Pastoral Care and the Verdery Center of the Georgia Baptist Health Care System. The original center was founded in 1962 as a cooperative endeavor of Columbia Theological Seminary, Emory University's Candler School of Theology and School of Medicine, ITC, and the Christian Council of Metropolitan Atlanta. The Care and Counseling Center of Georgia (CCCG) is a non-profit, ecumenical organization offering counseling, pastoral care and education to individuals, couples, families and

organizations.

Together these programs have a combined history of over 90 years in the field of Pastoral Counseling and Care. This rich history secures the mission: “to provide healing, wholeness, and hope and to educate others for this service.” The three main programs include:

- . Counseling Center: Psychotherapy and Consultation/Find a Therapist
- . Training for Pastoral Counseling
- . The Institute for Chaplaincy and Clinical Pastoral Education (CPE)

### **THE LUTHERAN THEOLOGICAL CENTER IN ATLANTA**

The Lutheran Theological Center in Atlanta (LTCA) began as an enrichment program of Trinity Lutheran Seminary in Columbus, Ohio, and Lutheran Theological Southern Seminary in Columbia, South Carolina, in 1988. As such, it provided an opportunity for students from both seminaries to come to Atlanta and take courses at Atlanta seminaries towards the graduation requirements of Trinity and Southern. In 1997, the Center moved to the ITC campus to both strengthen its relationship to ITC and the commitment of the Evangelical Lutheran Church in America (ELCA) to developing African-American leadership among its ranks. The program has always had a particular emphasis on African Americans and others seeking to serve the church in the African American community. Currently, through its relationship to ITC, the Center provides opportunities for students enrolled at any of the eight ELCA

seminaries to come to Atlanta and pursue course work towards the graduation requirements of their home seminaries. While enrolled through the Center, students have access to Atlanta University Center’s Robert W. Woodruff Library and participate in the life and mission of ITC. Student grades are reported to the Center from the ITC registrar and are subsequently reported to students’ home seminaries. Through its seminaries, the ELCA encourages its students to consider coming to the Center for one or two years, particularly those who are seeking to serve the church in the African-American community.

### **SPECIAL PROGRAMS**

#### **BLACK WOMEN IN CHURCH AND SOCIETY (BWCS)**

BWCS is a program at ITC with local and national foci, seeking to enhance the participation and function of women in the church and society. The focus is church structures and seminary/theological education, using education and re-education as tools for constructive and positive change. The organization seeks to establish a network for Black women in religious professions. The program includes a variety of educational, research, teaching and leadership training ventures.

#### **RELIGIOUS HERITAGE OF THE AFRICAN WORLD (RHAW)**

Religious Heritage of the African World, a research action-advocacy project, seeks to enhance integration of efforts within the interdenominational community to accomplish mutually defined goals and objectives in the context of academic,

church, and community life. The project is intended to promote the positive value of working in international, interdisciplinary, intercultural, and intercom Unitarian ways.

This project program focuses the Pan African and “Two-Thirds World” religious heritages as the point of reference from which contributions are made to a pluralistic society in the multicultural world. The tasks of this project are to gather data and publications concerning African and African-American religious and cultural heritages, to research and actively engage in issues and challenges facing the Black Church and oppressed peoples, and to plan, promote, and implement intercultural dialogues, conferences, and research travel experiences.

### **YOUTH HOPE BUILDERS ACADEMY**

ITC seeks to provide a Youth Hope- Builders Academy for Black high school youth to explore their present and future lives theologically and discover ways in which their lives can contribute to a hope-bearing church and society. The Academy will guide a different group of youth each year in exploring, through reflection and concrete actions, their identities as Black people, their connections to family, church, and the world, their understandings of hope and ways of overcoming impediments to hoping, as well as their gifts, opportunities, and the type of preparation needed for Christian vocation in the church and the world. A second component of the Academy is year-round forums, including the Annual Youth and Family Convocation, for young people, their families, and church and community leaders focused on current issues of youth and resources for problem solving. Seminary classes and continuing

education courses on youth ministry are part of the Academy’s activities as well.



### **STUDENT LIFE**

Student Life is about more than just academics. It is about the personal growth and development that comes from being an active participant in a community of individuals. It is about the learning that comes when interacting with people from different backgrounds. It is about engaging in activities for which individuals feel passionate while taking time to try something totally new and outside their comfort zone.

Student Life at ITC emphasizes all of this and more. With a diverse selection of student organizations, a great location downtown location in the heart of Atlanta, students can experience the life of a seminarian as it was meant to be. Don't

believe it? Explore everything ITC has to offer and see for yourself!

ITC is a consortium of five seminaries with a sixth entity, an Ecumenical Fellowship of non-denominational or denominations other than the five affiliate schools. This adds to the richness and diversity of experiences at the ITC.

Within the community are academic, social, and service clubs and other organizations covering a full range of student needs and interests are brought together under specific student and faculty advisory leadership. The Student Christian League (SCL) on campus provides a structure of governance which promotes school spirit, positive leadership activities and strong academic assertiveness.

### **Office of Student Services**

The common thread that runs throughout the Division of Academic Services is a commitment to enabling all students to participate in an engaging, healthy, and active learning environment during their time at the Interdenominational Theological Center. The mission of the Office of Student Services is twofold: to complement and support the ITC's academic mission as an international center of scholarship, teaching, and research, and to enhance the quality of life for students — both in and out of the classroom. We promote the integrated spiritual, academic, recreational, and residential participative life of our students in tandem relationship with all persons in the ITC community. Consisting of a variety of offices and departments, our division offers a wealth of programming, services, and resources to our students. The

Office of Student Services, working as a combined unit to addressing academic, housing, spiritual and emotional needs of the ITC student, coordinates services and program activities which complement, reinforce and extend, without duplicating or replacing the work of the constituent seminaries as they undergird work of their respective students.

### **Relational Health Services**

The Relational Health Counselor works collaboratively with the AVP of Student Services, the Housing and Community Life Coordinator, as well as the seminary President Dean and/or Fellowship Coordinator of their respective students to provide a variety of relational health support services. There is also opportunity for referrals to outside relational, emotional, psychological, and cognitive support services as necessary.

### **Office of the Chaplain**

In this diverse community of disciplined transformation and change, the function of the Chaplain-Counselor is to assist with the institution's provision of both safe space and relationship wherein students and their families, as well as, staff and administration can healthfully process the challenges of their respective lives. Such challenges can be related to any of their several seminary experiences as either student or employee. However, conversation with the Chaplain-Counselor creates the space for working through diverse challenges without distinction of participation in this community.

As considered, all discussion is confidential and oriented toward living with the multiplicity of opportunities for growth and

change. For scheduled meetings with the Chaplain-Counselor, the office contact number of (404) 527-5735.

## **Alumni Relations**

The alumni of ITC and constituent seminaries are critical and valuable resources connecting the past, present, and future of the Center. As a shared resource of celebrated denominational and ecumenical loyalties, these alumni participate in recruitment, continuing and extension education, event planning, ministry sharing, and fund raising. They support ITC through unrestricted giving, scholarship programs, other designated gifts, gifts toward building institutional endowment, and volunteer service.

Alumni advocacy on behalf of ITC balances the institutional investment in preparing alumni who serve the world as college presidents, professors, bishops and other denominational officers, pastors, chaplains, government officials, and community leaders. Increasing in number and influence, alumni of ITC embody the Intuition's mission through providing compassionate Christian service and leadership in the public arena for the common good.

The Office of Alumni Relations serves a facilitating role between alumni and ITC, and among alumni through fostering the reciprocal relationships necessary for alumni involvement in the ongoing activities of ITC and its participation in the continuing personal and professional development of alumni. Through board and committee participation, alumni provide valuable insights into the development of the strategic position their alma mater

holds in theological education worldwide. Communications and publications of ITC endeavor to highlight alumni achievements and share their success stories with broadening publics with interest in and of interest to the Institution.

## **Americans with Disabilities Act (ADA)**

ITC is committed to providing educational opportunities and access to persons with disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990, the Rehabilitation Act of 1973 (Section 504), and applicable local, state, and federal antidiscrimination laws. Requests for reasonable accommodations will be considered on an individual basis. Perspective applicants with documented disabilities are encouraged to contact the Admission Officer as early as possible in their application process, in order to alert the institution about disabilities for which they may want accommodations. Current students with questions about such accommodations should contact the Office of Student Services. After the completion the forms and provide requested documentation, every effort will be made to support your successful matriculation through the curriculum.

Students requesting ADA accommodations are encouraged to begin this process in the Office of Student Services. Academic accommodations are adjustments that provide equal academic opportunity for students with disabilities. Academic accommodations are designed to provide equal access to courses and programs, but they do not guarantee an outcome or a level of achievement. Academic accommodations shall be reasonable. They

need not be provided when the accommodation would result in a fundamental alteration of the program or impose an undue financial or administrative burden on the institution. Furthermore, accommodations are not required to address a personal need such as: an attendant, an individually prescribed device, a reader for personal use or study, or other devices or services of a personal nature. Requests for accommodations which would fundamentally alter the nature of a program or which would alter the academic standards of a course or program will not be granted.

## Student Housing

ITC supports this type of academic engagement as the delivery of its mission. ITC housing functions as a practical environment which nurtures women and men in their commitment to and the practice of a liberating and transforming spirituality; academic discipline; religious, gender, and cultural diversity; while promoting justice and peace for all of its residents. The goal of housing management is promoted increase in overall student performance. As a residential student community member at ITC, we expect you to maintain your matriculation with a 2.25 or better GPA, to be responsible for yourself and demonstrate an accountable sensitivity to the well-being of others.

## Financial Assistance for Students

The financial aid program of ITC helps many students attend school and prepare for service in the church. Scholarships and loans are available to qualified degree

seeking students. See [Chapter 7](#) for detailed information about financial aid.

## Library Resources

### THE ATLANTA UNIVERSITY CENTER ROBERT W. WOODRUFF LIBRARY

111 James P. Brawley Dr.,  
Atlanta, GA 30314  
404-978-2000  
[www.auctr.edu](http://www.auctr.edu)

The Atlanta University Center (AUC) Robert W. Woodruff Library is a shared resource supporting a consortium of four independent Historically Black Colleges and Universities (HBCUs)—Clark Atlanta University, the Interdenominational Theological Center, Morehouse College, and Spelman College. Each of these prestigious schools comprising the AUC has a unique academic culture steeped in history, tradition, and excellence:

- **Clark Atlanta University**—a historically black university classified as a Doctoral/Research-Intensive University by the Carnegie Foundation for the Advancement of Teaching.
- **The Interdenominational Theological Center**—a highly regarded ecumenical graduate professional school awarding masters and doctorates in Christian theology, and home to six denominational seminaries.
- **Morehouse College**—the nation's only private, historically black, four-year liberal arts college for men;

confers bachelor's degrees on more black men than any other institution in the world.

- **Spelman College**—the only historically black college ranked in the Top 100 Best Liberal Arts Colleges by *U.S. News & World Report*, and the country's oldest historically black college for women.

The AUC represents a combined student population of nearly 8,200 undergraduate and graduate students and approximately 700 faculty members. Centrally located among the four campuses, the AUC Woodruff Library physically unifies the four schools into one collegiate environment and serves as the academic heart of the community. The library is charged with fulfilling the members' diverse teaching, learning, and research needs. Built in 1982, the library is named after Robert Winship Woodruff, former CEO of The Coca-Cola Company and noted Atlanta philanthropist, whose donation of personal funds was used to support the construction of the facility. Recently renovated in 2010, the 220,000 square foot AUC Woodruff Library building includes collaborative learning and study spaces, state-of-the-art technology, wireless access, smart classrooms, presentation practice studios, an exhibition hall, a café, a copy and print center, and a premier Archives Research Center.

We have 80 full-time employees, of whom 26 are professional librarians and archivists and 7 are non-librarian professionals. The AUC Woodruff Library has holdings of more than 1.4 million items that include 361,066 print volumes, 76,882 electronic books, 72,557 electronic full text journals, 1,013 print periodical subscriptions, and 267

databases. Our collection is a dynamic one with patron-driven acquisitions that support the curricula and the changing interests and needs common to a thriving learning and research environment. In 2014-2015, 21,421 physical materials were checked out, and we experienced a gate count of 380,247 plus 377,490 virtual visits to our website.

### **JOURNAL OF THE INTERDENOMINATIONAL THEOLOGICAL CENTER**

The *Journal of the Interdenominational Theological Center (JITC)*, published biannually, is dedicated to the advancement of theological education with a special emphasis on the African American perspective. This reflects an objective of the ITC mission statement; namely, "to provide a critique, informed by the perspective of African- American and other global interpretations of Western, male-dominated theological education." ITC faculty and students as well as scholars from national and international schools and universities, publish articles in the journal.

The ITC Press is the publishing component of the *JITC*. As such, it oversees the production of the Black Church Scholars Series (seven volumes to date) and occasional publications (two volumes to date), reflecting the current state of scholarship in African- American religious studies.

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## ITC Board of Trustees

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Turner Theological Seminary

### **Dr. Paul Brown**

Phillips School of Theology

### **Dr. Harold Bennett**

Charles H. Mason Seminary

### **Dr. F. Keith Slaughter**

Morehouse School of Religion

### **Rev. Portia W. Lee**

Selma T. and Harry V. Richardson Ecumenical Fellowship, Coordinator



## Faculty

### FULL TIME FACULTY

#### **Allen-McLaurin, Dr. Lisa M.,**

*Associate Professor, Music and Worship,*  
B.A., 1986, Milhaps College; B.M., 1986, Milhaps College;  
M. M. Ed. 1989, University of Southern Mississippi;  
Ph.D., 1993, University of Southern Mississippi

#### **Braga, Jr. Dr. Reginaldo P.,**

*Assistant Professor, Master of Arts in Christian Education Degree Coordinator*  
Th.B., Seminario Teologico Congregacional de Recife, Recife Brazil;

Licenciatura in Languages & Literature, Universidade Catolica de Pernambuco, Recife, Brazil;  
Th.M., Princeton Theological Seminary;  
Ed.D., Teacher College-Columbia University

#### **Darden, Dr. Lynne,**

*Assistant Professor of New Testament*  
B.A., 1997, College of New Rochelle;  
M.Div., 2001, Union Theological Seminary;  
M.Phil., 2005, Drew University;  
Ph.D., 2011, Drew University

#### **Earl Jr. Dr. Riggins R.,**

*Professor, Ethics and Theology*  
B.A., 1966, American Baptist College;  
M.Div., 1969, Vanderbilt University;  
Ph.D., 1978, Vanderbilt University

#### **Ellingsen, Dr. Mark,**

*Professor, Church History*  
B.A., 1971, Gettysburg College;  
M.Div., 1974, Yale University;  
M.A., 1975, Yale University;  
M.Phil., 1976, Yale University;  
Ph.D., 1980, Yale University

#### **Grant, Dr. Jacquelyn,**

*Callaway Professor, Systematic Theology*  
B.A., 1970, Bennett College;  
M.Div., 1973, Interdenominational Theological Center;  
M.Phil., 1980, Union Theological Seminary;  
Ph.D., 1985, Union Theological Seminary

#### **Handy, Dr. Maisha I. K.,**

*Interim Vice President of Academic Services/Provost*  
*Associate Professor of Religious Education*  
B.S., 1989, Lincoln University;  
M.Div., 1994, Emory University;  
Ph.D., 2002, Emory University

**Snulligan-Haney, Dr. Marsha,**  
*Director of Doctor of Ministry Program*  
*Professor of Missiology and Religions of the World*

B.A., 1975, Johnson C. Smith University;  
M.R.E., 1977, Interdenominational  
Theological Center;  
M.Div., 1979, Interdenominational  
Theological Center;  
Th.M., 1990, Fuller Theological Seminary  
School of Word Mission;  
Ph.D., 1994, Fuller Theological Seminary  
School of Word Mission

**Lomax, Dr. Mark A.,**  
*Associate Professor, Homiletics and Worship*  
B.A., 1978, Heidelberg College;  
M.Div., 1985, Trinity Lutheran Seminary;  
D.Min., 1989 United Theological Seminary

**Lovelace, Dr. Vanessa,**  
*Assistant Professor of Hebrew Bible*  
B.A., 1985, San Francisco State University;  
M.Div., 2000, McCormick Theological  
Seminary;  
Ph.D., 2011, Chicago Theological Seminary

**Mafico, Dr. Temba L.,**  
*Distinguished Professor, Old Testament*  
B.A., 1970, University of London (at  
University College of Rhodesia);  
Th.M., 1973, Harvard University;  
M.A., 1977, Harvard University;  
Ph.D., 1979, Harvard University

**McCrary, Dr. Carolyn Lynette,**  
*Professor, Pastoral Care and Counseling,*  
*Doctor of Theology Degree Coordinator*  
Certificate, Mention Assez bien, 1969,  
Universite de Lyon;

B.A., 1970, Bennett College; Certification,  
1973, Centro Intercultural de  
Documentacion (CIDOC); M.Div., 1977,  
Interdenominational Theological Center;  
CPE Internship, 1978-1979;  
S.T.D., 1989 Interdenominational  
Theological Center

**Shin, Dr. Daniel,**  
*Bishop Cornelius and Dorothy Henderson/  
E. Stanley Jones Chair of Evangelism*  
B.A., 1989, Wheaton College;  
M.A., 1992, Wheaton College Graduate  
School; M.Div., 1995, Yale University;  
Ph.D., 2011, The University of Chicago

**Slaughter, Dr. F. Keith,**  
*President/Dean Morehouse School of  
Religion, Chaplain*  
*Assistant Professor, Psy. Rel./Pastoral Care*  
*Director, Gardner C. Taylor Preaching  
Archives*  
B.S., 1991, Tuskegee University;  
M.Div., 2003, Interdenominational  
Theological Center;  
Certification, 2001, Southern Regional  
Medical Center;  
Certification, 2005, Care and Counseling  
Centers of Georgia;  
Th.D., 2009, Interdenominational  
Theological Center

**Whelchel, Dr. Love Henry,**  
*Professor, Church History*  
B.A., 1959, Paine College;  
S.T.B., 1962, Boston University;  
M.A., 1963, New York University;  
Ph.D., 1981, Duke University

## 2. Academic Programs

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### DEGREE PROGRAMS

Four degree programs are offered at ITC: Master of Divinity (MDiv); Master of Arts in Christian Education (MACE); Doctor of Ministry (DMin); and the Doctor of Theology in Pastoral Counseling (ThD). The Doctor of Ministry and Doctor of Theology in Pastoral Counseling degrees are offered in cooperation with other seminaries and agencies in the Atlanta Theological Association. Additionally, the ITC offers one dual degree, the Master of Arts in Christian Education/ Master of Divinity. An appropriate master's degree, awarded by an institution of recognized standing is prerequisite for admission into these advanced degree programs.

The basic competencies for all degree programs at the ITC include attitudes, knowledge, and skills as follows:

- Storylinking
- Critical Thinking
- Community Building
- Intrapersonal

### Degree Program Outcomes

#### Doctor of Theology (ThD)

##### Program Student Learning Outcomes

1. Students will be able to apply

intercultural pastoral counseling skills and techniques in case study development, including diagnosis and a treatment plan using reflective practices.

2. Students will be able to apply interdisciplinary and context/intercultural dynamics of pastoral theological reflection and practice to create a theoretical case study.

3. Students will be able to identify, analyze and interpret social constructs of race, gender, and class, and show the ramifications upon Pastoral Theology and Pastoral Psychological Theory appropriate to the practice of Pastoral Counseling as a specialized form of ministry.

4. Students will be able to conduct original research appropriate to the professional practice in the field of Pastoral counseling and report the results effectively in written and oral formats.

#### Doctor of Ministry (DMin)

##### Program Student Learning Outcomes

1. Connecting Theory and Professional Vocation – Students will be able to apply theoretical knowledge of the practice of ministry to address issues related to their professional vocation.

2. Leadership – Students will demonstrate leadership skills required to serve as religious leaders in a variety of vocational and professional settings.

3. Theoretical and Conceptual – Student will be able to develop a logic model of the conceptual framework applied to their specific research project with appropriate andragogy, concerning the African Diaspora and the global world.

4. Intrapersonal – Students will be able to articulate and discuss examples of ministry to demonstrate their comprehension and analysis of diversity and social and environmental justice for the church, society and global community.

5. Integration and Application – Students will conduct original qualitative research projects appropriate to their area of concentration and report effectively their professional practice that gives evidence of the disciplinary generativity in the practice of ministry for church, society and global community.

### **Master of Arts in Christian Education (MACE)**

#### **Program Student Learning Outcomes**

1. Intrapersonal – Students will be able to retrieve and integrate biblical, theological and philosophical tenets that under gird the socio-cultural experiences of “a liberating and transforming spirituality” in the African, African Diaspora and global community.

2. Interpersonal – Students will be able to demonstrate critical, creative, and emergent pedagogical approaches to implement ministry practices that reflect denominational traditions, religious

3. Story-linking – Students will be able to articulate and integrate personal life stories, Biblical stories, and cultural heritage stories through story-linking creating a professional practice for themselves of

integrity and coherence with the scholarship in their field.

4. Community Building – Students will be able to design creative and critical research based, programs, curriculums, sermons, liturgies, ministry and administrative models for a liberating and transforming spirituality that reflect the significance of Sankofa in the practice of ministry.

### **Master of Divinity (MDiv)**

#### **Program Student Learning Outcomes**

1. Community Building – Students will be able to examine held community values and social actions in their vocational context and/or advocacy practices as evidence of their spiritual growth, Biblical literacy and cultural responsiveness in church and community leadership.

2. Story-linking – Students will be able to connect Biblical interpretation, cultural and religious heritage and, contemporary issues and ideology as evidence of their vocational purpose, cultural responsiveness in church leadership through oral, digital and/or written communication.

3. Critical Thinking – Students will be able to detect, analyze and interpret arguments to decode significance and construct ideas as evidence of their Biblical literacy, cultural responsiveness in church and community leadership.

4. Intrapersonal – Students will be able to demonstrate self-reflection skills and self-expression as evidence of their Biblical literacy and cultural responsiveness in church and community leadership.

## MASTER OF DIVINITY DEGREE (MDIV)

### Goal of the Program

The Master of Divinity degree is designed to integrate theological studies and the work of ministry so that theory and practice, academy and parish, become complementary components of the educational process. Studies leading to the M.Div. degree fulfill the nature, purpose, and objectives of ITC with an interdisciplinary focus, thus providing a basic graduate professional education for engagement in ordained ministry.

### Requirements for the Master of Divinity Degree

The minimum requirements for the Master of Divinity degree are eighty-nine semester credits completed with a grade point average not lower than **2.25**. A grade of “**C-**” or below may not be received in more than nine semester credits. Of the eighty-nine semester credits required for graduation, sixty-one are distributed among the four Areas of the curriculum and constitute a core. All candidates for the M.Div. degree are required to take this core at ITC. It is optional to elect to declare an area of concentration at ITC. Students who elect not to declare concentrations must take the required number of electives to reach the maximum number of courses for graduation. For those students who elect to declare an area of concentration, they must select from among the four Areas of the curriculum. Also, all courses in the concentration must be completed with a grade of “**C**” or better. During the pursuit of a Master of Divinity degree, students should remain mindful that sixteen is the maximum number of credits per semester that a

student may carry. (See Course Load/Time Status for specific information.)

**Distribution of Credits M.Div. Core:** Sixty-one of the eighty-nine credits required for graduation constitute the core curriculum as seen in the chart.

### Denominational Course Requirements

Courses in denominational history, polity, and doctrine are required by ITC for the constituent denominations.

### Concentration

The concentration assures the student of an area of specialization in ministry. **It is optional for students to declare an area of concentration at ITC.** However, for those who wish to declare an area of concentration, this provides content in theory and practice to achieve vocational goals and aspirations. In addition to the core, candidates select an area of concentration among the four Areas. One might concentrate in ***Bible, Church History, Theology, Womanist Studies, Ethics, Missiology, Sociology of Religion, Homiletics and Worship, Church Music, Christian Education, Church Administration and Leadership, Religions of the World, or Psychology of Religion and Pastoral Care,*** depending upon interest and/or future plans for ministry. A faculty advisor will assist in the choice and organizing of course sequence. In order to satisfy concentration requirements, a student must complete four courses beyond the core. All courses in the concentration must be completed with a grade of “**C**” or better. Concentrations do not appear on graduation diplomas.

### **Concentration in Bible**

Concentrations in Bible require MDiv students to complete three upper-level elective courses in one Testament (either Hebrew Bible/Old Testament or New Testament) and one upper-level elective in the other Testament. A Bible concentration in Hebrew Bible/OT, for example, consists of three upper-level Hebrew Bible/OT electives and one upper-level NT elective. Similarly, NT concentrations consist of three upper-level NT electives and one upper-level Hebrew Bible/OT elective. A student concentrating in one testament may use the full year of the corresponding biblical language of that Testament (Hebrew Bible/OT, BSL 503-504; New Testament/Greek, BSL 533-534) as one elective toward concentration. Should the student take the other biblical language, those courses would count as electives toward graduation, not toward concentration.

### **Concentration in Womanist Studies**

This concentration provides cross-disciplinary content in theory and practice to achieve vocational goals and aspirations with attention paid specifically to the needs of women. This concentration in Womanist

Studies requires that M.Div. students must complete four courses in the Womanist Studies curriculum, with at least two of them being upper-level courses. Completion of the Womanist Studies concentration provides students with the intellectual and spiritual resources to facilitate more inclusive attitudes concerning women's full participation in educational, religious, and social institutions. This concentration will facilitate the transformation of attitudes about Black women and positively impact social relations in the church and the wider human community. It will better prepare students to pursue graduate work in Women's Studies and other related areas. It will also enhance the recruiting and placement of women in faculty and/or denominational positions.

Courses fulfilling the concentration in Womanist Studies include: Womanist Theology, Black Women in Ministry, Womanist Studies in Religion, Womanist/Feminist Interpretations, Women in the History of Christianity, African Church Fathers and Mothers, Womanist Ethics, Women and Men in Cross-Cultural Ministries, and Women's Ways of Preaching.

## **THE SCHEDULE OF M.DIV. COURSES IN THE CORE BY SEMESTERS**

**Minimum of three (3) years. All courses are 3 credit hours.**

ITEH 658                      **Denominational History\*\*\*\***  
ICAM 826                      **Denominational Polity\*\*\*\***  
ITEH 607/608                **Reformed or Wesleyan Theology\*\***

### **FIRST YEAR – SEMESTER 1**

IINT 408A Foundations for Ministry

### **SECOND YEAR – SEMESTER 4**

ICAM 801 Intro to Religious Ed.

ITEH 601 Intro to Philosophy  
IPSC 685 Missiology/Evangelism  
IBSL 501 Intro to Hebrew Bible/OT

ICAM 866 Christian Worship  
ICAM 834/835 Elements of Ministry  
ITEH 653 History of Afr. Am. Church

FIRST YEAR – SEMESTER 2

IBSL 531 Intro to NT  
ITEH 621/IPSC Ethics or Soc. Of Religion\*  
ITEH 641 Church History

THIRD YEAR – SEMESTER 5

IPSC \_\_\_\_\_ World Religion  
ICAM 841 Ministry in Context I

SECOND YEAR – SEMESTER 3

ITEH 603 Systematic Theology  
IPSC 718 Clinical Intro to PCC  
IBSL 507 Exegesis  
ICAM 845 Intro to Preaching

THIRD YEAR – SEMESTER 6

ICAM 842 Ministry in Context II

ELECTIVES – EIGHT (8) = 24 CREDIT HOURS)

CONCENTRATION – FOUR (4) COURSES BEYOND THE CORE = 12 HOURS  
Not required. This is the student's choice.

\*Students may take Ethics & Society or a Sociology of Religion course to satisfy this requirement.

\*\*Required of CME and UMC students only

\*\*\*IINT408B combined with ICAM 841. Not required as a separate course

\*\*\*IINT 408C combined with ICAM 842. Not required as a separate course

Core 63

Electives 26

Denomination 6 - \*\*\*\*Denominational History & Polity required for denominational students only

Total = 89 Credits

**ITC DISTANCE LEARNING MASTER OF DIVINITY PROGRAM**

Distance Learning has become a popular and accepted learning modality that enhances the student's ability to attend courses from a distance (the teacher and students in different locations) with the same rigor and quality as courses offered in the classroom and on campus. Online courses are conducted in asynchronously, meaning that the student can engage in

discussions, assignments, and other forms of course work at any time of the day or night as their schedules permit. **In some courses there may be synchronous meetings and/or course work, which means the instructor and student meet at the same time of day online. This is planned by the instructor and students ahead of time.**

Some important distinctions need to be understood. Online learning courses are not

the same as learning in the classroom. The student will need to take responsibility for seeking answers and becoming a self-motivated learner. Online courses require good time management, planning, writing, and communication skills. Students will also need adequate technology skills or the willingness to learn technology quickly. The helpdesk services are available to students who need additional assistance or troubleshooting advice. Distance Learning students are eligible for financial aid. (See financial section.)

### **Distance Learning Admission Requirements**

Admissions requirements are the same for all distance learning students. Go to the admissions link to submit a completed application form. Once the application is received the admissions counselors will contact all applicants.

### **IMPORTANT REQUIREMENTS**

The ITC Distance Learning allows the pursuit of a Masters of Divinity degree online with the following requirements:

Each distance student must complete a minimum of one-third (30 hours of the required 90) of the degree in residency on the ITC campus, by attending Summer Terms as well as the "Early Terms" offered the week prior to each fall semester and "J Terms" offered during the week prior to the beginning of each spring semester. During these terms you will participate in an intensive course on campus, which will be counted towards your required residency. All applicants are asked to take the assessment test for distance learning on the website at <http://distancelearning.itc.edu> to determine personal readiness for online learning. Distance students pursuing ordination and require denominational endorsement are required to take denominational history and polity.

### **WHY ITC HAS AN ONLINE MASTERS OF DIVINITY PROGRAM**

The distance learning program is specifically designed to address the needs of students who cannot disrupt their family or work lives in order to live on or near the ITC campus (in Atlanta, GA) for a long period of time. A significant proportion of the students who enroll in the distance education program are full-time pastors with no graduate theological experience. While these ministers provide adequate and effective ministry to their congregations, they seek a graduate theology degree in order to enhance their ministry or to meet new requirements of the organization that has ordained them.

ITC is accredited to offer this program by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and by The Association of Theological Schools (ATS) in the United States and Canada.

### **COURSE REQUIREMENTS**

Students who enroll in the distance learning program can expect to complete all degree requirements in four years, taking 60 hours of the course work online and 30 hours of course work in residence at the ITC campus (by participating in Summer, Early Term, and J Term courses prior to the fall and spring semesters, and summer classes).

### **Master of Arts in Christian Education (MACE)**

The M.A. in Christian Education is a degree in educational ministry. For full-time students it is a two-year program. It is designed to prepare students for Christian religious educational ministries for the contemporary church, institutional settings and global community.

The program exists for, but is not limited to, persons that desire a) to practice Christian religious education in churches or schools; b) an opportunity for specialized preparation for ministries that intersect social activism, community organizing and Christian religious education; and c) initial preparation to research in the practices of Christian religious education and in its intersections with social activism and community organizing for a socially just, non-violent and democratic society.

### **Program Goals**

The MA in Christian Education program therefore, responds directly to the Interdenominational Theological Center (ITC) as a consortium of denominational seminaries whose mission is to *“educate Christian leaders for ministry and service in the Church and the global community.”* *“The ITC educates and nurtures women and men who commit to and practice a liberating and transforming spirituality; academic discipline; religious, gender, and cultural diversity; and justice and peace.”*

### **Curricular Commitments**

In light of these curricular commitments, three interrelated but distinctive professional tracks define the vocational objectives embodied in the MA in Christian Education program at The Interdenominational Theological Center. These tracks all relate to the ITC distinctive of Sankofa and the primary skills of community building, storytelling & story-linking, critical thinking, and intrapersonal skills.

### **A. Academics and Teaching Track (TT)**

The Academics and Teaching track focuses on the preparation for research in the practices of Christian religious education and in its intersections with social activism and community organizing for a socially just, non-violent and democratic society. Participants in this track explore the current practices, theories and disciplines that intersect for the creation of the various practices of educating in faith, as it responds to the unique challenges of African American and diasporic expressions of Christianity.

### **B. Congregational Ministries Track (CT)**

The track of Congregational Ministries focuses on making available to the various communities of faith of our ecumenical consortium, their traditions and making clear, the correspondence of their traditions and transformation in the praise and service of God. Informed by the theological traditions of the Black churches and the Christian diasporic churches and their contemporary realities, this track seeks to bear witness to the gospel through total educational ministries of the communities of faith that includes preaching, teaching, pastoral care, and liturgical and congregational leadership.

### **C. Public Space Witness (PT)**

The track of Public Space Witness focuses on the specialized preparation for ministries that intersect social activism, community organizing and Christian religious education. It envisions the joining in God’s mission in the world increasingly culturally and religiously diverse, bearing witness to God’s call to a more just, non-violent and democratic world. In responding to

Christ's call to serve the vulnerable, the stand of this track seek to encourage communities of faith to proclaim the gospel, work for justice, and resist the powers of sin and evil.

The course of studies leading to the MA in Christian Education degree is constructed in accordance with the standards of the Association of Theological Schools in the United States and Canada and the Commission on Colleges of the Southern Association of Colleges and Schools.

### **Admission**

Candidates for the Master of Arts in Christian Education degree program must have received a bachelor's degree (B.A. or B.S.) from a four year college or university accredited by one of the regional accrediting agencies in the United States or hold an equivalent educational credential from another country. All persons seeking to enroll in the Master of Arts in Christian Education degree program must meet the same general admission requirements as students applying to the M.Div. program.

Applicants to the degree must submit a **Statement of Total Program Completion**, outlining:

- a) a program proposal that makes use of the candidate's previous training and experience,
- b) lays out a tentative project for the MA thesis and
- c) states how the candidate plans to use the courses and resources available at the ITC for the successful completion of the program and its thesis.

### **Annual Guild Membership Report**

MA in Christian Education students are strongly suggested to enroll and participate in guild associations' national and regional gatherings. Memberships on AAR, or SBL and REA, and any other educational association are recommended and students are required to report such activities on an annual basis to their academic advisors.

### **Annual Progress Report**

Academic advisors will review the student annual progress together with student. Students will bring to advisors updated copies of their statement of total program completion, plan of studies, and guild membership reports for this annual evaluation.

### **Advancement to Candidacy**

The Registrar's Office according to the MA in Christian Education annual calendar, will report in the spring semester the students that have completed all requirements for enrollment in the sequence of Research Methods and Research Practicum. Academic advisors review requirements for advancement to candidacy, plan of studies, statement of total program completion and guild membership recommending the advancement to candidacy or not. The Degree Coordinator review the recommendation together with the MACE committee and reports remedial actions for those who did not qualify or advancement. This Advancement to Candidacy Form, signed by the academic advisor and the degree coordinator, is the official approval for the student to be enrolled in the

candidacy stage and in Research Methods in Religion and Education course.

### **MA in Christian Education Crucial Bibliography**

The office of the MA in Christian Education will maintain and offer annually a list of crucial bibliography that supports both the research lines of the ITC and the program outcomes of the MA in Christian Education degree. Students can request a copy of the bibliography from the MA in Christian Education office.

### **Residency and Time Requirements (Through Spring 2015)**

The MA in Christian Education program ordinarily requires a minimum of two years of full-time study. The core courses and electives for the M.A. in Christian Education are spread across the four Areas of the curriculum and include required courses in biblical studies; philosophy, theology, ethics, and history; persons, society, and culture and the church and its ministries. A minimum of **fifteen** credits must be earned in Christian education courses; **three** credits must be earned in Foundations for Ministry, and **six** in Ministry and Context (three credits for Ministry and Context I and three credits for Ministry and Context II) with an emphasis on Christian education. During the pursuit of a Master of Arts in

Christian Education degree, students should remain mindful that **eighteen** is the maximum number of credits per semester that a student may carry. Information regarding course loads and full-time status for every degree program can be found in chapter 4, Academic Procedures and Regulations.

### **Prior Credit**

Students who have earned the M.Div. degree from an ATS-accredited institution within eight years of beginning the M.A. in Christian Education degree program at ITC may be eligible for admission with prior credit. A student who qualifies for M.A.in Christian Education with prior credit must complete at least 30 credit hours toward the M.A.in Christian Education degree at ITC, with a cumulative grade point average of not less than 2.25. No more than six semester credits may be completed with a grade of "C-." All Christian education courses must be completed with a grade of "C" or better. All other policies pertaining to the M.A.in Christian Education apply.

The Christian Education department, in consultation with the appropriate academic dean, will review the student's previous coursework in order to determine which specific courses within the minimum of 30 credit hours must be completed.

**Summary of Requirements for the MA in Christian Education Degree  
Course Requirements**

**DISTRIBUTION OF CREDITS FOR THE MACE DEGREE**

<b>Interdisciplinary Course</b>	<b>3</b>
• (IINT) Foundations for Ministry (IINT 408A)	3
<b>Cluster I: Biblical Studies and Languages (IBSL)</b>	<b>9</b>
• Introduction to Hebrew Bible/Old Testament	3
• Introduction to New Testament	3
• Biblical Exegesis Elective (required to take only one exegetical course)	3
<b>Cluster II: Philosophy, Theology, Ethics, and History (ITEH)</b>	<b>6</b>
• Introduction to Philosophy and Theology	3
• History of the African-American Church	3
<b>Cluster III: Persons, Society, and Culture (IPSC)</b>	<b>9</b>
• Introduction to Missiology: Christian Mission, Evangelism and Ecumenism	3
• Sociology of Religion	3
• Ethics	3
<b>Cluster IV: The Church and Its Ministries (ICAM)</b>	<b>33</b>
• Introduction to Religious Education	3
• Educational Leadership: Congregations, Community and Academy	3
• Worship	3
• Ministry and Context I and II	6
• Research Methods in Religion and Education	3
• Research Practicum in Religion and Education	3
• Religious Education and Sacred Texts	3
• Cluster IV Christian Education Electives	6
• Cluster IV Elective or CE Elective	3
<b>TOTAL CREDITS FOR THE M.A.C.E.</b>	<b>60</b>

**RECOMMENDED SCHEDULE OF M.A.C.E. COURSES  
CORE AND REQUIRED BY SEMESTER**

**First Semester**

IINT 408A	Foundations for Ministry	3
ITEH 601	Introduction to Philosophy and Theology	3
IBSL 501	Introduction to Hebrew Bible/Old Testament	3

IPSC 685	Introduction to Missiology: Christian Mission, Evang, and Ecumenism	3
ICAM 801	Introduction to Religious Education	3
<b>Semester Total</b>		<b>15</b>
<b>Second Semester</b>		
IPSC 701	Sociology of Religion	3
ITEH 653	History of the African-American Church	3
IBSL 531	Introduction to New Testament	3
ICAM 802	Educational Leadership: Congregations, Community and Academy	3
ICAM 804	Religious Education and Sacred Texts	3
<b>Semester Total</b>		<b>15</b>
<b>Third Semester</b>		
IBSL	Biblical Exegesis Elective (only one required)	3
ICAM 866	Worship	3
ICAM 819	Research Methods in Religion and Education	3
ICAM	Christian Education Elective	3
ICAM 841	Ministry and Context I	3
<b>Semester Total</b>		<b>15</b>
<b>Fourth Semester</b>		
ICAM 820	Research Practicum in Religion and Education	3
ICAM 842	Ministry and Context II	3
ITEH 621	Ethics and Society	3
ICAM	Christian Education Elective	3
ICAM	Cluster IV or Christian Education Elective	3
<b>Semester Total</b>		<b>15</b>
<b>PROGRAM TOTAL HOURS</b>		<b>60</b>

### **Degree Requirements (Effective Fall 2015 for new entering students)**

The MA in Christian Education program ordinarily requires a minimum of two years of full-time study. The core courses and electives for the M.A. in Christian Education are spread across the course work areas of introduction, (3 credits), theoretical foundations (6 credits), human

development (3 credits), contextual issues in ministry (3 credits), skills and practices (6 credits), capstone/integration (6 credits), electives (3 credits), biblical studies (6 credits), theology (3 credits), church history (3 credits), field education (6 credits), reflective practicum (1 credit) four Areas of the curriculum and include required courses in biblical studies; philosophy, theology, ethics, and history; persons, society, and

culture and the church and its ministries. A minimum of **fifteen** credits must be earned in Christian education courses; **six** credits must be earned in Ministry and Context (three credits for Ministry and Context I and three credits for Ministry and Context II) with an emphasis on Christian education. During the pursuit of a Master of Arts in Christian Education degree, students should remain mindful that **eighteen** is the maximum number of credits per semester that a student may carry. Information regarding course loads and full-time status for every degree program can be found in chapter 4, Academic Procedures and Regulations.

The Master of Arts program has several requirements as outlined below in the chart of courses. The current description is for illustration only. Actual courses and offerings may change.

1. Degree tracks

**Teaching Track (TT)** – The Academy, for those who view teaching in higher education, or private elementary or secondary schools as a primary aspect of their vocational identity.

**Public Spaces Track (PT)** – Community organizing, for those who view the intersections of public space and communities of faith as primary aspects of their vocational identity.

**Congregational Ministries Track (CT)** - Spiritual

Formation and Mission, for those who view spiritual growth and outreach (including spiritual direction or evangelism) as primary aspects of their vocational identity.

2. Field education experiences in the areas of student’s emphasis in the US and/or abroad.

3. Opportunities for contextual education through interaction with area pastors and/or practitioners.

4. Opportunities for theological/vocational reflection through summits and mentoring with faculty and area pastors.

5. Cohort reflection opportunities through special precepts in foundational education courses designed to integrate course materials with others in the same M.A. track, allowing for peer mentoring.

6. Professional/vocational development opportunities through professional and ministerial guild association participation.

7. Opportunity for GA teaching licensure through additional coursework or through a separate track in collaboration with universities in the area (In development).

**DUAL MDIV/MACE**

**Minimum of Four (4) Years ~ Credit Hour Requirement – 120**

**Degree Audit**

FIRST YEAR (1)	COURSE	HRS	GRADE	COMMENTS
IINT 408A	Foundation Min	3	_____	
ITEH 601	Phil/Theo	3	_____	

IPSC 685	Miss/Ecum	3	_____
IBSL 501	Old Testament	3	_____
ITEH 658	Den History	3	_____

<b>FIRST YEAR (2)</b>	<b>COURSE</b>	<b>HRS</b>	<b>GRADE</b>	<b>COMMENTS</b>
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IBSL 531	New Testament	3	_____
ITEH 621	Ethics & Soc	3	_____
ITEH 641	Church History	3	_____
IPSC___	Sociology of Rel	3	_____
ICAM 826	Den Polity	3	_____

<b>SECOND YEAR (1)</b>	<b>COURSE</b>	<b>HRS</b>	<b>GRADE</b>	<b>COMMENTS</b>
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IBSL___	Biblical Exegesis	3	_____	Prereq: IBSL 501/531
ITEH 603	Sys Theology	3	_____	
IPSC 718	Clin PCC	3	_____	
ICAM 801	Intro to Rel. Educ	3	_____	
IPSC___	World Religion	3	_____	

<b>SECOND YEAR (2)</b>	<b>COURSE</b>	<b>HRS</b>	<b>GRADE</b>	<b>COMMENTS</b>
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ICAM 845	Intro to Preaching	3	_____	Prereq. IBSL/501/531/Exeg.
ICAM 834/835	Elem Ministry	3	_____	
ITEH 653	Hist Af-Am Ch	3	_____	Prereq. ITEH 641
ICAM 802	Educ Lead Con	3	_____	Prereq. ICAM 801
_____	Elective	3	_____	Elective

<b>THIRD YEAR (1)</b>	<b>COURSE</b>	<b>HRS</b>	<b>GRADE</b>	<b>COMMENTS</b>
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ICAM 841	Min in Con 1	3	_____	
ICAM 866	Worship	3	_____	Prereq. ICAM 845
ITEH 607	Wesleyan Theo	3	_____	UMC, CME, & AME
ICAM 804	Rel Edu Sac	3	_____	

_____	Elective	3	_____	Elective
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<b>THIRD YEAR (2)</b>	<b>COURSE</b>	<b>HRS</b>	<b>GRADE</b>	<b>COMMENTS</b>
ICAM 842	Min & Cont 2	3	_____	
IPSC 690	Evangelism	3	_____	UMC
_____	Elective	3	_____	Elective
_____	Elective	3	_____	Elective
_____	Elective	3	_____	Elective

<b>FOURTH YEAR (1)</b>	<b>COURSE</b>	<b>HRS</b>	<b>GRADE</b>	<b>COMMENTS</b>
ICAM 819	Res Met Rel	3	_____	Prereq. ICAM 802, 871
ICAM _____	_____	3	_____	Christian Education Elec: ICAM 813 RE and Hip Hop or ICAM 821 RE and Womanist Theol or ICAM 813 Critical Theory in Education
_____	Elective		3	_____ Elective
_____	Elective		3	_____ Elective
_____	Elective		3	_____ Elective

<b>FOURTH YEAR (2)</b>	<b>COURSE</b>	<b>HRS</b>	<b>GRADE</b>	<b>COMMENTS</b>
ICAM 820	Res Prac Rel	3	_____	Prereq. ICAM 819
ICAM _____	Elective	3	_____	Christian Edu. Elective
ICAM _____	Elective	3	_____	Area IV Elective
ICAM _____	Elective	3	_____	Elective
ICAM _____	Elective	3	_____	Elective

IINT 408A is prerequisite for all courses except for designated first semester courses. Courses are listed in order of semester to be completed. Students are expected to attend and participate in Chapel as demonstration of their integration of the curriculum.

## **DOCTOR OF THEOLOGY (ThD)**

The purpose of the Doctor of Theology in Pastoral Counseling degree is to prepare persons for the specialized ministry of pastoral counseling at a doctoral level of competence. The Th.D. degree, equivalent to the Ph.D. is for those whose interest in pastoral counseling is primarily professional and theological. The supervision in pastoral counseling, which is an integral part of the degree program, is provided according to the standards of the American Association of Pastoral Counselors (AAPC) and the American Association of Marriage and Family Therapists (AAMFT). It may, therefore, be used to meet the supervisory hours required for AAPC and AAMFT membership. Several of the required courses necessary for licensure in AAMFT or to become a Licensed Professional Counselors (LPC) are also offered in this Th.D. program.

### **Administration**

The degree is offered through the Atlanta Theological Association (ATA), with each student enrolling in and receiving the degree from the school of choice. Students are therefore afforded the opportunity to choose courses from the Interdenominational Theological Center (ITC), Candler School of Theology and Columbia Theological Seminary. The executive board of the ATA has responsibility for the degree program in terms of policy and administration. An inter-seminary Th.D. Committee, responsible to the ATA board and to the Advanced Professional Studies committees of the seminaries, has oversight for the program and its administration. The ITC Coordinator of the ThD Program, is faculty liaison between the ATA/ThD committee and the Curriculum and Educational Policies committee of the Faculty Council of the ITC.

## **Degree Requirements**

Course work within the program will assist the student to:

- Gain an advanced understanding of appropriate theological and theoretical concepts;
- Learn under qualified supervision the application of these concepts in pastoral counseling and to promote professional integration of theory and skills in both pastoral counseling and pastoral care; and
- Design and execute a research project appropriate to the student's professional practice, which will give evidence of the aspect of pastoral counseling undertaken for study.

Fifty semester hours of academic and clinical work are required for the Doctor of Theology in Pastoral Counseling degree: 21 core hours, 17 practicum hours, and 12 elective hours. Students must maintain continuous enrollment. Failure to do so will result in automatic termination from the ThD program. Students must complete the program in nine years. Extensions may be granted by the ThD committee only for providential situations. The program comprises the following:

The Core Seminars deal with personality theory and theological anthropology, historical and social dimensions of pastoral counseling, pastoral theology, theories and practices of psychotherapy and pastoral counseling, ethics and the development of professional and intercultural competence.

Elective courses (12 semester hours), selected in consultation with a faculty advisor, are required during the first six

semesters of study.

Pastoral Counseling Practicum (17 semester hours) is required over the first four semesters of study. The clinical setting for the practicum normally is the pastoral counseling service of the Care and Counseling Center of Georgia, located at 1814 Clairmont Road in Decatur, Georgia.

The student will take a Clinical Performance Exam, at the end of the second year of studies (normally in May), showing competency in counseling which includes the integration of pastoral counseling theories and theology.

When the student has completed the required academic work, and passed the Clinical Performance Exam, application may be made to take the comprehensive examinations that test competence in both content and performance areas of pastoral counseling.

The content areas in which the student will be examined include:

- Therapeutic relationship and process in relation to personality, developmental theories, psychopathology, and the psychological understanding of religion;
- Family theory and therapy, related social-psychological understandings of therapeutic process, and either theory of group process or of consultation and supervision;
- Pastoral theological methodology, theological anthropology, and related theological issues as well as the relationship of theology to the human sciences;
- Pastoral counseling as a profession in relation to other professions: its relation to class, race, and gender; its relation to contemporary family, work, and religion; its participation in larger cultural and religious traditions understood through such disciplines as cultural anthropology, cultural criticism,

feminist theory, womanist thought; and

- Pastoral counseling in relation to history, contemporary theory and practice of pastoral care, theology, ethics, and of pastoral counseling as a specialized form of the Church's ministry. The performance areas in which the student will be examined include:
  - The student's actual counseling practice; and
  - The ability to interpret that practice and discuss it in terms of particular psychotherapeutic theory.

The student will engage in an approved research project demonstrating the ability to apply theological and theoretical knowledge in relation to some problem of professional practice and contribute useful findings and insights to this area of theological investigation. Upon completion of this project/ dissertation, the student will be certified as having satisfied all requirements for the degree of Doctor of Theology in Pastoral Counseling and thus eligible to be awarded the degree by the school in which the student is registered.

### **Admission**

An applicant must hold the Master of Divinity or equivalent degree with a superior academic record from an accredited institution and have had post-seminary professional experience in which significant learning and professional promise were evident. In addition, the admission process requires:

- A review of the applicant's academic and professional achievement, statement of purpose, a scholarly writing sample, evidence of having taken the GRE in the past five years, references, and other materials supplied with the application;
- A personal interview arranged with the ITC Coordinator of the program and conducted

by the ATA/ Th.D. Admissions Committee;

- That the student have significant experience in ministry; and
- That the student has had significant experience in clinical pastoral education (usually not less than four consecutive units).
- An application fee;
- A personal interview arranged with the ITC Coordinator of the program and conducted by the ATA/ Th.D. Admissions Committee;
- That the student have significant experience in ministry; and
- That the student has had significant experience in clinical pastoral education (usually not less than four consecutive units).

### **Advising**

ThD students initially are assigned a temporary course adviser. In preparation for the comprehensive exams, the student with the help of the advisor, will select an exam committee who is responsible for preparing examinations for the student. Later, the student works with a dissertation adviser, who chairs an advisory committee selected by the student and approved by the dissertation adviser. Each of these committees consists of at least three persons, one of whom must be a member of the ITC faculty and the other two members are selected from the ATA faculty.

### **Transfer of credits**

In planning the student's program with her/his adviser or ThD program director, a student may request credit for work done prior to entry under the following guidelines:

Credit for prior academic and/or clinical training must be approved by the ThD Committee, in conversation with the office of academic affairs and the registrar at ITC. All transfer credit must have been

done at a PhD or ThD level and a grade of B or better must have been given for the prior coursework. The student must be able to show that the work is relevant to the ThD program. The course work normally can be no older than five years old. No more than 12 credit hours may be transferred from either an earned degree or from other course work. All classroom work transferred in will be counted as elective credit. In the case of clinical practicum work, a student may receive advanced standing with credit for practicum work that was done in conjunction with licensure, clinical work for another degree, or prior enrollment at the Care and Counseling Center of Georgia's practicum program. No more than 8 credit hours will be awarded for this work and will be credited toward the basic practicum requirement. The student would be enrolled for the remaining 9 hours of practicum work at the advanced residency level.

Credit for work done after entry into the program at schools and agencies not related to the ATA may be transferred to fulfill requirements for the ThD degree under the following guidelines: \*Prior to registration for a course for which credit is to be transferred, the student must have written permission of his/her adviser or the ThD program director and the office of academic affairs at the student's school of enrollment. \*The student pays his/her own fees to the school where such work is done at institutions not related to the ATA. The number of credits to be allowed within this limitation is, in each instance, subject to the approval of the respective ATA school.

A limit of 12 semester hours is placed upon any work done at institutions not related to

the ATA whether earned prior to enrollment or during enrollment in the program. All work transferred in will be credited as elective courses.

### **Directed Study**

ThD students may register for directed studies with members of the ATA faculty for a maximum of 9 hours. Prior to registering for directed study work, students must consult with instructor, follow guidelines of that particular faculty member's school

within the ATA.

### **Application Process And Deadline**

Applications may be secured from the Admissions Office or the Coordinator of the ThD Program at the ITC. Applications for admission to the ThD degree program must be submitted by January 15 for admission for the Fall semester. Applications are not accepted for the Spring semester or the Summer term. Typically, a decision of those selected to be interviewed will be reached within four weeks of the stated deadline.

## **Doctor of Theology in Pastoral Counseling Course Offerings**

### **I. Required (Core) Courses: (21 credit hours)**

Course Title	Course	Credit Hours
Theology and Personality	ATA 471	3
Historical and Global Dimensions of Pastoral Counseling	ATA 463	3
Pastoral Theology/ Theological Methods	ATA 475	3
Research Methods	ATA 481	3
Theory & Practice of Pastoral Counseling	ATA 473 A & B	3
Developing Intercultural Competence for Pastoral Counseling	ATA 484 A & B	3
Ethics in Marr. & Fam. Counseling & Pastoral Counseling (offered bi-annually)	ATA 435	3
Colloquium– attendance is required during 1st two years of coursework (as offered)	N/A	0

### **II. Practicum (17 credit hours)**

Course Title	Course	Credit Hours
Individual Supervision (yr.1)	ATA 485 a	1
Individual Supervision (yr.1)	ATA 485 b	1
Individual Supervision (yr. 2)	ATA 485 c	1
Individual Supervision (yr. 2)	ATA 485 d	1
SUMMER PRACTICUM	ATA 485 S	3
Group Supervision (yr.1)	ATA 486 a	1
Group Supervision (yr. 1)	ATA 486 b	1
Group Supervision (yr. 2)	ATA 486 c	1
Group Supervision (yr. 2)	ATA 486 d	1
Case Conference (yr. 1)	ATA 487 a	1.5
Case Conference (yr. 1)	ATA 487 b	1.5

Case Conference (yr. 2)	ATA 487 c	1.5
Case Conference (yr. 2)	ATA 487 d	1.5

**III . Elective Courses (minimum 12 hours total)**

Course Title	Course	Credit Hours
+Exploring the Field of Family Therapy (offered annually)	ATA 434	3
+Family Systems	ATA 421	3
+Family development	ATA 479	3
+Evaluation & Treatment	ATA 476	3
+Group Theory & Therapy (bi-annually)	ATA 478	3
Advanced Study in Human Development (Summer, offered bi-annually)	ATA 461	3
Reading Freud in a Postmodern Time (offered occasionally)	ATA 472	3
From Object Relations to Relationality (offered occasionally)	ATA 477	3
Teaching and Learning Theory (Recomm. for academic teaching career)	ATA 462	3
Spirituality and Sexuality	ATA 465	3
Other elective:		
Other elective:		
+ = Courses eligible for LFMT licensure requirements		

**Doctor of Theology in Pastoral Counseling  
Course Offerings**

**I. Required (Core) Courses: (21 credit hours)**

Course Title	Course #	Semester/Year <i>Enter date:</i>	Credit Hours	Grade
Theology and Personality	ATA 471	Fall 20__	3	
Historical and Global Dimensions of Pastoral Counseling	ATA 463	Spring 20__	3	
Pastoral Theology/ Theological Methods	ATA 475	Fall 20__	3	
Research Methods	ATA 481	Spring 20__	3	
Theory & Practice of Pastoral Counseling	ATA 473 a & b	Year-long (1 <sup>st</sup> yr.) 20__-20__	3	
Developing Intercultural Competence for Pastoral Counseling	ATA 484 a & b	Year-long (2 <sup>nd</sup> yr.) 20__-20__	3	
Ethics in Marr. & Fam. Counseling & Pastoral Counseling (offered bi-annually)	ATA435	Summer 20__	3	
Colloquium– attendance is required during 1 <sup>st</sup> two years of coursework (as offered)	N/A	List dates:	0	N/A

**II. Practicum (17 credit hours)**

Course Title	Course #	Semester/Yr	Credit Hrs	Grade
Individual Supervision (yr.1)	ATA 485 a	Fall 20__	1	
Individual Supervision (yr.1)	ATA 485 b	Spring 20__	1	

Individual Supervision (yr.2)	ATA 485 c	Fall 20__	1	
Individual Supervision (yr.2)	ATA 485 d	Spring 20__	1	
SUMMER PRACTICUM	ATA 485 S	Summer 20__	3	
Group Supervision (yr.1)	ATA 486 a	Fall 20__	1	
Group Supervision (yr. 1)	ATA 486 b	Spring 20__	1	
Group Supervision (yr.2)	ATA 486 c	Fall 20__	1	
Group Supervision (yr.2)	ATA 486 d	Spring 20__	1	
Case Conference (yr1)	ATA 487 a	Fall 20__	1.5	
Case Conference (yr.1)	ATA 487 b	Spring 20__	1.5	
Case Conference (yr.2)	ATA 487 c	Fall 20__	1.5	
Case Conference (yr.2)	ATA 487 d	Spring	1.5	

### III. Elective Courses (minimum 12 hours total)

<i>Course Title</i>	<i>Course #</i>	<i>Semester/Yr</i>	<i>Credit Hours</i>	<i>Grade</i>
+Exploring the Field of Family Therapy (offered annually)	ATA 434	Fall 20__	3	
+Family Systems	ATA 421	20__	3	
+Family development	ATA 479	20__	3	
+Evaluation & Treatment	ATA 476	20__	3	
+Group Theory & Therapy (bi-annually)	ATA478	20__	3	
Advanced Study in Human Development (Summer, offered bi-annually)	ATA461	Summer 20__	3	
Reading Freud in a Postmodern Time (offered occasionally)	ATA 472	20__	3	
From Object Relations to Relationality (offered occasionally)	ATA 477	20__	3	
Teaching and Learning Theory (Recomm. for academic teaching career)	ATA 462	Jan. 20__	3	
Spirituality and Sexuality	ATA465	____20__	3	
Other elective:		____20__	3	
Other elective:		____20__	3	

+ = Courses eligible for LFMT licensure requirements

### Doctor of Ministry (DMin)

The purpose of the Doctor of Ministry, an advanced degree oriented toward ministerial leadership, is to enhance the practice of ministry for persons who hold the M.Div. or its educational equivalent and

who have engaged in substantial ministerial leadership. The Doctor of Ministry program is designed to continue the education of persons for their ministry in the church and in related institutional settings. It is intended to provide an advanced, yet flexible, education for those whose

vocation as religious leaders implies their future disciplined reflection upon and possibly their future specialization within their own ministry. The program rests on a base of general theological preparation and moves toward an area of concentration that permits the student to explore the conjunction of theory, experience and professional intentions in ministry. A distinctive feature for the Doctor of Ministry degree is the original doctoral project, which focuses that exploration upon an aspect of the future professional work of the student.

### **Our Mission**

The mission of the Doctor of Ministry Program at the ITC is to attract, support, educate, and nurture women and men in leadership in Christian ministry and the world who require professional education beyond the level of the M.Div. and who are capable of fulfilling the mission of the institution. The program of the Doctor of Ministry study is directed toward the mastery of knowledge informing the understanding of the nature and purposes of ministry, the competencies gained through advanced study, and to the integration of these dimensions of ministry. The program is called Doctor of Ministry because it intends that its graduates will be, literally, “teachers of ministry.”

### **Program Goals**

Reflecting the institutional goals of ITC, the Doctor of Ministry Program exist to educate men and women for leadership in Christ’s Church and the world, to encourage scholarly action based research and publications, and to develop and sustain partnerships that enhances the education of students, provide opportunities for community engagement, and foster

interreligious dialogue. We enhance the academic life of ITC by building upon existing faculty strengths and increasing institutional resources, online teaching and learning, and the library to advance and improve academic excellence and productivity. We also foster a collaborative and intellectually stimulating community that promotes an ethos of academic freedom, mutual respect, and integrity, high expectations of academic, spiritual, and professional achievement and work productivity for its students, faculty, administrators and staff and provides community rituals and programs in order to engender loyalty, commitment and a sense of community.

### **Admission**

To gain admission to the Doctor of Ministry program, an applicant must:

1. Have a minimum of three years’ experience of full time ministry following the completion of the Master of Divinity degree. (See “Special Qualifications” below;)
2. Have a minimum 3.0 GPA from an accredited institution;
3. Complete a personal interview with at least three members of the Doctoral Programs Committee;
4. Present a hand-written statement immediately following the oral interview; and
5. Furnish a health report with his/her application

### **Special Qualifications**

The doctoral committee on a case-by-case basis may consider exceptions to the three-

year rule for persons who have served more than three years in meaningful ministry practice and can demonstrate and document significant accomplishments during that period of service. Military chaplains may transfer up to fifteen hours of post M.Div. work.

### **Special Note**

**The DMin degree program at Interdenominational Theological Center will be under faculty review during the 2015-2016 academic year. No new applications for entry into the program in Fall 2015 will be accepted. The DMin program will resume with an enhanced degree program in Fall 2016.**

### **Certificate in Theology**

The Certificate in Theology offered by Interdenominational Theological Center (ITC) began in 1990 and has been offered at study site locations in more than fifty (50) cities throughout United States, Japan, Canada, and the Caribbean. Since its inception two decades ago, the program has graduated some 1500 students.

It is designed to promote and enhance the academic and spiritual growth of the non-traditional student, clergy and laity, who possesses an intense desire to know more and become empowered for greater service to the church and community, but may not be prepared to enroll in ITC's degree programs due to the constraints of personal and professional limitations or obligations. Enrollment does not require a college degree and students are able to complete the (8) course-curriculum within nine (9) to twelve (12) months. Each course lasts approximately 4-6 weeks (one 3 ½ hour

class session per week) and two or more courses are offered during each term.

The academic content is developed, reviewed, administered, and updated by the Director under the guidance and assistance of the Committee on Continuing Education and Public Service and administrators. The committee meets periodically throughout the academic year to provide ongoing oversight and input and to assist the Program Manager in the effective development, implementation and evaluation of program activities. A survey is also issued to students upon completion which is used as an evaluation measurement.

The courses are taught by seminary-trained instructors with Master's or Doctoral Degrees, requiring the use of lectures and current syllabi prepared by ITC faculty and consistent with the high quality of theological education offered in the ITC degree program. Appropriate credentials for instructors, archiving information on students, instructional materials developed by ITC faculty are required as well as the use of a prescribed academic formula for the issuance of non-degree Continuing Education Units (CEUs) for acceptable coursework activities. Upon the successful completion, a Certificate in Theology that does not transfer or is equivalent toward any degree is awarded by ITC.

The course offerings are:

- Introduction to New Testament
- Introduction to Pastoral Care
- Introduction to Church Administration
- History of the African-American Church
- Introduction to Christian Education
- Introduction to Philosophy and Theology
- Introduction to Hebrew Bible/Old Testament
- Introduction to Preaching and Missiology

# Courses in Degree Programs

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## CURRICULUM

ITC perceives the philosophical nature of curriculum to be the process that moves students and professors of a seminary community to an enlightened understanding about themselves, God, and the lived world. The preference is that each aspect of the curriculum, including each theological discipline, be understood as essential to the functioning of the whole, none more important than any other. While focusing on the educational process of students, this organizational design attempts to place faculty and students in a position to be not only actualizers of Christian faith but also be actualized by it. It is hoped that interaction between students, teachers, and ideas will stimulate critical and analytical thinking, as well as encourage research and writing by both.

ITC has sought to be sensitive, creative and on the cutting-edge in its approach to its course offerings, faculty and teaching strategies. It is responsive to the varied personal and cultural needs of its constituent students. The institution takes pride in its academic principle of being *student-centered and faculty driven*.

The four Areas of the curriculum provide an opportunity to address group-related concerns and a forum for faculty who share an interest in similar disciplines. The intent is to provide unity within the structure of theological education. This notion also

transcends the unhealthy tension that has existed in theological education between theory and practice, theoreticism, and practitioners. In this structure, faculty members may likely function within more than one Area and interdisciplinary courses and team-teaching are encouraged.

## COURSE DESCRIPTIONS

Please note, for purposes of registration on PowerCampus, on-line courses are listed with the requisite number preceded by the code 0\_. Thus IBSL 531 is the on-campus version of Introduction to the New Testament. The on-line section will be listed as IBSL 0\_531. The course learning outcomes are identical.

## INTERDISCIPLINARY COURSES (IINT)

### Master of Divinity Capstone Courses

**(IINT) 408A. Foundations for Ministry**  
**(IINT) 408B. Elements of Ministry (IINT)**  
**408C. Ministry and Context I & II**

Foundations for Ministry, Elements of Ministry, and Ministry and Context comprise a basic three-phase capstone course process required of all candidates for the Master of Divinity degree. Foundations for Ministry normally occurs at the beginning of the student's first year, Elements of Ministry during the second semester of the middler year, and Ministry

and Context I and II during both semesters of the senior year.

The purpose of the course is to introduce the student to theological education for Christian ministry for the 21st century through an interdisciplinary perspective. Emphasis will be placed on education within the Black witnessing community. Various components of academic and professional preparation for ministry—biblical, theological, historical, ethical, global, social and behavioral sciences, and practices—will be introduced, examined, and evaluated.

These three-part capstone courses introduce the student to holistic Christian ministry, with a focus on the integration of the total curriculum and the awareness of lifelong learning as a prerequisite for competent, committed, compassionate religious leadership.

### **Area I: BIBLICAL STUDIES AND LANGUAGES (IBSL)**

Studies in this Area seek to help students understand and interpret the Bible, the primary source of the Christian message, in relation to contemporary faith. Courses and teaching methodology are designed to facilitate the acquisition of tools and skills in biblical languages, history, and thought in order to accomplish this task.

Note: Courses that cover multiple books of the Bible are listed in registration schedules with alphabetic subscripts (e.g., 507C, Pentateuch: Leviticus). They may be repeated for credit only if each instance of the course is for a different book (e.g., 507A, Genesis, and 507B, Exodus).

### **Area II: PHILOSOPHY, THEOLOGY, ETHICS, AND HISTORY (ITEH)**

Studies in this Area are designed to expose students to both primary and secondary sources in the disciplines of philosophy, theology, ethics, and church history. Students are taught the symbiotic relationship between theory and practice and have an opportunity to develop and sharpen both reflective and critical thinking by examining traditional and nontraditional sources of theology and contemporary Christian thought and practice.

### **Area III: PERSONS, SOCIETY, AND CULTURE (IPSC)**

Academic exploration in this Area treats persons in ministry as integral parts of society and of the global mission of the Church. Theory and interdisciplinary teaching methodologies will help students and faculty further develop an understanding of the ways persons function in a variety of traditional and nontraditional ministries and the issues involved in the psychological, sociological, missiological, and cultural dimensions of living as persons in the world. In keeping with the nature, purpose, and objectives of ITC, this Area seeks to foster an appreciation for religious experiences of non-Christian traditions and the global nature of ministry.

### **Area IV: THE CHURCH AND ITS MINISTRIES (ICAM)**

Studies in this Area provide knowledge of and exposure to the opportunities, functions, and demands of the multiple forms of ministries offered by the church. The theory and skilled practice of preaching, teaching, worship, music, drama, leadership, administration, evangelism, and missions are examined experientially with supervision. Methodology includes the

integration of biblical, historical, theological, socio-cultural, socio-ethical, ecclesiastical, artistic, and behavioral perspectives into concrete practices of study.

## **ONLINE COURSES**

In seeking to prepare persons for the ministry and other forms of leadership in the church, ITC believes that the personal interaction with student and faculty colleagues that occurs in classroom learning is to be highly valued. At the same time, we are excited and intrigued by the way in which online learning is making theological education available to more students in a variety of ways. Currently ITC is offering online courses to distance education students only. Decision for future courses to be offered online to other than distance education students is left with the discretion of the Provost. ITC delivers the Master of Divinity degree online. Students enrolled in traditional on-campus degree programs are allowed to take 12 credit hours online and in hybrid courses. They may not take more than 2 online or hybrid courses per semester.

### **IINT 409. Education Travel Seminar**

This course is intended to enhance and enrich the classroom learning of participants through exposure to life, culture, and ministry in selected overseas contexts. Students enrolled in this course are expected to be participant-observers in the context and to be prepared on return to interpret their experience for a variety of audiences. This course may be used by any discipline for the development of a travel seminar. **3-6 credits**

### **IINT 410. Black Women in Ministry**

This is an interdisciplinary course designed to explore the significant issues related to Black Women and the Church. The scope will be both historical and contemporary, focusing upon personalities, as well as institutional structures. The course is open to both women and men. It will provide opportunities to analyze structural issues in relation to women (and men) in the Church. Theological, socio-political, psychological, and ecclesiological aspects of the subject will be explored. **3 credits**

The choice of the option must be approved and supervised by the music (M.A.C.M. candidates) faculty. With any option, the topic or project must be approved no later than the first Thursday in November of the senior year. The project must be completed no later than the first Thursday in April of the senior year. **2 credits**

### **IINT 412. Seminar: Interdisciplinary Theory and Methodology**

This team-taught course is designed to sharpen the theoretical and methodological research skills of students in the doctoral degree programs and advanced M.Div. students who plan to enter doctoral programs. Students will be required to read critically primary works of one or more selected thinkers, identifying their methodological presuppositions and conclusions. Particular attention will be given to the intellectual, emotional, social, and spiritual development of thinkers in the student's area of concentration and

compared with thinkers from other disciplines. These insights will be applied to practical problems. **Prerequisites for M.Div. students: All core courses and one advanced course in the student's area of concentration. 3 credits**

#### **IINT 412A. Writing Women's Lives: Identity and Gender in Islam**

The Womanist Studies in Religion recognizes and promotes the scholarly activities of academicians who study Black women, religion, and spirituality. This program enables scholars to pursue a research project of their own design. Women also engage in teaching, lectureships, and consultation on issues affecting Black women and religion and Black women and spirituality. To accomplish this, the program invites applications from Black women engaged in scholarly work in these areas especially those seeking sabbatical or independent research support. **3 credits**

#### **IINT 412B. Womanist, Post Modern, Colonial Thought**

The Womanist Studies in Religion recognizes and promotes the scholarly activities of academicians who study Black women, religion, and spirituality. This program enables scholars to pursue a research project of their own design. Women also engage in teaching, lectureships, and consultation on issues affecting Black women and religion and Black women and spirituality. To accomplish this, the program invites applications from

Black women engaged in scholarly work in these areas especially those seeking sabbatical or independent research support. **3 credits**

#### **IINT 413 A-F. Womanist Studies in Religion**

The Womanist Studies in Religion recognizes and promotes the scholarly activities of academicians who study Black women, religion, and spirituality. This program enables scholars to pursue a research project of their own design including one course on the subject. The course is an exploration of Black women's lives from the perspective of Black women scholars. **3 credits**

#### **IINT 414. Gender, Race, and Religion in Education (Womanist Studies Program)**

Gender and Race Education in Religion is an interdisciplinary course applying the pedagogy of liberation theology to transformation through community building, reflective practice and critical thinking. Exploration of the forces (e.g. theology, media, culture, language, history, family, and politics) that contribute to one's perceptions of reality and perspectives on the consequences of bias, inequity and typing in religion and the church is the focus of this course. These forces are presented through the process of transformative learning whereby learners explore, integrate and think critically about the forces in shaping values, motivation, decision-making and identity concerning race and gender in religion. **3 credits**

**IINT 414B. God's People in Hagar (Womanist Studies Program)**

The Womanist Studies in Religion recognizes and promotes the scholarly activities of academicians who study Black women, religion, and spirituality. This program enables scholars to pursue a research project of their own design. Women also engage in teaching, lectureships, and consultation on issues affecting Black women and religion and Black women and spirituality. To accomplish this, the program invites applications from Black women engaged in scholarly work in these areas especially those seeking sabbatical or independent research support. **3 credits**

**IINT 415. Black Women in Civil Rights Movement**

**(Womanist Studies Program)**

The Womanist Studies in Religion recognizes and promotes the scholarly activities of academicians who study Black women, religion, and spirituality. This program enables scholars to pursue a research project of their own design. Women also engage in teaching, lectureships, and consultation on issues affecting Black women and religion and Black women and spirituality. To accomplish this, the program invites applications from Black women engaged in scholarly work in these areas especially those seeking sabbatical or independent research support. **3 credits**

**IINT 416. Samuel Dewitt Proctor Conference**

The aggregate expertise, research, teaching and pastoral experiences of the theologians and pastors at the Samuel DeWitt Proctor Pastor Conference afford an unprecedented and unique opportunity for seminarians to partake in a specially designed intensive. **3 credits**

**IINT 417A. African American Women and Music**

This course explores the biographical profiles, contributions, performance practices, and stage imagery of leading African American Women composers and performers within the broad spectrum of secular and sacred music forms over the last century. **3 credits**

**IINT 490. Directed Study in Interdisciplinary Theory and Methodology**

This directed study is done with the consent of the instructor. **Prerequisites for M.Div. students: All core courses and one advanced course in the student's area of concentration. 3 credits**

**THE DEPARTMENT OF BIBLICAL STUDIES AND LANGUAGES (IBSL)**

**Note:** Courses that cover multiple books of the Bible are listed in registration schedules with alphabetic subscripts (for example, 507c, Pentateuch: Leviticus). They may be repeated for credit only if each instance of the course is for a different book (for example, 507a, Pentateuch: Genesis, and

507b, Pentateuch: Exodus).

## HEBREW BIBLE/OLD TESTAMENT

### **IBSL 501. Introduction to the Hebrew Bible/Old Testament**

An introduction to the literature and thought of the Hebrew Bible/Old Testament with emphasis on Bible content and the significance of various critical methods to understand the Hebrew Bible/Old Testament. **Required of M.Div. and M.A. candidates. 3 credits**

### **IBSL 503. Introduction to Biblical Hebrew (1)**

The study of Hebrew grammar, syntax, and vocabulary with exercises in reading and writing biblical Hebrew. **Credit will be given only when IBSL 504 is completed. 3 credits**

### **IBSL 504. Introduction to Biblical Hebrew (2)**

A continuation of the study of Hebrew grammar, syntax, and vocabulary with exercises in reading and writing biblical Hebrew. **Prerequisite: IBSL 503. 3 credits**

### **IBSL 505. Intermediate Biblical Hebrew**

A continuation of biblical Hebrew grammar and reading of selected biblical texts. **Prerequisites: IBSL 503-504 or their equivalent. 3 credits**

### **IBSL 506. Biblical Hebrew Exegesis**

An exegetical study of a particular book of the Hebrew Bible/Old Testament using the Masoretic text. **Prerequisites: IBSL 505 and**

**an exegetical elective. 3 credits**

### **IBSL 507. Pentateuch**

An exegetical study of one or more of the books or documents in the Pentateuch. The course will be listed for registration as 507a (Genesis) through 507e (Deuteronomy), or, for example, as 507f (the P document). This course fulfills the exegetical requirement.

**Prerequisite: IBSL 501. 3 credits**

### **IBSL 508. Historical Books**

An exegetical study of one or more of the historical books of the Protestant Canon excepting Ruth and Esther (Joshua, Judges, I and II Samuel, I and II Kings, I and II Chronicles, Ezra, Nehemiah). The course will be listed for registration as 508a (Joshua) through 508g (Nehemiah), or as combinations of two or more books, for example, 508fg (Ezra-Nehemiah). This course fulfills the exegetical requirement.

**Prerequisite: IBSL 501. 3 credits**

### **IBSL 510. The Major Prophets**

An exegetical study of one of the Major Prophets: Isaiah, Jeremiah, or Ezekiel. The course will be listed for registration as 510a (Isaiah), 510b (Jeremiah), or 510c (Ezekiel). This course fulfills the exegetical requirement. **Prerequisite: IBSL 501. 3 credits**

### **IBSL 511. The Minor Prophets**

An exegetical study of one or more books of the Minor Prophets, with special attention given to historical content and religious

value for the contemporary church. The course will be listed for registration as 511a (Hosea) through 511i (Malachi), or as combinations of two or more books, for example, 511kl (Zechariah-Malachi). This course fulfills the exegetical requirement.

**Prerequisite: IBSL 501. 3 credits**

### **IBSL 512. Meggiloth**

An exegetical study of one or more of the Meggiloth (Ruth, Esther, Lamentations, Song of Songs). The course will be listed for registration as 512a (Ruth) through 512d (Song of Songs), or as combinations of two or more books, for example, 512ab (Ruth-Esther). This course fulfills the exegetical requirement. **Prerequisite: IBSL 501. 3 credits**

### **IBSL 514. Psalms**

This exegetical study of the Book of Psalms will deal with a select number of psalms, paying attention to their literary characteristics, theologies, and implications for the liturgies of the Black Church. This course fulfills the exegetical requirement.

**Prerequisite: IBSL 501. 3 credits**

### **IBSL 515. Wisdom Literature**

A close reading of biblical books such as Job, Proverbs, and Ecclesiastes, with special attention to the place of wisdom in the Bible, the ancient Near East, and ancient Africa. The course will be listed for registration as 515a (Job), 515b (Proverbs), or 515c (Ecclesiastes). This course fulfills the exegetical requirement. **Prerequisite: IBSL 501. 3 credits**

### **IBSL 520. Histories of Ancient Israel and Judah**

This course is designed to familiarize the student with issues in reconstructing the histories of ancient Israel and Judah from their beginnings to the Roman period. Particular attention will be given to biblical passages and extra-biblical materials from ancient Africa and the ancient Near East as they relate to these issues. Special attention also will be given to the debates within Hebrew Bible scholarship about these issues. **Prerequisite: IBSL 501. 3 credits**

### **IBSL 527. Biblical Aramaic**

An introduction to the grammar, syntax, and vocabulary of the Aramaic language as represented in the Bible, laying the foundation for the study of other Aramaic dialects. **Prerequisites: IBSL 503-504 or an equivalent preparation in biblical Hebrew. 3 credits**

### **IBSL 528. Apocalyptic Literature**

A study of Jewish apocalypses and other writings from about 300 BCE to 100 CE including the book of Daniel and noncanonical writings such as the books of Enoch, Jubilees, and Baruch. Emphasis is on theological and literary motifs and their relation to Jewish history. **Prerequisites: IBSL 501 and an exegetical elective. 3 credits**

### **IBSL 529. Hebrew Bible/Old Testament Theology**

This course will trace the theology of the

Hebrew Bible/Old Testament, paying special attention to issues such as God the Creator, the covenant idea, righteousness, justice, evil, and Israel's confessional heritage, which portrays Israel's Theocentricity.  
**Prerequisite: IBSL 501. 3 credits**

**IBSL 530. Directed Study in Hebrew Bible/Old Testament**

This directed study is done with the consent of the instructor. **Prerequisites: IBSL 501 and an exegetical elective. 2-4 credits**

**NEW TESTAMENT**

**IBSL 531. Introduction to the New Testament**

Critical introduction to the environment of the New Testament and to major New Testament writings with attention to the content and basic historical, literary, and theological issues involved in New Testament interpretation. **Required of M.Div. and M.A. candidates. 3 credits**

**IBSL 533. Introduction to New Testament Greek (1)**

An introduction to the basic elements of New Testament Greek grammar, syntax, and vocabulary. **Credit is given only when IBSL 534 is completed. 3 credits**

**IBSL 534. Introduction to New Testament Greek (2)**

A continuation of the study of New Testament Greek grammar, syntax, and vocabulary. **Prerequisite: IBSL 533. 3 credits**

**IBSL 535. Intermediate New Testament Greek**

An inductive study of New Testament Greek grammar, syntax, and vocabulary with emphasis upon rapid reading of selected sections of the Greek New Testament. **Prerequisite: IBSL 534 or equivalent. 3 credits**

**IBSL 536. Greek Exegesis**

An exegetical study of a New Testament writing in the original language. Emphasis is on exegetical methodology. This course fulfills the exegetical requirement. **Prerequisite: IBSL 534 or equivalent. 3 credits**

**IBSL 537. Readings in Hellenistic Greek**

Advanced reading of the New Testament, Apostolic Fathers, the LXX, and Hellenistic literature of the first three centuries. **Prerequisite: IBSL 535 or equivalent. 3 credits**

**IBSL 538. Ancient Jewish Writings**

This course is a survey of the literature of early Judaism and its relation to early Christian texts. Selections from narrative, wisdom, poetic, philosophical, apocalyptic, and other texts in English translation including the Dead Sea Scrolls, Philo, Josephus, and early rabbinic writings. **Prerequisites: IBSL 531. 3 credits**

**IBSL 539. The Social World of the New Testament**

A social-historical analysis of the diverse

cultures surrounding the ancient Mediterranean. Their structure, institutions, and mores and the ways in which this analysis clarifies early Christian institutions, literature, and theology are explored. **Prerequisites: IBSL 531 and an exegetical elective. 3 credits**

#### **IBSL 542. The Synoptic Gospels**

An exegetical study of one of the Synoptic Gospels, or of a topic concerning the Synoptic tradition, with emphasis on exegetical methodology. The course will be listed for registration as 542a (Matthew), 542b (Mark), or 542c (Luke), or, for example, as 542d (Parables) or 542e (Passion Narratives). This course fulfills the exegetical requirement. **Prerequisite: IBSL 531. 3 credits**

#### **IBSL 544. Life and Teaching of Jesus**

The life and teaching of Jesus of Nazareth studied through critical examination of the sources. Emphasis is on the social context and implications of Jesus' mission and his significance for Christian faith today. **Prerequisites: IBSL 531 and an exegetical elective. 3 credits**

#### **IBSL 545. The Gospel of John**

An exegetical study of the Fourth Gospel with attention to the social background of Johannine theology. This course fulfills the exegetical requirement. **Prerequisite: IBSL 531. 3 credits**

#### **IBSL 547. The Book of Acts**

An exegetical study of selected sections of the Acts of the Apostles in the light of Lukan theology. This course is an introduction to current study of Acts, its use as a source for understanding early Christianity, and its relevance to the life of the contemporary church. **Prerequisites: IBSL 531 and an exegetical elective. However, students with a grade of B or higher in IBSL 531 may seek the instructor's permission to take this course to fulfill the exegetical requirement. 3 credits**

#### **IBSL 550. Pauline Literature**

An exegetical study of one or more of the authentic letters of Paul with an emphasis on exegetical methodology. The course will be listed for registration as 550a (Romans), 550b (1 Corinthians), 550c (2 Corinthians), 550d (Galatians), 550e (Philippians), 550f (1-2 Thessalonians), or 550g (Philemon), or as combinations of two or more books, for example, 550de (Galatians-Philippians). This course fulfills the exegetical requirement. **Prerequisite: IBSL 531. 3 credits**

#### **IBSL 551. Deutero-Pauline Literature**

An exegetical study of one or more of the Epistles to the Colossians and Ephesians or the Pastoral Epistles with emphasis on exegetical methodology. The course will be listed for registration as 551a (Colossians), 551b (Ephesians), or 551c (the Pastorals), or as combinations of two or more books, for example, 551ab (Colossians-Ephesians). This course fulfills the exegetical requirement. **Prerequisite: IBSL 531. 3 credits**

### **IBSL 555. The Epistle to the Hebrews**

An exegetical study of the Epistle to the Hebrews. This course fulfills the exegetical requirement. **Prerequisite: IBSL 531. 3 credits**

### **IBSL 557. The General Epistles**

An exegetical study of one or more of the General Epistles with emphasis on exegetical methodology and social and theological implications. The course will be listed for registration as 557a (James), 557b (1 Peter), 557c (2 Peter and Jude), or 557d (1, 2, and 3 John), or as combinations of two or more books, for example, 557bc (1 Peter-2 Peter). This course fulfills the exegetical requirement. **Prerequisite: IBSL 531. 3 credits**

### **IBSL 558. Revelation**

An exegetical study of the structure, language, motifs, and social setting of the book of Revelation dealing also with hermeneutical options in African-American settings. **Prerequisites: IBSL 531 and an exegetical elective. However, students with a grade of B or higher in IBSL 531 can seek the instructor's permission to take this course to fulfill the exegetical requirement. 3 credits**

### **IBSL 559. New Testament Theology**

An analysis of the developing theological perspectives of early Christianity as expressed in the New Testament and other early Christian literature. **Prerequisites: IBSL 531 and an exegetical elective. 3 credits**

### **IBSL 569. Directed Study in New Testament**

This directed study is done with the consent of the instructor. **Prerequisites: IBSL 531. 2-4 credits**

### **INTERDISCIPLINARY/CROSS CANONICAL**

### **IBSL 570. Contemporary Issues in Biblical Interpretation**

This course examines recent developments in biblical studies in the areas of biblical hermeneutics and methodologies. Literary, sociological, ideological, and other methods are applied to texts in one or both testaments. **Prerequisites: IBSL 501, IBSL 531, and one exegetical elective. 3 credits**

### **IBSL 571. Contemporary Afrocentric Biblical Interpretation**

This course is designed to familiarize students with the variety of approaches to exploring scripture currently being undertaken by Black biblical scholars on the continent and in the United States. Attention will be given to the varied methods used in their exegetical work, along with their ideological concerns and leanings. Issues of womanist interpretation along with Afrocentric male interpretations will be explored and analyzed. **Prerequisites: IBSL 501, IBSL 531 and an exegetical elective. 3 credits**

### **IBSL 572. Womanist/Feminist Interpretation**

This course examines the major issues, themes, and methodologies in the work of

significant practitioners of feminist and womanist biblical study. It also provides an opportunity for students to assess their own positions in relationship to these approaches to the text. **Prerequisites: IBSL 501, IBSL 531, and one exegetical elective. 3 credits**

#### **IBSL 574. The Parables of Jesus**

Interpretation of the narrative parables of Jesus using differing critical methodologies. **Prerequisites: IBSL 531 and one exegetical elective. 3 credits**

#### **IBSL 576. Narratology**

This course examines theories of narrative criticism applied to either one or both canons. Attention will be given to constructs of plot and character development, time, setting, narrative viewpoint, etc. Key theorists and application of their theories will be investigated in relation to one or a series of canonical books or themes. In addition, issues in ethics of reading will be explored. **Prerequisites: IBSL 501, IBSL 531 and one exegetical elective. 3 credits**

#### **IBSL 580. Healing Miracles**

This course seeks to begin a conversation between the disciplines of biblical studies and the theology and ethics of pastoral care by examining the healing miracles of the Bible and the theo-ethical barriers and facilitators to pastoral care and healing. This course fulfills the exegetical requirement. **Prerequisite: IBSL 531 (with a C or better). 3 credits**

## **THE DEPARTMENT OF PHILOSOPHY, THEOLOGY, ETHICS AND HISTORY (ITEH)**

### **PHILOSOPHY AND THEOLOGY**

#### **ITEH 601. An Introduction to Philosophy and Theology**

A course designed to introduce the student to the nature and content of philosophy and theology, with attention given to the Black Christian experience. **Required of M.Div. and M.A. candidates. 3 credits**

#### **ITEH 602. The Doctrine of God**

An in-depth exploration of issues concerning the nature of God, the Trinity, theodicy, and God's providential activity in the world. **3 credits**

#### **ITEH 603. Systematic Theology**

Important doctrines and theologians of Christianity are studied in an effort to provide the clearest possible understanding of the Christian faith. Special attention is given to the Black Christian experience. Required of M.Div. candidate. **Prerequisite: ITEH 601. 3 credits**

#### **ITEH 604. The Doctrine of Christology**

An exploration into various interpretations of Jesus Christ. **3 credits**

#### **ITEH 605. Philosophy of Religion**

An effort to interpret the traditional problems and typical solutions of philosophy and religion in light of the African-American Christian experience. **3 credits**

**ITEH 606. The Theologies of Paul Tillich and Karl Barth**

A study of the methods and contents of theology from the perspective of these two theologians. **3 credits**

**ITEH 607. Wesleyan Theology**

The distinctive doctrines of John Wesley are considered in light of their historical setting and present significance. **Required of Christian Methodist Episcopal and United Methodist M.Div. candidates. 3 credits**

**ITEH 608. Reformed Theology**

A study of the doctrines of Reformed theology based on John Calvin's Institutes, confessional writings of the Reformed tradition, and the works of various contemporary Reformed theologians in conversation with other theological traditions in the context of ecumenical faith shared by all Christians. A major focus of the course is the practical application of Reformed theology in ministry settings. **Required of Presbyterian Church (USA) M.Div. candidates. 3 credits**

**ITEH 609. Dietrich Bonhoeffer and Martin Luther King Jr.: Modern Day Martyrs**

A study of the life and work of Bonhoeffer and King and their struggles in their respective contexts. **3 credits**

**ITEH 610. The Theology of James Cone**

An in-depth study of the work of James H. Cone. **3 credits**

**ITEH 611. A History of Black Theological and Moral Thought in America**

An exploration of the religious heritage of Black Christians, focusing on their theological and ethical contributions during the eighteenth, nineteenth, and twentieth centuries. **3 credits**

**ITEH 612. Seminar: Womanist Theology**

An exploration into the theological contents of African-American women's experiences. Among sources being used are autobiographical, biographical, theological, historical, and literary writings. **3 credits**

**ITEH 613. Advanced Seminar in Theology**

An in-depth exploration into various theological systems and trends. **3 credits**

**ITEH 614. Seminar in Black Theology**

An examination of Black theological thought, focusing primarily upon contemporary Black theology. The goal is to attempt further creative work in Black theology. **3 credits**

**ITEH 615. Philosophical and Theological Views of Humanity**

A critical study of selected theories of humanity with the purpose of developing a positive Christian anthropology. Special attention is given to emerging trends of humanity developed by Black and Liberation theologies. **3 credits**

**ITEH 616. The Doctrine of Reconciliation**

A study of biblical materials, historical

interpretations, and contemporary reviews with reference to Christology and its meaning for the Black Christian experience.

**3 credits**

### **ITEH 617. Historical Theology**

An examination of the theological thinking of the church in its historical context, with reference to its influence in the church of today, especially the Black Christian church.

**3 credits**

### **ITEH 618. Theology of Economic Development and Community Service**

An analysis of economic trends and solutions for liberating people in economically depressed areas. Attention will be given to practical theology, effective modes of ministry, and coordinating efforts with grassroots, community-based organizations. **3 credits**

### **ITEH 619. Seminar: Process Philosophy and Theology**

An introduction to the basic concepts of process thought. Special attention is given to its relevance to the Black Christian experience **Prerequisite: ITEH 601. 3 credits**

### **ITEH 620. Directed Study in Theology**

This course is designed for the student who wishes to pursue a special interest in theology. **2-4 credits**

## **ETHICS**

### **ITEH 621. Ethics and Society**

This course introduces students to a general

knowledge of the development of the literature of Christian ethics. It focuses questions such as “How do social and political transformations impact ethical ideals that are biblically derived?” Students discover how the social sciences inform the task of critical inquiry into the moral life through learning to analyze ethos and lay bare the roots and fundamental character of a community’s moral life. **Prerequisite: ITEH 601. Required of M.Div. candidates who do not take Sociology of Religion core course. 3 credits**

### **ITEH 622. Seminar: Prosperity, Poverty, and Christian Piety**

This course examines available documents, sermons, and essays of Black religious leaders to see how they have resolved the ethical conflict between the ideals of their doctrinaire teachings and the materialistic demands of their lived world. This course will help students explore the prerequisites necessary for conceptualizing ethic of economic development for the oppressed. **3 credits**

### **ITEH 625. Seminar: Foundations for African-American Theology and Ethics**

This seminar introduces students to the problems that traditional understandings of theology and ethics have for African Americans. Students are exposed to the religious values of the varied expressions of their heritage, even those that originate in the folk society. This course is offered frequently, each time with a different content; therefore, it may be taken more

than once. **3 credits**

**ITEH 626. Survivors, Technology, Ethics, and Values**

This course explores theoretically the manner in which a highly sophisticated technological culture impacts the human community's understanding of values, e.g., are values and principles synonymous? It explores the question: How do oppressed people move from being victim of technology to being guardians of its use? **3 credits**

**ITEH 627. Seminar: Moral Strategies and African-American Religious Leaders**

This course investigates the various styles of African-American religious leadership and their moral implications. Its focus is a comparative study of the moral philosophies of persons such as Benjamin Mays, Mordecai Johnson, Howard Thurman, Malcolm X, Elijah Muhammad, Martin L. King Jr., and Jesse Jackson. **3 credits**

**ITEH 628. Ethics, Ethos, and the Bible**

This interdisciplinary course explores the question: In what ways did full understanding of the moral life impact biblical teachings about the moral and ethical life? **3 credits**

**ITEH 630. Major Contemporary Theological and Moral Thinkers**

This course is an examination of modern movements, trends, and thinkers in religious ethics. **3 credits**

**ITEH 632. Morality, Community, and Character**

This course investigates how persons' lived experiences shape their moral visions of the world and conversely, how persons' moral visions are reflected in the activity of their lives. The course examines various narrative theories as moral discourse and investigates life stories to explore the relationship of social and communal morality to character formation. **3 credits**

**ITEH 633. Religious and Moral Dimensions of the Civil Rights Movement**

This course examines the U.S. Civil Rights Movement as a religious and moral activity. It includes critical evaluation of civil rights documents and texts, and some analysis of film. The course offers opportunity to reflect critically motivations for and against civil rights activity. **3 credits**

**ITEH 634. Seminar: The Church, Ethics, and Public Policy**

This course explores religious engagement in politics. Examining theological, moral, and logical foundations for religious involvement in the public sphere, the course explores the meaning, implications, and relationships of democracy, diversity, justice, and public policy. **3 credits**

**ITEH 635. Black Film as a Genre of Theological and Ethical Reflection**

This course explores Black film as a useful artistic genre for theological and ethical reflection. Students will explore such

theological and ethical issues as notions of God, human suffering, and ethnic political and social struggles. Basic themes of filmography from earlier periods in African-American history will be compared and contrasted with film productions of modern times. **3 credits**

#### **ITEH 636. Ethics and Political Theology**

This course examines the nature of the Church's commitment to the liberation of the oppressed in light of biblical, theological, and ethical interpretation of the nature of economic justice and human development. **3 credits**

#### **ITEH 638. Seminar on Black Religion and the American Labor Movement**

This course is an investigation of the theological and ethical presuppositions of Black leaders who were involved in the organized labor and Civil Rights movements. **3 credits**

#### **ITEH 639A. Seminar on Contemporary Issues**

An exploration of contemporary issues in theology. **3 credits**

#### **ITEH 639B. Seminar on Contemporary Issues**

An exploration of contemporary issues in ethics. **3 credits**

#### **ITEH 639C. Seminar on Contemporary Issues**

An exploration of contemporary issues in

historical theology. **3 credits**

#### **ITEH 640. Directed Study in Ethics**

For specially qualified seniors who desire to pursue intensive research in ethics. **2-4 credits**

### **CHURCH HISTORY**

#### **ITEH 641. Church History I: Early and Medieval Church History**

An introduction to the history of Christianity beginning with the life and ministry of Jesus Christ and continuing through the early and medieval periods. **Required of M.Div. candidates. 3 credits**

#### **ITEH 642. Church History II: From Martin Luther to Martin Luther King Jr.**

A survey of the life of the church from the Reformation to the present, with emphasis on the Black experience as a vital aspect of total history. **Prerequisite: ITEH 641. 3 credits**

#### **ITEH 643. Religious-Ethnic Conflict**

A study of the historical origins of contemporary ethnic conflicts related to religious conflicts. Special attention will be given to Christian-Muslim conflicts in Africa, Dutch Reformed-African Protestant conflicts in South Africa, Muslim-Jewish conflicts in the Holy Land, and Serbian-Croatian conflict in the former Yugoslavia, as well as Protestant-Catholic conflict in Northern Ireland. **3 credits**

#### **ITEH 644. Seminar: Howard Thurman**

This seminar is a critical examination of Howard Thurman's theology, mediations, and mysticism. Special attention is given to Thurman's perspective regarding race relations and social justice. **3 credits**

**ITEH 645. Seminar: Women in the History of Christianity**

A seminar designed to enhance recognition of the participation of women in the history of the church. The first part of the study will include a survey of the activities of women and attitudes regarding those activities in each major period of church history. The second part of the study will feature women in the leadership of the contemporary church, with special attention paid to Black and other women of color. **3 credits**

**ITEH 646. Seminar: Martin Luther and the Black Church**

A seminar on the life and work of Martin Luther with student presentations taken from his writings. **Prerequisites: ITEH 641 or ITEH 642. 3 credits**

**ITEH 647. Seminar: John Calvin**

A seminar in which students lead in reading, discussing, and making presentations from Calvin's Institutes of the Christian Religion. **Prerequisites: ITEH 641 and ITEH 642. 3 credits**

**ITEH 648. The Radical Reformation**

A study of the free-church movement beginning with the sixteenth-century

expression of Anabaptism and concluding with its lineal and spiritual descendants in twentieth-century America. **3 credits**

**ITEH 649. African Church Fathers and Mothers**

A study of select figures of the early church (prior to Augustine) who lived and worked in Africa, notably Tertullian, Athanasius, Perpetua, and Origen. Particular attention is given to the contributions these figures might offer to ministry in the contemporary African-American Church. **Prerequisite: ITEH 641. 3 credits**

**ITEH 650. Seminar: Eighteenth-Century Wesleyan Revival**

A seminar stressing social and religious conditions in eighteenth-century Britain, John Wesley's role in the Revival, and the Revival's involvement in moral and social reform, especially the slave trade. Readings from John Wesley. **3 credits**

**ITEH 651. Black Ministry in Historical Perspective**

This course is designed to expose students to the broad historical compass out of which Black ministry has emerged in America and to acquaint them with representative clergy and laity whose ministries exemplify their commitment to Christian service. **3 credits**

**ITEH 652. Religion in America**

A study of the impact of the major religious traditions in America on the development

of American life styles. Roman Catholicism, Protestantism, Judaism, and the African-American Church tradition are compared. **3 credits**

**ITEH 653. History of the African-American Church**

A study of the history of Christianity in America shaped by the total experience of African American. Attention is given to the distinct denominations of American as well as the unique expression of the church among African Americans within larger denominations. Each student will write a local church history. **Required of M.Div. and M.A. candidates. 3 credits**

**ITEH 654. Seminar: Augustine**

A seminar on the life and work of Augustine, with student presentations based on this African father's writings. Special attention will be given to Augustine's African roots, his impact on the Christian tradition, and the contribution his teachings might make to ministry in the contemporary African-American Church. **Prerequisite: ITEH 641. 3 credits**

**ITEH 655. Martin Luther King Jr. and the Movement for Social Justice**

A critical examination of the life, thought, and ministry of Dr. Martin Luther King Jr., in relation to the modern Civil Rights Movement. This course seeks to expose students to the broad historical compass out of which King and the movement emerged and to explore the context in which he sought to live out his ideals. **3**

**credits**

**ITEH 656. Seminar: Studies in Economic Church History**

A seminar dealing with selected topics in the economic history of the church. Such topics as the church and slavery, capitalism and Puritanism, the segregated church and African-American economic development, and world hunger are included. Students select topics for investigative reports. **3 credits**

**ITEH 657. Seminar: Research in American Church History**

A seminar on dominant themes in American church history, highlighting the particular problems and opportunities of African-American Church historiography. Each student selects a topic for investigation. **Prerequisite: ITEH 652 or ITEH 653. For Department majors and selected D.Min. students. 3 credits**

**ITEH 658. Denominational History**

An in-depth study of the history of the respective denominational constituents of ITC. Normally, Presbyterian international students are not required to enroll in Denominational History. **Required of M.Div. candidates by denominations as indicated. 2 credits.**

- a. African Methodist Episcopal
- b. Baptist
- c. Christian                      Methodist  
Episcopal

- d. Church of God in Christ
- e. United Methodist

### **ITEH658. Readings in Lutheran Confessions**

The course is designed to provide students with an introduction to the historical situation in which the Lutheran Confessions were written, an overview of their theology and historical precedents, as well as to provide instruction on how these documents may function to inform the proclamation of the Gospel today in a variety of pastoral and multicultural contexts.

The primary goal of the course will be to provide students with a fluent working knowledge of the Lutheran Confessions (esp. The Small Catechism and The Augsburg Confession) and practice in the use of the Confessions in addressing questions of Lutheran theology and parish practice. Interested lay persons are welcomed to audit the course.

### **ITEH 658G. Lutheranism in North America**

The course is designed to be a survey of the theological movement, Lutheranism, as it took shape in the American context. The central focus will be on major Lutheran personalities, organizational unifications, theological profiles, and expressions of piety which shaped Lutheranism in this country. The primary goal of the course will be to provide students with a fluent working knowledge

of Lutheranism in North American in order that they can not only appreciate their own denominational heritage and identify as Lutherans, but also become pastorally sensitive to various local traditions which they encounter in the Evangelical Lutheran Church in America. Interested lay persons are welcomed to audit the course.

### **ITEH 659. Practical Ecumenism**

A team-taught course that provides historical background, theological information, and strategies for ecumenical ventures at the local level. An exploration of the unique and cutting-edge contributions of Black ecumenism for and in the context of the modern ecumenical movement of the universal Church. **For D.Min. students and selected M.Div. students concentrating in church history. 3 credits**

### **ITEH 660. Directed Study in Church History**

This course is designed for the individual student who desires to pursue topics of special interest in church history with the consent of the instructor. **Prerequisites: ITEH 641 and ITEH 642. For Department majors and selected D.Min. students. 2-4 credits**

### **ITEH 661. The Holy Spirit in History**

An interdisciplinary Seminar which investigates the different ways in which the Holy Spirit has revealed God and been understood in the Church, with special attention to the Church in Africa and the Black church in America. Students engaged

in the course will be exposed to the rich variety of understandings of the Spirit and through research and exposure to the different traditions of understanding and experiencing the Spirit will undergo a pilgrimage which will help them better formulate their own understandings and experience of the Spirit. The course is especially essential for Pentecostal and Charismatic students, but students of all denominations concerned about their own understanding of the Spirit in the Black church and in the Church catholic will find it most useful. **3 credits**

## **THE DEPARTMENT OF PERSONS, SOCIETY AND CULTURE (IPSC)**

### **EVANGELISM, MISSIOLOGY, AND ECUMENICS**

#### **EVANGELISM**

#### **IPSC 685. Introduction to Missiology: Christian Mission, Evangelism, and Ecumenism**

This course begins with the biblical and theological basis for understanding the Christian mission, and its relationship to evangelism and the ecumenical involvement of the Church. It continues with the study of selective models of ministry and evangelism within the United States and outside it, with special attention paid to ministry among and by African-American churches; identification of current issues confronting the church in mission,

and the growth in ecumenism, especially as it relates to African-American Christians. **Required of M.Div. candidates. 3 credits**

#### **IPSC 686. Christian Evangelism and Ethno theology**

This course seeks to help students discover what is absolute about the Christian message for all people and how the diversity of cultural forms can be utilized in ways that are consistent with scripture. Using the anthropological approach to Christian evangelism and theology, students will develop a cross-cultural perspective on a variety of subjects, including revelation, sin, the church, transformation, and liberation. **3 credits**

#### **IPSC 687. Foundations of Church Growth**

This basic introductory course to church growth uses the African-American experience as a primary text for the consideration of essential church-growth principles such as harvest theology, evangelism and disciplining, the homogeneous principle, resistance-receptivity theory, redemption and life, and other related topics, including the various dimensions of church growth. The student gains an in-depth understanding of evangelistic and church-growth principles as well as the practices of the student's particular denomination. **3 credits**

#### **IPSC 688. Women and Men in Cross-Cultural Ministries**

Because the ministry of faith witnessing is one of communication, this course will focus on

developing an appreciation for women and men, clergy and laity, who throughout history and contemporary times have demonstrated a keen understanding of an integrated and comprehensive communication strategy for cross-cultural and intercultural missions. However, what makes this travel course unique is its emphasis on the whole Gospel for the whole person, utilizing interdisciplinary, multidisciplinary, and multicultural resources in teaching and learning. **3 credits**

**IPSC 689. Contextualization: Meanings, Methods, and Models**

Students will learn how to engage theology in context through a review of the theory of contextualization, evaluation of literature, and application through projects based on students' experiences. They also will engage critical analysis of methodologies, assumptions, and solutions for contextualizing the gospel. **Prerequisite: For students concentrating in Missiology or Religions of the World only. 3 credits**

**IPSC 690. Congregational Evangelism**

This course surveys the various issues and processes related to evangelism that normally occur in the context of the local church. It provides a set of curricular perspective for selecting and developing an approach in a given congregational setting. **3 credits**

**IPSC 691. Biblical Models of Mission**

This course provides a review of Hebrew Bible/Old Testament and New Testament perspectives on the mission of the people

of God. While special emphasis is given to Pauline theology and mission practice, the course explores the thesis that there was never a single, unified church, but instead Peter and James in Jerusalem, the other managed by Paul for various centers. The precarious position Paul holds in the Black Church and the implications of this for African-American perspectives on missions also are addressed. **3 credits**

**IPSC 692. Incarnation and Mission Among Urban Poor**

The Gospel of Luke's image of the church provides an opportunity to relate issues of mission to politics, economics, health, materialism, and other current trends in society affecting Christian mission. Various models and case studies help students plan and design ministries that work effectively in the urban setting. Particular attention is given to understanding the religious worldview of the poor. **3 credits**

**IPSC 693. Missiology and Change Dynamics**

The course seeks to enable students to think missiologically about their ministries, examining the biblical, theological, and philosophical presuppositions underlying their missiology. Particular emphasis is given to exploring the concept of a bridging strategy as a major means of implementing planned change into congregational and missional organizations. **Prerequisite: For students concentrating in Missiology and Ecumenism, Evangelism, or Religions of the World only. 3 credits**

### **IPSC 694. Introduction to Urban Community Action**

The purpose and general objective of the course are to assist participants to develop perspectives on urban community action and the connection between theory and practice, as a way of understanding leader roles and responsibilities, missiological analyzing and interpreting of urban ministry contexts; evaluating the quality of leadership and ministry observed; and designing and developing a community action project plan. **3 credits**

### **IPSC 696. Ecumenical Theology and Partnership in an Intercultural Context**

This course seeks to discover how Christian theologies in a global context can inform ministry in the Black Church in an environment in which culture remains predominately shaped by Western thought. **3 credits**

### **IPSC 697. Ministry in Global Perspectives**

An examination of the opportunities and challenges for ITC students who travel beyond the boundaries of the United States. Intensive study is made of the needs, problems, and current issues of selected areas and the content, style, and method of ministry required. This study employs an interdisciplinary approach, one that takes into account the history, geography, socio-economic/political situation, and ethics of the region's culture. Persons from the areas studied supplement the instructor's work by serving as lectures

and resource persons. Links to subsequent study tours and internships in other countries and cultures and planned. **3 credits**

### **IPSC 698. The Christian Mission in History**

A study of the worldwide expansion of the Christian mission from the Protestant Reformation to the present with an emphasis on the last two hundred years. **3 credits**

### **IPSC 699. Directed Study in Missiology and Ecumenics**

This course is designed for the individual student who desires to pursue topics of special interest in missiology and ecumenics with the consent of the instructor. **2-4 credits**

## **SOCIOLOGY OF RELIGION**

Sociology of Religion is **required of M.Div. and M.A. students. ITEH 621 fulfills this requirement for M.Div. students.**

### **IPSC 701. Sociology of Religion**

An introduction to the theories and methods of the social sciences that contribute to the understanding of religious life and institutions. Particular attention is given to sociological analysis of African-American religions, the African-American Christian church, and the function of the social order. **3 credits**

### **IPSC 703. Church Involvement in Community Life**

This course seeks to enable students to develop a deeper understanding of the church and its involvement in the community. Sociological, ecclesiological, and ministerial practice tools for leadership will be offered to facilitate present and future significant involvement in the community. Special emphasis will be given to an analysis of the African-American Church and its relationship to the wider society. **3 credits**

### **IPSC 705. Special Topics in Religion and Society**

The purpose of this course is to enable students to develop a deeper understanding of the dynamic relationship between religion and society. An intensive examination of current and special topics is explored. The topics vary according to interest, currency, and resource availability. Topics such as the privatization of religion, individualism and the contemporary church, and African-American spirituality are considered. Students and faculty participants are encouraged to develop new research resources as a result of this special topics course. **3 credits**

### **IPSC 707. Religious Leadership and Community Organization**

This course is a systems analysis of social institutions and groups that provides functional skill development in the area of community organizing and promotes active involvement in community life among African-American religious leaders. The course advocates social transformation in

neighborhoods, communities, and larger society. **3 credits**

### **IPSC 709. Facing Racism in the Church and Society**

This course allows pastors and laity to develop a deeper awareness of the way in which racism influences behavior in the local church and greater society. Practical tools for leadership will be offered to facilitate future significant involvement in the Church and community for the specific purpose of addressing racist thought and action. **3 credits**

### **IPSC 710. Directed Research in the Sociology of Religion and African-American Religious Experience**

For the individual student who desires to pursue the special study of theoretical/critical aspects of sociology of religion at the advanced level. African-American religious concepts and movements will be included in this directed-research course. **3 credits**

## **PSYCHOLOGY OF RELIGION AND PASTORAL CARE**

### **IPSC 711. Introduction to Pastoral Care**

This course introduces students to pastoral care in the context of the parish. Pastoral care is presented as a critical tool for interpersonal appreciation and responsiveness to individuals operating within the exigencies of life. Students are expected to refine their relational skills and clinical insights by drawing upon church,

personal, cultural and theological traditions, as well as specific casework from their respective ministry settings. **3 credits**

**IPSC 712. Chemical Abuse and Dependency in the American Community: The Congregation as a Resource for Recovery**

This course addresses the reality of alcohol and drug abuse and dependency as well as other behavioral addictions, particularly as they are manifested in the American community. Students gain a rudimentary knowledge about abuse and addiction that enables them to effect and design ministries responding to these realities. **3 credits**

**IPSC 713. Sociology of Pastoral Care and Counseling**

This course is designed to enable the student in pastoral counseling to put human beings in their social and cultural context. Modernization and its accompanying value system is one such context. Thus, the course will explore the cultural context of modernity and its impact on the human personality. The primary social theorist for examining the impact of modernization on the human personality will be Peter Berger and his understanding of the social construction of reality. **3 credits**

**IPSC 714. The Community Mental Health Movement and the Local African-American Church**

This course is designed to introduce the student to the community mental health movement begun in the 1950s, continued

into the late 1970s, and surviving in modified form today. The role of the African-American Church in this movement will be examined, along with essential principles and practices for improving mental health in the African-American community. **3 credits**

**IPSC 715. Special Topics in Psychology of Religion and Pastoral Care**

An umbrella course that provides flexibility in presenting special topics of interest to a sufficient number of students to constitute a course. Such special topics include but are not limited to substance abuse, disability, and public health concerns. **3 credits**

**IPSC 715B. Pastoral Counseling with African-American Men**

This course presents a cultural re-education model of pastoral counseling that explores the pastoral counseling relationship between the Black male pastoral counselor and the African American male counselee. Specific discussion of the Self Psychology of Heinz Kohut, Black Liberation Theology of James Cone, the Black psychology of re-education model of Na'im Akbar, as well as, the cultural criticism of Cornel West are the sources brought together for the specific discussion of internalized white supremacy and its functional impact upon African American male intrapsychic development. **3 credits**

**IPSC 715C. Spirituality and Sexuality**

This course is designed to explore human spirituality and sexuality along with the

divergent research perspectives on these two dimensions of human growth and development.

Students are expected to reflect upon the genesis of their own theoretical and theological understanding of human spirituality and sexuality inherited from their social and cultural location, as well as, formulates and articulates their own understanding of human spirituality and sexuality. The intent is to assist the Black church's work of becoming comfortable in exploring different congruencies between spirituality and sexuality as the Church responds to the changing needs of both congregants and congregations. **3 credits**

#### **IPSC 715D. End of Life and Palliative Care**

This course focuses on how to be with persons and families who are experiencing end of life realities including physical pain, emotional suffering and/or spiritual alienation. The pastoral care functions of sustaining, guiding, healing and reconciling are presented, along with medical and legal information and resources, so as to offer comfort and to enhance growth in one's relationship with God. **3 credits**

#### **IPSC 715E. Experience of Loss**

This course focuses on the contemporary experience of dying in the United States and how people give expression to this experience. Attention of different types of loss including personal loss such as grief and bereavement as well as catastrophic loss

characterized by posttraumatic stress. The language and meaning that people give to the experience of loss and catastrophic loss are shaped by the conversations that have been internalized, and the role of pastoral care during the death, dying and bereavement process is to enable people to give expression to the meaning that the experience of loss. **3 credits**

#### **IPSC 715F. Death, Dying, and Bereavement**

The course focuses on the contemporary experience of dying in the United States and how people give expression to this experience. Attention of different types of loss including personal loss such as grief and bereavement as well as catastrophic loss characterized by posttraumatic stress. The language and meaning that people give to the experience of loss and catastrophic loss are shaped by the conversations that have been internalized, and the role of pastoral care during the death, dying, and bereavement process is to enable people to give expression to the meaning that the experience of loss. The student will explore different perspectives on death, dying and bereavement and how to distinguish between healthy and unhealthy responses to bereavement. Theologically, a theology of lament will be explored, and theoretically, psychoanalytic, developmental, interpersonal, family, and cultural theories will be examined

#### **IPSC 716. Psychology of Religion**

This course introduces the student to the basic principles and skills involved in the

psychological study of religion. Psychological theory and the employment of such methodologies are included as approaches for understanding religious-life explorations and the meaning of behavior in religious experience, human development, growth, crisis, worship, and mental health in the life cycle. Emphasis is placed upon both the individual and corporate skills development in integrating theology and the practice of ministry. **3 credits**

### **IPSC 717. Psychology of Pastoral Care**

Attention is given to the meaning of pastoral care and major psychological contributions to the understanding of pastoral work with individuals, marriage, family, groups, and crises. Emphasis is on conceptualizing one's ministry to persons and families in practical situations by using techniques such as group dynamics, the case study method, and other methodologies. **3 credits**

### **IPSC 718. Clinical Introduction to the Psychology of Pastoral Care**

This is the core course in pastoral care for students in the M.Div. degree program, consisting of a one-hour didactic plus six hours of clinical participation at designated sites. Students are engaged with persons who are homeless, hospitalized, or incarcerated. Some students work with adolescents and teenagers in conjunction with the public school system. Supervision and theological reflection are offered weekly relative to areas such as pastoral care to persons with AIDS, Alzheimer's

disease, and those who are dying. **Required of M.Div candidates. This course is not required of persons concentrating in Psychology of Religion and Pastoral Care. 3 credits**

### **IPSC 719. Case-Method Approach to Pastoral Care**

This is a group conference in which students' presents pastoral care situations and pastoral incidents. Students are taught the concise and dynamic method of writing and analyzing cases that reflect real experiences. Theological and psychological ramifications are explored with a view toward using case methods as a way to encourage dialogue about potentially sensitive issues in local congregations and communities. **3 credits**

### **IPSC 720B and IPSC 720C: Clinical Pastoral Education Internship**

A unit of Clinical Pastoral Education (CPE) is an educational Internship in Pastoral Care wherein the student functions in the role of chaplain. This intensive clinical experience provides contacts, pastoral conversations, clinical seminars, didactic seminars, opportunities for self-insights, and individual and group supervision. The teaching and learning process aids students of theology in developing professional competence in the responsible integration of theological reflection and pastoral work: praxis in ministry. Intensive Internships, usually offered for ten consecutive weeks in order to complete the required 400, are available nationwide. Most of the work is

done off campus, under the auspices of the Association of Clinical Pastoral Educators (ACPE). Information about accredited clinical sites and the application form can be located on the website at acpe.edu. Extended Internships are offered to students who need more flexibility in light of class schedules, to complete the 400 hours of clinical and didactic work. ITC students receive eight **(8) credit hours** for this educational internship. The final grade will be submitted when the CPE experience is completed. Demands of the CPE experience require that no student be permitted to take more than sixteen credits in any given semester, inclusive of the four hours of CPE for each semester for students enrolled in PSC 720B, or the total eight hours of credit for PSC 720 C. **Required of M.Div students who concentrate in Psychology of Religion and Pastoral Care.**

#### **IPSC 721. Womanist Theology and Pastoral Care**

This course focuses on ways to respond to the needs and to support the resources of Black women from a Womanist Pastoral Care perspective. Pastoral Care issues and concerns affecting the lives of Black women will be discussed and analyzed from at least the three-dimensional perspectives of race/ethnicity, gender and class. Psychological, theological and physiological issues concerning Black women will be raised using materials and resource persons from those various disciplines to focus the discussion. **3 credits**

#### **IPSC 722. Contemporary Family Patterns and Issues**

This course addresses the nature of ministry with certain crisis-prone areas of the modern family such as adolescence, drug dependency, AIDS, homicide, suicide, and teenage pregnancy. Other pertinent areas of discussion will be the single life, same-parent families, and sexual preference among men and women (homosexuality, bisexuality, transvestism, and transsexualism). **3 credits**

#### **IPSC 723. Introduction to Pastoral Counseling and Psychotherapy**

This course is a basic comprehensive study of psychotherapeutic theories/methods of therapy, the clinical interview, the theological dimensions of pastoral counseling, and the scope of human needs through human relationship. This course also introduces the student to the overlapping basic principles and skills involved in the practice of in-depth Pastoral Care by developing models for care that utilize psychotherapeutic intervention. **3 credits**

#### **IPSC 724. Pastoral Counseling Practice**

The course entails counseling and the practice of in-depth pastoral care with supervision. The course emphasizes the beginning stages of counseling, establishing rapport with counsees and pastoral care recipients, assessing the presenting problem and personality needs, clarifying and understanding presenting problem(s) in

light of personality theory, establishing goals, working toward goals, moving toward later stages of counseling, and practicing specific in dept pastoral care skills.

**Prerequisite: IPSC 723. 3 credits**

### **IPSC 725. Pastor and Family Life**

This course is designed to introduce students to the dynamics of marriage and family life, children and adolescents, and the issues of aging, and how these dynamics can inform the Church's counseling and nurturing ministry to couples and family systems. **3 credits**

### **IPSC 726. Personality Theory for Pastoral Relationships**

A course to help the student develop a cognitive grasp of personality growth and development in order to enable better relationships with and among persons. Some grasp of the dynamics of personality growth is essential to develop adequate pastoral relationships, whether one is a minister of the church, a teacher of a class, a worker in a community organization, or a pastoral counselor. **Prerequisite: IPSC 718 or IPSC 720B or C. 3 credits**

### **IPSC 727. Pastoral Therapy with Groups**

Theory and experience in group development and process with application of its usage in the leadership of therapy groups, congregational development, and family life are discussed in this course. **Prerequisite: IPSC 718 or 720B or C. 3 credits**

### **IPSC 728. Advanced Pastoral Therapy with Groups**

This course is a continuation of IPSC 727. Participation is limited to students who participated in IPSC 727 in the first semester. The course is intended to provide students opportunities to continue to experience personal growth, development, and change in the context of the group process. Students explore in-depth the later stages of the group process in light of relevant theory and theology. **Prerequisite: IPSC 727. 3 credits**

### **IPSC 729. Theory and Practice of Marriage and Family Therapy**

The course is designed to introduce the student to the theory and practice of pre-marriage, marriage, and family counseling. These concepts are explored in systems, transgenerational, and life-cycle perspectives. Different schools of thought and approaches will be presented. **3 credits**

### **IPSC 730. Seminar: Theology and Psychology of Pastoral Care: An Inter-disciplinary Dialogue and Methodology**

This seminar engages particular theological and in-depth psychological perspectives in terms of their implications for pastoral care. Methodologies will be presented with a focus on the varied levels of dialogue that may be engendered between these disciplines. The seminar will be team-taught, using lecture presentations in conjunction with class dialogue. Specific perspectives engaged in the seminar

include the psychology of self-object relations and ego psychology, as well as the theologies of H. Richard Niebuhr, Reinhold Niebuhr, Paul Tillich, Howard Thurman, J. B. Cobb Jr., and others. **Required of D.Min. in pastoral counseling specialty. 3 credits**

### **IPSC 731. Pastoral Psychology and the African-American Experience**

This course exposes the student to the indigenous practice of pastoral care in the Black Church from slavery to the present day. This is accomplished primarily through examination of current Black literature in pastoral care. Attention is given to the natural networks of care within the Black Church and how the Black preacher mobilizes these caring networks. These contemporary theories are community mental health, support systems, and systems approaches to families and extended families. **3 credits**

### **IPSC 732. Inner Healing and Pastoral Care**

The purpose of this course is to examine the appropriateness of prayer within the counseling process. It explores insights from contemporary Christian counseling, narrative theology, and pastoral theology. **3 credits**

### **IPSC 733. Ethics and Pastoral Care**

This course is intended to explore the ethical dimensions of pastoral care and scrutinize the meaning of professional ethics and the norms used as guidelines for appropriate ethical behavior toward those for whom pastoral counselors care. A major

concern is the modern debate between value-neutral approaches to pastoral care and an alternative religion-ethical vision. Of considerable importance are ethical issues in a multicultural perspective (gender, race, age, social class, violence, violence-abuse, and sexual orientation). **3 credits**

### **IPSC 734. Pastoral Care as Preventive Medicine**

This course seeks to better inform theological students and others in ways that religion and pastoral care can have a preventive impact on the mental, physical, and emotional well-being of persons. The principles of scientific methodology, clinical ethics, and behavior modification will be used to interpret data, decision-making, and human behavior. **3 credits**

### **IPSC 735. Directed Study in the Psychology of Religion and Pastoral Care**

Specialized area of study selected as an elective, with permission of the professor. This course is available only after completion of basic/required courses in the department and if selected area of study is not offered in the Catalog. **Prerequisite: IPSC 718 or IPSC 720. 2-4 credits**

## **RELIGIONS OF THE WORLD**

### **IPSC 736. African Christianity as African Religion: A Spiritual Force and Pan-Africanism**

An exploration of the African origins of Christianity and the emergence of Christianity as an African religion. The

planting of Christianity in Africa, the emergence of the African church, the independent Christian movements, and the mission predicament of African Christianity are all viewed as the New World Force in ecumenical movements, including the All Africa Conference of Churches and the spiritual vanguard of Pan-Africanism linking Pan-African Christianity. **3 credits**

### **IPSC 738. Special Topics in Missiology/Religions of the World**

This course is open to students with background in Missiology or Religions of the World. Topics vary according to interest, currency, and resource availability. Revolution and Missions in Latin America or the Church in the South African Crucible are examples of topics that might be offered. **3 credits**

### **IPSC 739. Judaism Since the Time of Jesus**

A frontline investigation of the literature and religion of Rabbinic Judaism from the first century (CE) until the modern period. Rabbinic literature (the Midrash, the Mishnah, the Talmud, and Codes) will be used to interpret narrative and legal biblical passages as well as to explore religious practices such as the Sabbath and prayer. **The course meets Religions of the World core requirement. 3 credits**

### **IPSC 740. Modern Judaism**

An exploration of the Jewish journey out from the ghetto and its impact on the religion, thought, and social experience of the Jewish people in the modern world.

Special emphasis will be given to the challenges that have confronted this ethnic group in its journey. **The course meets Religions of the World core requirement. 3 credits**

### **IPSC 741. African and Middle Eastern Religions**

The course is a survey of the origins, histories, teachings, and practices of four distinct religious traditions: African indigenous religions, Judaism, Christianity, and Islam. Consideration is given to the relationship of these religious beliefs and practices not only in the contexts of their origin, but also throughout the African Diaspora. The dynamism of each religion as it is practiced in the context of North America becomes the soil for active field research, reflection and advocacy for developing interfaith and interreligious competency. **The course meets Religions of the World core requirement. 3 credits**

### **IPSC 742. Religions of the Orient**

A survey of the origins, histories, teachings, and practices of the major religions of India and the Far East: Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, and Shinto. **The course meets Religions of the World core requirement. 3 credits**

### **IPSC 743. Islam and Muslim-Christian Relations**

The course consists of an extensive survey of the worldwide Islamic faith system and of its relations with Christianity. The faith, practice, history, and culture of Muslims in a variety of contexts, including Africa, Asia, Europe, and North America are explored, and consideration is given to the dynamics of contemporary

Christian-Muslim relations. The theological and social issues to be resolved as well as the wide variety of attitudes and approaches toward each other as neighbors are investigated. Special attention is given to the African American Muslim and Christian communities. **3 credits**

**IPSC 744. Philosophy and Practice of Traditional African Religions**

A study of some of the major philosophical concepts of various African traditions and religious beliefs in the practices of traditional-African religions. Some similarities and differences are examined in the light of contextual and ethnic variables as well as preparation for and enrichment of moral and spiritual values in the Judeo-Christian heritage. **The course meets Religions of the World core requirement. 3 credits**

**IPSC 745. History and Ministry of the Ecumenical Movement**

This course on ecumenism—past and present—is designed to help students break the limited perspective and experiences that persons have of Jesus Christ’s church to understandings and realities of God’s church that are motivated by a will to fulfill Christ’s prayer “that they may all be one.” **3 credits**

**IPSC 746. Religions of the World: A Philosophical Perspective**

This course will explore the philosophies of one of the religions of the world. The major ideas, methodologies, and central themes of the philosophers will be analyzed in depth. **3 credits**

**IPSC 747. Religious Movements: A Religion of the World Perspective**

This course will examine a major movement in one of the Religions of the World. It will analyze the genesis of the movement, the movement’s development, and the movement’s impact on religious tradition. The leaders, the institutions created by the movement, and the controversies generated by the movement will be analyzed from historical, sociological, and theological perspectives. **3 credits**

**IPSC 748. The Sacred Text in the Traditions of Religions of the World**

This course will study the sacred texts of one or two traditions of Religions of the World. Through a critical study of sacred texts such as the *Bhagavad-Gita* in Hinduism, *Odu* texts in Yoruba religion, *Therigatha* in Buddhism, *Praise Poetry* in Shona religion, or *Tanak* in Judaism, students will grasp the philosophy behind a particular worldview. **3 credits**

**IPSC 749. Religions of the World and Their Languages**

Students will study a language as a research tool for use in the study of the literature, texts, and traditions of religions of the world. African languages such as Shona or Yoruba are examples. A study of the

grammar, syntax, and vocabulary, with exercises in reading and writing, will be offered. **3 credits**

### **IPSC 752. Directed Study in Religions of the World**

For the advanced student who wishes to pursue individual special study in the area of Religions of the World. **Consent of IPSC chair is required. 3 credits**

## **THE DEPARTMENT OF THE CHURCH AND ITS MINISTRIES (ICAM)**

### **RELIGIOUS EDUCATION**

#### **ICAM 801. Introduction to Religious Education (formerly Foundation of Christian Education)**

This course examines the biblical, theological, psychological, socio-cultural and praxiological foundations of Christian education. The course centers on asking and pursuing questions about the nature of educating in faith in Christian communities through critical analysis and creative thinking. Participants may anticipate developing proficiency in diagnosis and construction through a careful and intentional dialogue with educational theorists, instructor and fellow students. The course seeks to provide a conscious encounter of the particular faith tradition of the participant, his or her faith development and the educational literature. . **Required of all M.A. in Christian Education candidates and MDiv students. Co-requisites: INT 408(a), and**

#### **ITEH601. 3 credits**

#### **ICAM 802. Educational Leadership: Academy, Communities and Congregations**

This course presents the nature and significance of the educational leadership for the church, community or the academy as ministry. Students will learn how to plan, implement, and evaluate educational ministry curricula, community services, and academic programs within and beyond the church context as well as how to prepare educational leaders in ministry. **The course is required of all M.A. in Christian Education candidates. Prerequisites: INT 408(a), and ICAM 801. 3 credits**

#### **ICAM 804. Sacred Texts and Religious Education**

This course focuses on an exploration of the uses of the Sacred Texts in the practice of educating in faith in congregations, public spaces or academia for the development and practice of a liberating and transforming spirituality. Adopting a Freirean approach to educating critically, this course relates the practice of scripturalizing, with the African American signification practice, story linking and Paulo Freire's invitation to an educational practice of cultural actions for freedom. The course will explore examples of scripturalizing, signifying, and their corresponding cultural actions in contemporary US culture in general and African American in particular. Christian scriptures have a primary focus, but Muslim and Jewish Scriptures and scripturalizing

practices are also introduced. The course will finally challenge participants for the selection and development of Sacred Texts methodologies that are congruent with scripturalizing/signifying as cultural actions for freedom, thus supporting the practice of a liberating and transforming spirituality. Emphasis is on the analyses of purposes and methodologies for presenting biblical material in the Christian religious educational context, the content of biblical material, criteria for selecting Bible study materials from age/stage and cultural perspectives, and Bible teaching/learning implementation strategies. **The course is required of all M.A. in Christian Education candidates. Prerequisites: INT 408(a), ICAM 801, IBSL 501 or 531. 3 credits**

#### **ICAM 805. Current Trends in Educational Ministry, Methods, and Materials**

This course gives specialized attention to present and emerging methods and materials useful in educational ministry curricula designed for a variety of educational ministry contexts in church and community. The course examines evaluative criteria for the selection of methods and materials with special attention to cultural guidelines for developing and using methods and materials in local and global perspectives. The course offers opportunities for students to develop and test innovative and experimental resources and strategies in selected settings. **The course is an elective**

**for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

#### **ICAM 805a Current Trends: Multiculturalism and Multicultural Ministries**

This course provides students the opportunity to integrate theory and practice of ministry in an increasingly multicultural American and global societies with special attention to African American and diasporic communities. Students are introduced to the principles and problems of educational research, with particular emphasis on ethnographic research. Students are also invited to identify and put into practice the competencies necessary for meaningful intercultural relationships. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

#### **ICAM 806. The Church's Ministry With Persons: Children, Youth, and Adults**

This course uses findings from theological, biblical, psychological, and social science disciplines as a basis to demonstrate the needs and contributions of persons in each developing stage. The course focuses on contemporary issues confronting persons in each life stage. It also deals with the development and uses of curriculum resources that can assist the Church's ministry. **3 credits**

#### **ICAM 807 Philosophy of Education**

This course is a special topics advanced elective and examines some major theories

of the meaning and function of education and its relationship with the created and lived societies. The course provides a structure to map and correlate Continental and analytical philosophies to education; contrasting to Afrocentric philosophies. Students will consider questions and issues such as why humans educate themselves and their children, what humans consider to be reality and their relationship to it, what is and which knowledge is worth having, how humans understood to go about obtaining knowledge, what constitutes a good life, how societies are then organized to promote good life, how education relates to realities and societies and what it means to live ethically. Readings may include classical texts such as Plato's Meno and Republic, Aristotle's Politics, Rousseau's Emile, Dewey's The School and Society and the Child and the Curriculum, in addition to Afrocentric, and Critical texts from Asa Grant Hilliard, and bell hooks. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

#### **ICAM 809. Educational Psychology**

This course is a special topics advanced elective and offers a survey of educational psychology theories and their relationship to Religious Education. Special emphasis is given to spiritual, faith, and moral development through the life span. Attention is given to the implications of this study for Religious educators and ministers in understanding themselves, the persons with whom they work and the structures

which best promote development. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

#### **ICAM 810. Congregation as Educator**

This course includes the theory, ways, and means that the congregation functions as Christian educator. Attention is given to processes and evaluation of Christian education in the congregation's ritual life, including worship, seasonal events, and special celebrations. **3 credits**

#### **ICAM 811. Seminar on Teaching and Learning**

This course is an intensive study of the nature and importance of the teaching-learning process in Religious education. The course offers an overview of most influential theories of teaching-learning contrasting their contributions to Critical Social Theory and Critical Race theory towards the designing and facilitation of a learning centered, dialogue based learning event. Participants engage in assessing the centrality of dialogue for teaching-learning, identifying and gaining skills in constructing teaching-learning environments centered in praxis, developing syllabi and lesson plans utilizing learning centered approaches, developing evaluative principles and practices for their teaching-learning practice, and leading teaching-learning environments that liberate and transform. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

### **ICAM 812. Storytelling and Story-linking**

This course is a special topics advanced elective that engages participants in exploring the nature and application of storytelling in Christian education. Participants explore genres and theology of narratives or story, the specific nature and history of story-linking, and uses of story in qualitative research. The course gives particular attention to story-telling/story-listening as interactive and interpretive engagement in Christian education that utilizes methods of linking individual, communal, biblical, and cultural heritage stories to promote faith and life decision-making and direction. Participants develop skills in story-linking through considering the socio-cultural-religious context of the story-teller, the role of the storying guide, key elements of story, and cultural and biblical resources needed for story-linking processes. Focused review of a range of categories of narrative research appends the skills-building emphasis as means of preparing participants for further study of narrative research methodologies. PREREQUISITE FOR ICAM 819/820

The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.

**The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

### **ICAM 813. Special Topics in Religion and Education**

The purpose of this course is to allow

students an intensive exploration of emerging issues and special topics related to roles and functions of Christian education in faith communities, on college and university campuses, and in everyday life in local, national, and global contexts. The topics vary according to interest, identification of new and critical areas calling for consideration and research, and resource availability. As part of the special topics course, students are encouraged to engage in original research and to develop innovative educational ministry methods, materials, and resources. **3 credits**

### **ICAM 813B. Special Topics: Religious Education: Hip Hop Culture.**

This course is a special topics advanced elective that examines hip hop culture and its' manifestations globally. Beginning with various historical records and perspectives, the contexts and content of hip hop culture and those impacted by it are explored. Emphasis is also placed on the analysis of purposes and paradigms for presenting teaching materials and designing teaching/learning strategies. Interwoven in the course is a community forum and worship service that engages the ITC community, local pastors, hip hop artists, and the larger community. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits**

### **ICAM 813C. Special Topics: Critical Theory in Education.**

This course is a special topics advanced elective whose purpose is to allow students an intensive exploration of Critical Social Theory and Critical Race Theory in educational practice. The course offers an exploration of the various traditions of what can be understood as Critical Theory as it relates to adult education and social theory, discusses and evaluates the tradition of critical theory as it steams out of the Frankfurt School, following closely the themes of reason and emancipation and their generative role in education. As part of this course, students are encouraged to engage in original research and to develop innovative educational ministry methods, materials, and resources. Students are then expected to name two central concepts of Critical Social Theory for their practice, discussion in light of recent developments in social and educational theory, developing an application of such concepts for their own educational practice and context. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits**

### **ICAM 813D. Special Topics: Visual Media in Religious Education**

This course is a special topics advanced elective that examines the role of images, practice, circulation, space, and the senses in the study of religion. If we understood religion as an “expression” of ideas, beliefs, or theological doctrines, what role does the visual media have when we understand the African American religion experience as a “felt-life” religion and, as the actual basis of beliefs. Beginning with the assumption that theology in the matrix of human

experience, this course argues that however much religions may militate against the “body”, the study of religion must recognize the primary importance of feelings, emotions, sensations, and perceptions influenced and often times controlled by cultural images. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

### **ICAM 813E. Special Topics: Conversations with Educational Theorists**

This course is a special topics advanced elective where students engage with educational theorists developing critical, creative and emergent pedagogical approaches, applying one or a combination of theorists to the development of a pedagogical project of the student’s choice. Applying the pedagogical approach(es) of the theorist(s) of choice to a specific setting of communities of faith, civil society or academy, the student will develop theoretical and practical applications, enabling students to define and describe rationales for educating in faith in various settings. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

### **ICAM 813F. Special Topics: Spiritual Formation and Religious Education**

This course is a special topics advanced elective and explores the connections between spiritual formation, pastoral care and education in and among marginalized populations as “soul shaping”; examines the ways in which this “soul shaping” is both personal and corporate, rooted in the past,

empowering the present and transforming the future; explores the ways in which “soul shaping” hears God and gives voice to the silenced; and considers the agency of the pastor/educator as God’s servant who both is shaped and shapes. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

### **ICAM 813G. Afrocentrism in Education**

The religious experience of African people worldwide is grounded in African spirituality. There are degrees of retention and interpretation of African spirituality in the religious and church experience of African descended people globally. African centered education places the processes and the articulation of this spirituality in the center of education both formally and informally. This course introduces and engages learners in 9 key principles of African spirituality (codified as Nsaka Sunsum-Touch the Spirit in Twi) and how these principles are interpreted through social interaction, language, body, cultural ways and story to achieve the primary function of education: “to draw out” the ingenuity and creativity in one’s God given purpose. The course uses cross disciplinary scholarship (education, theology, history, psychology and sociology) to create a conceptual framework for African center education. Learners explore models of African centered education and develop African centered environmental cures, lesson topics, goals and activities as well as key evaluative questions that are responsive to multiple settings in the church, community and the academy. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

### **ICAM 813I. Special Topics: Educating in Faith in Latin America**

This course is a special topics advanced elective and focuses on the current issues of educating in faith in Latin America as it challenges and supports the educational work in the USA with multicultural communities of faith. It provides a primer on the culture and religious experience of a Latin American country, and an overview of the reception and teaching of Protestantism in Latin America. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

### **ICAM 813L. Special Topics: Life Cycle, Pastoral Care and Education**

This course is a special advanced elective targeting persons working in congregational ministries. The course focuses on a practical merger of educational theories, pastoral care and pastoral theology. Participants will articulate life cycle theory, family systems theory in an interdisciplinary way with instructional design and teaching and learning that supports the development of educational programs, curricula, and other applications in congregational settings. The course is offered in co-teaching between the Christian Education and Psychology of Religion and Pastoral Care departments. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

**ICAM 814A. Educating in Faith in Latin America: Language Culture and Religion in Focus.**

This course is comprised of two week intensive coursework during summer and two weeks intensive field work in Latin America. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

**ICAM 814B. Educating in Faith in Africa: Language Culture and Religion in Focus.**

This course is comprised of two week intensive coursework during summer and two weeks intensive field work in Africa. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

**ICAM 814C. Educating in Faith Europe: Language Culture and Religion in Focus.**

This course is comprised of two week intensive coursework during summer and two weeks intensive field work in Europe. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

**ICAM 815. Curriculum and Instructional Design**

The nature and design of educational activities: theory, research, and practice of curriculum design. The course considers the forces driving quality curriculum development. The course examines how different groups, issues, ideologies and research have influenced what and how children have been taught historically.

Attention will be focused on recent reform literature directed at schools and its likely impact on curriculum. Current political, economic, demographic and academic trends will be studied. The process for curriculum design will be examined and applied as students develop a sample guide using the class as a workshop group. The course concludes with the development of a curriculum project designed to improve student learning by the application of research Informed theory and practice. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

**ICAM 816. Educational Ministry in the Public Sphere.**

This course offers participants to engage in critical analysis of prevailing issues, conditions, and attitudes in the public sphere that call for a response from the Church's educational ministry. Particular attention is given to the role of educational ministry in community issues related to families and intergenerational relations, health and welfare, mass media and cyberspace, and new teaching-learning contexts. The course also will provide a historical perspective, methods of analysis, and service-learning approaches to curriculum planning. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits**

**ICAM 817. Pedagogy I**

Provides pre-service and in-service teachers with appropriate methods to facilitate the teaching of social subjects including religion and theology. The course content includes understanding, development of social,

religious and theological thinking, learning centered instruction, and curricular emphasis as religious heritage, cultural context, personal and spiritual formation by ATS (Association of theological Schools) standards. Models of instructional delivery, adaptations of curriculum and materials, problem solving strategies, and assessment options are explored. Current issues and trends concerning quality social subjects and religious and theological programs are discussed. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

### **ICAM 818. Pedagogy II**

Provides pre-service and in-service teachers with a deepening of appropriate methods to facilitate the teaching of social subjects including religion and theology. The course content includes understanding, development of social, religious and theological thinking, learning centered instruction, and curricular emphasis as religious heritage, cultural context, personal and spiritual formation by ATS (Association of theological Schools) standards. Models of instructional delivery, adaptations of curriculum and materials, problem solving strategies, and assessment options are explored. Current issues and trends concerning quality social subjects and religious and theological programs are discussed. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

### **ICAM 819. Research Methods in Religion and Education**

This course focuses on Christian education-specific professional assessment of the M.A.

in Christian Education students and the students' beginning preparation of the M.A. in Christian Education thesis or program completion project. Assessment is directed toward the nature, modes, and extent of the student's personal growth; development of broad-based foundations, educational ministry practices, and interests over the first year of the ITC journey; and needs, challenges, and potential directions in the yet unfolding seminary journey and future ministry. The course further engages the student in exploring a specific topic of interest around which to develop an M.A. in Christian Education thesis project based on the assessment and reflection on identified student knowledge, understandings, appreciations, and present and potential abilities to demonstrate educational ministry leadership. The course should be taken in the first semester of the final M.A. in Christian Education program year as outlined in the schedule of M.A. in Christian Education courses. **Required of M.A.C.E. candidates. Prerequisites: IINT 408A, ICAM 801, ICAM 802 and ICAM 804. 3 credits**

### **ICAM 820. Research Practicum in Religion and Education**

This course guides students in the completion and public presentation of the MA in Christian Education thesis/project. The thesis/project is designed as a culminating integrative endeavor in which the student demonstrates ability to connect theory with praxis in a self-chosen and closely supervised topic of interest explored initially in CAM 819. Students are expected

to apply knowledge, understanding, appreciation, and practices of educational ministry developed from courses taken across the ITC curriculum. **The course is required of all M.A. in Christian Education candidates. Prerequisites: INT 408(a), ICAM 801, ICAM 802, ICAM 804, and ICAM 819. 3 credits.**

**ICAM 821. Womanist Approaches to Christian Education**

This course posits Womanist thought as a form of practical theology. If practical theology is theological reflection that is grounded in the life of the church, society, and the individual and that both critically recovers the theology of the past and constructively develops theology for the future then, a womanist pedagogy uses Black women’s stories in the center of life’s (and church) narratives. Using action research this course applies Womanist pedagogy as practical theology for religious education in the church, academy and community. **The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.**

**ICAM 825. Directed Study in Religion and Education**

This course is a specialized topic of study in Christian education as an elective by the permission of the professor. It is available only after completion of basic/required coursework within the Department and if the selected area of study is not offered in the Catalog. **Prerequisites for M.Div. candidates; ICAM 801 and ICAM 802 for**

**M.A.C.E. candidates. 2-4 credits**

**ICAM 0 801. Introduction to Religious Education (formerly Foundation of Christian Education) (Online)**

This course examines the biblical, theological, psychological, socio-cultural and praxiological foundations of Christian education. The course centers on asking and pursuing questions about the nature of educating in faith in Christian communities through critical analysis and creative thinking. Participants may anticipate developing proficiency in diagnosis and construction through a careful and intentional dialogue with educational theorists, instructor and fellow students. The course seeks to provide a conscious encounter of the particular faith tradition of the participant, his or her faith development and the educational literature. **Prerequisites for M.Div. candidates: ICAM 801; for M.A.in Christian Education candidates: ICAM 801and ICAM 802. 2-4 credits**

**ICAM 826. Denominational Polity**

A study of the structure and practices of the respective denominational constituents of ITC. Normally, Presbyterian international students are not required to enroll in Denominational Polity. **Required of M.Div. candidates by denominations as indicated.**

- a. African Methodist Episcopal  
**3 credits**
- b. Baptist \*  
**3 credits**

- c. Christian Methodist Episcopal                      **3 credits**
- d. Church of God in Christ                                      **3 credits**
- e. United Methodist    **3 credits**

\*ITEH 658 is a prerequisite for all Baptist students.

**ICAM 826H. LUTHERAN HERITAGE AND POLITY**

The course examines the theological grounding of the polity of the Lutheran Church, exploring central teachings about its identity and contemporary practices of congregations as reflected in the Evangelical Lutheran Church’s constitutions and other governing documents. The course also touches on biblical and theological foundations for public worship and private devotion. The community's principal aims in religious education and embodied witness in working for justice will be examined. It is designed to satisfy academic requirements in Lutheran heritage and theology for persons preparing for word and sacrament ministry in the church. Finally, the course provides an introduction for ministers from other denominations seeking a call or standing in the ELCA.

**ICAM 830. Seminar: Parish Administration**

An in-depth study of organizational culture theory is applied to religious organizations. Students are expected to master such

concepts as open systems, levels and dimensions of culture, life cycle stages and the like. Notions of church health, conflict, decline, vision, renewal, change and roles will be explored through approved research topics selected by each student. **This course is one option for the core requirement. 3 credits**

**ICAM 832. Institute of Church Administration and Management Seminar (A/B sessions)**

Two one-week intensive seminars designed to assist religious professionals in planning, organizing, staffing, leading, and managing their institution or organization. Students must take both one-week intensive seminars in order to receive credit. **This course is one option for the core requirement. 3 credits**

**ICAM 833. Advanced Leadership Seminar**

A seminar that explores special advanced topics selected by the instructor in consultation with the department head. This course is offered occasionally with sufficient demand. **Prerequisite: ICAM 834, 835, or 844. 3 credits**

**ICAM 834. Elements of Ministry Practice**

This course lays the foundation for providing effective administration and leadership within a congregation. It will introduce organizational culture theory as a means for interpreting church dynamics, negotiating roles, utilizing structures and processes, making decisions and engaging theology. Required of all MDiv candidates:

all other courses presume that, normally, this oe course is taken first. This course is one option for the core requirement and serves as part of the MDiv capstone process. 3 credits.

### **ICAM 835. Religious Leadership**

Various themes that call for effective leadership (from pastors, associates, directors of Christian education, program directors, etc.) are explored in this course. These themes include personal style, spirituality, call, vision, contextual change, multiculturalism, gender, culture, power, and the like. Offered alternate years. **Required of all MDiv candidates. All other courses presume that, normally, this one is taken first. This course is one option for the core requirement. 3 credits.**

### **ICAM 839. Directed Study in Leadership and Ministry Practice**

**2-4 credits**

### **ICAM 844. The Changing Parish**

Designed to compare and contrast rural, suburban, and urban contexts, this course enriches one's preparation for a richer parish-based and public ministry. Students engage in demographic and cultural research, employing conceptual insights and methods from the course. Relations between insight (both empirical and theoretical) and effective strategy (including appropriate skills) become central issues. This course is offered occasionally with sufficient demand. **This course is one option for the core**

**requirement. 3 credits**

## **MINISTRY AND CONTEXT**

### **ICAM 841 and 842. Ministry and Context I and II**

This course is a capstone course assisting students to evidence proficiency in preparedness for entering the world of ministry after careful and intentional preparation as outlined in the Degree Outcomes. This course is required for graduation and is designed to help students deal constructively with the creative tension between the Christian faith and its practice in ministry. The goal of Ministry and Context at the Interdenominational Theological Center is to guide persons in ministry assisting them to become Professional Public Theologians. The goal is also to guide students to become more acutely self-aware of their relationship to God, their vocational calling, and how that self-awareness manifests itself through their faithfulness and obedience to God in specific acts of ministry.

A major portion of this process is critical theological reflection on the integration of past and present personal history and emerging ministerial identity, theology of ministry, and experiences in a supervised ministry placement. A Capstone Project and Paper is required at the end of this year-long course.

### **ICAM 843. Ministry and Context Internship**

Full-time supervised practice for short-term periods in the summer to a full internship

year. Assignments include ecumenical organizations, local parishes, social agencies, military bases, and educational or other institutions related to the helping professions. Interns of a year may be exempted from ICAM 841 and ICAM 842 provided nature and supervision warrant such exemption. A further option for fulfilling the core requirement for graduation is the completion of an internship for two consecutive summers. Students considering this option must submit with their application a commitment statement from the site supervisor where the student will be engaged full time for the two consecutive summers during which the internship is to be pursued. Application for internship and exemption negotiations must be filed at least three months prior to entry. Credits granted may be related to the particular year of seminary study. **6 credits or 12 credits**

## **HOMILETICS**

### **ICAM 845. Introduction to Preaching**

This course is designed to bring together the theoretical and practical aspects of sermon development. Students explore a theological understanding of preaching and a psychological/sociological analysis of the formal elements of sermon development, construction, and delivery. Students write and deliver sermons in a clinical experience. Evaluation and discussion occur in peer situations to aid students' effectiveness in using the sermon as a liberating force in contemporary times. **Required of M.Div.**

**candidates. 3 credits**

### **ICAM 846. Intermediate Preaching**

Building upon the skills developed in Introduction to Preaching, students will concentrate on specific areas of sermon design and development. **Prerequisite: ICAM 845. 3 credits**

### **ICAM 847. Advanced Preaching Seminar**

This course is designed for a limited number of students (six to twelve) with proven interest and ability in the area of homiletics who want to concentrate at an advanced, intense level on specific aspects of preaching. Special emphasis will be given to helping these students prepare for the David H. C. Read Preaching Award and other awards offered in the field of homiletics. **Prerequisite: ICAM 845. 3 credits**

### **ICAM 848. History of Preaching**

This course will trace the evolution of preaching from apostolic times to the present. Students will explore the way the message, style, issues, and impact of preaching interact with history and shape churches and society. Students will identify various sermon structures and prepare and deliver a sermon in class. The course is also required for a concentration in Homiletics. **Prerequisite: ICAM 845. 3 credits**

### **ICAM 849. Liturgical Preaching and Worship**

This is an advanced seminar for middler and

senior students who desire to strengthen their skills in homiletics, planning, and leading worship in the light of the Christian church year and liturgical calendars. Homiletics and worship disciplines are combined, using denominational and consensus lectionaries with a view toward adding or omitting passages in order to ascertain integrity in African-American worship. Special attention is given to the relevant use of the lectionary as one approach to evangelizing. A team of two teachers facilitates this seminar. **Prerequisite: ICAM 845 or ICAM 866. 3 credits**

#### **ICAM 850. The Preaching Ministry**

A series of different courses offered alternately during the first semester of each year. The courses are designed to deal with the validity and relevance of specific biblical area as foundational resources for the proclamation of the Gospel. Alternate offerings include such courses as The Person in the Pulpit, The Preacher As Poet, Preaching As Social Commentary, Preaching Great Themes, The Preaching Ministry to/with Children and Youth, Preaching on Special Days, Preaching the Parables, Preaching the Prophets, Preaching the Psalter, and Preaching to Heal. Students may take this course more than once. **Prerequisite: ICAM 845. 3 credits each**

#### **ICAM 851. The Theology of Preaching**

This course focuses upon the understanding of God's involvement and interaction in the role of preaching. Emphasis will be placed

on our understanding of how we talk about God when we preach. **Prerequisite: ICAM 845. 3 credits**

#### **ICAM 852. Women's Ways of Preaching**

With an understanding that women bring unique gifts to the role of preaching, this course focuses on helping women discover their preaching voice. The course, however, is open to men and women. **Prerequisite: ICAM 845. 3 credits**

#### **ICAM 853. Preaching Biblical Books**

This course will examine the material of a particular book and how sermons are preached, making adequate use of texts from that material, e.g., the Synoptic Gospels, the Psalms, and the Gospel of John. **Prerequisite: ICAM 845. 3 credits**

#### **ICAM 854. Preaching As Social Commentary**

This course is designed to help students develop an interest in awareness of preparing and delivering sermons that deal with and address a specific contemporary social issue. **Prerequisite: ICAM 845. 3 credits**

#### **ICAM 855. The Person in the Pulpit**

This course focuses on the impact of personality in the pulpit. While not a course in psychology, it attempts to address the crucial function of the preacher's personality in the sermonic process, in both preparation and delivery. **Prerequisite: ICAM 845. 3 credits**

**ICAM 856. Biblical Preaching in a Postmodern World**

Focusing on the impact of postmodernism on culture, students in this course will examine and explore historical biblical criticism, literary criticism and theory, and biblical preaching. **Prerequisite: ICAM 845. 3 credits**

**ICAM 857. Preaching in the African-American Tradition**

This course explores and examines the particularities and uniqueness of the African-American preaching tradition. Emphasis will be placed on the ways in which, historically and culturally, preaching is conducted in the African-American tradition. **Prerequisite: ICAM 845. 3 credits**

**ICAM 858. Preaching the Hebrew Bible in the Christian Church**

This course focuses on the adequate role and use of the Hebrew Bible in a Christian context. **Prerequisite: ICAM 845. 3 credits**

**ICAM 859. Biblical Preaching in a Multimedia Era**

This course will examine the place of preaching in a multimedia era and how preachers can make use of multimedia technology to enhance their preaching gifts. **Prerequisite: ICAM 845. 3 credits**

**ICAM 860. Preaching and Pastoral Care**

This course will examine and explore the therapeutic role of preaching. Special emphasis will be placed on the role of the

preacher as therapist and counselor and designing the sermon as a counseling moment. **Prerequisite: ICAM 845. 3 credits**

**ICAM 862. The Pastor As Liberating Communicator**

This course deals primarily with the parish minister as a key figure in the interpretation of the Christian faith within the local church and in its transmission to be local community, including a theological interpretation of the parish minister's identity as communicator, a psychological/sociological analysis of modes of effective communication, and an analysis of theological meanings for liberation in contemporary times. **Prerequisite: ICAM 845. 3 credits**

**ICAM 863. Advanced Speaking**

Students will study principles of public speaking and practice speaking skills. This course is designed to help pastors in their churches and community leadership. Fundamentals of oral communication are stressed. Speeches and discussions on topics related to the minister's work are assigned using outstanding Black ministers and leaders as models. Parliamentary procedure forms a basic portion of the course. **2 credits**

**ICAM 864. Directed Study in Homiletics**

Students may pursue a specialized area of study. The course will be offered at the discretion of the professor. **Prerequisite: ICAM 845. 2-4 credits**

## WORSHIP (LITURGY)

### ICAM 866. Christian Worship

This course is designed to enable students to interpret the meaning of Christian worship from biblical, theological, historical, psychological, and socio-cultural perspectives. African-American worship theory and practice draw upon African, African-American, and Euro/Anglo-American church traditions. Special attention is given to the season of the Christian Church year and lectionary passages from the common liturgical lectionary as well as sacraments and ordinances of denominations at the ITC. Students will deepen their understanding of the theology and practices of worship in their own denomination and in other denominations in the ITC ecumenical and international context. The focus will be on common connections, rather than on elements that divide. A practicum phase allows students to participate as worship planners, leaders, and evaluators. **Required of M.Div. and M.A.C.E. candidates. 3 credits**

### ICAM 867. Advanced Seminar in Worship and Liturgics

This seminar is designed to deepen the understanding of the history and theology of worship in general and worship in African American congregations and denominations in particular. Specific areas of concern will emerge from foundational streams of liturgical traditions which continue to undergird contemporary worship practices.

All participants will therefore seek to know how liturgies were shaped in the centuries following the death and resurrection of Christ, and the effect of socio-cultural histories and existential situations on worship practices throughout the centuries, giving particular emphasis and focus to the develop of African/African-American worship liturgies. Areas of publishable research will depend upon this basic background and needs of individual participants. **Prerequisite: ICAM 866. 3 credits .**

### ICAM 868. Directed Study in Worship

Students may pursue a specialized area of study. The course will be offered at the discretion of the professor. **Prerequisite: ICAM 845. 2-4 credits**

### ICAM 0 866. Christian Worship (Online)

This course is designed to help students interpret the meaning of Christian worship from biblical, theological, historical, psychological, and socio-cultural perspectives. African-American worship theory and practice draw upon African, African-American, and Euro/Anglo-American church traditions. Special attention is given to the season of the Christian Church year and lectionary passages from the common liturgical lectionary as well as sacraments and ordinances of denominations at the ITC. Students will deepen their understanding of the theology and practices of worship in their own denomination and in other denominations in the ITC ecumenical and

international context. The focus will be on common connections, rather than on elements that divide. A practicum phase allows students to participate as worship planners, leaders, and evaluators. **Required of M.Div. and M.A.C.E. candidates. 3 credits**

## **MUSIC AND WORSHIP**

### **ICAM 867. Advanced Seminar in Worship & Liturgics**

This seminar is designed to deepen the understanding of the history and theology of worship in general and worship in African American congregations and denominations in particular. Specific areas of concern will emerge from foundational streams of liturgical traditions which continue to undergird contemporary worship practices. All participants will therefore seek to know how liturgies were shaped in the centuries following the death and resurrection of Christ, and the effect of socio-cultural histories and existential situations on worship practices throughout the centuries, giving particular emphasis and focus to the develop of African/African-American worship liturgies. Areas of publishable research will depend upon this basic background and needs of individual participants. **Prerequisite: ICAM 866. 3 credits.**

### **ICAM 870. Survey of Church Music/Hymnody**

This course surveys theories and practices of church music, building upon musical,

biblical, historical, theological, and socio-cultural foundations of music in worship (liturgy) in general, and in African-American liturgical experiences in particular. Various forms and styles of hymnody, Spirituals, gospel music, psalmody, chants, and anthems are studied. Denominational hymnals and song collections are examined, and a variety of worship experiences are required in an effort to determine the effect of text, language, and musical styles on faith formation and the spiritual life of worshiping communities. **3 credits**

### **ICAM 871. Music in the Black Church**

An in-depth study of the diversity of forms and styles of religious music forged and flamed by African people on the African continent and in the Diaspora. This will include the creative folk traditions, as well as music composed and arranged by individuals for use in religious rituals through the centuries. A comparative analysis will be made of forms and styles of performance practices, and theological themes reflected in the texts. Attention is given to the importance of music in the history of “notoriously religious” African people through the ages, and throughout the world. Students will be required to engage in extensive research and writing affirming the rich African heritage, with a view toward publication as a means of facilitating and enhancing church music in the future. **Optional for M.A.C.E. candidates. 3 credits**

### **ICAM 872. Center Chorus**

Choral performing experiences for the ITC community (students, spouses, faculty, and staff). Students share in two rehearsals each week with particular concern for accurate tonal production, articulation, and authentic reproduction of choral music literature from African, African-American, and Euro-American forms and styles. In addition to chapel and other campus events the chorus participates in community events locally and nationally. **Prerequisite: individual auditions. 2 credits**

### **ICAM 873. Music Theory: Fundamental I**

This course is designed to help the student review, and in some instances, become familiar with fundamental elements of music: notation, rhythmic principles, scales, chords, harmonic progression, basic principles of theory and manuscript writing. At the same time, the student will develop and/or enhance listening skills and the ability to sight-read. Advancement will depend upon the entry-level skills of students and speed of progress. **3 credits**

### **ICAM 874. Music Theory: Fundamental II**

This course is designed to assist the student in the study of advanced music building upon the contents of Music Theory I. Enrollment in course is at the discretion of the instructor. **3 credits**

### **ICAM 876. Music Ministry**

A study and practical application of knowledge and skills necessary for administering the total music program of the Church. The approach includes

techniques for using music for all age groups (K-adults) and congregational sizes, and in special situations (those differently-able physically and mentally) with special emphasis on music for worship. Roles and involvement of the congregation, pastor(s), minister or director of music, organist, pianist, choral and instrumental director, church educators, and committees with oversight of music in the church are examined. **3 credits**

### **ICAM 877. Seminar: Exegetical Approach to the Use of Hymns, Spirituals, and Black Gospel Songs**

This course is designed to lead to a more appropriate and imaginative use of congregational songs from a variety of worship traditions. Procedures for exegeting texts and examining the expressive quality of music and texts are explored. Song texts are carefully analyzed using the methods of textual, historical linguistic/literary, form, tradition, theological, and contemporary criticism. The capability of music and poetry is studied through analysis of the meter and mood of the poetry. **3 credits**

### **ICAM 878. Choral Conducting**

Basic conducting techniques, physical coordination, use of baton, study of score, interpretation and general choral communication are studied. Each student is required to analyze, teach, and conduct a choral composition not previously familiar to the conductor (student) or the choral group. **3 credits**

**ICAM 879. Music History and Literature**

A variety of music styles, forms, and representative composers of various periods in church history are studied. This includes extensive listening requirements and practical experiences in selecting and introducing music to choirs and congregations. **Prerequisite: ICAM 870 or ICAM 871. 3 credits**

**ICAM 880. Composition and Choral Arranging**

This course is designed to give the choral and instrumental conductor and/or minister of music practical experience in composing and arranging music for choirs of various age levels and vocal ranges. **3 credits**

**ICAM 881. Directed Study in Church Music (M.Div. Music Concentration candidates only)**

Opportunities for individual advancement in areas of specific concern and directed research are provided. Students work closely with music faculty and are required to present a scholarly paper and/or major recital as result serious research. **3 credits**

**ICAM 882. Directed Study in Center Chorus**

This course is designed for students who desire credit for center chorus but cannot register because of conflict in scheduling. **Requirement: approval of choral director. (For registered students only) 1 credit**

## **DOCTOR OF MINISTRY AND DOCTOR OF THEOLOGY COURSES (IATA)**

### **DOCTOR OF MINISTRY**

The Doctor of Ministry curriculum consists of advanced courses and seminars, professional and graduate, provided by the participating schools.

**IATA 000. Administrative fee (maintaining matriculation) No credit**

#### **IATA 901. Seminar on Ministry**

Basic seminar on ministry theory and practice led by a teaching team of persons representing several disciplines. The student is exposed to the nature and purpose of ministry in the present context. **Required of all students at the beginning of the D.Min. program. 6 credits**

#### **IATA 905. Research Methods and Advanced Writing Seminar**

The student will learn foundational research methods while expanding his or her writing skills. **3 credits**

#### **IATA 910. Theological Reflection Seminar**

The student will learn critical theological reflective skills focused on her/his ministry setting. **3 credits**

#### **IATA 915. Leadership and the Practice of Ministry Seminar (Part One)**

The student will select one of ten leadership concentrations and explore that concentration in various ways: Pastoral Care and Counseling, Preaching and

Worship, Church Administration, Christian Education, New Church Development, Urban Ministry, Rural Ministry, Community Development (political, economic, etc.), Evangelism or Mission. **3 credits**

#### **IATA 917. Supervised Ministry**

The supervised ministry experience requirement may be met through completion of an accredited clinical pastoral education program or through a self-developed ministry experience that meets the requirements of supervised ministry programs at ITC. The director of the Doctor of Ministry program must approve either experience prior to registration. **6 credits**

#### **IATA 920. Leadership and the Practice of Ministry Seminar (Part Two)**

The student will continue in the collegial learning/teaching style by identifying one specific area of concentration during the seminar: Pastoral Care and Counseling, Preaching and Worship, Church Administration, Christian Education, New Church Development, Urban Ministry, Rural Ministry, Community Development, Evangelism, and Mission. **3 credits**

#### **IATA 925. Research Methodology Seminar**

This course is designed for D.Min. students who are in the early stages of developing their project dissertations. The student is introduced to evaluation research with particular attention to selecting a problem, completing a literature search on the problem, and building a methodology to test new concepts related to the concern.

Emphasis is given to the gathering, organizing, evaluating, and interpreting of data collected for the future purpose of writing the project/dissertation. The seminar will assist the student in focusing plans for identification of topic, project design and dissertation writing. **3 credits**

#### **IATA 928. Biblical Reflections Seminar**

The seminar will involve the student in critical biblical reflection and skills application focused on her/his ministry setting. The student will explore the implications of biblical reflection for pastoral leadership. **3 credits**

#### **IATA 930. Theoretical Reflection Seminar**

The student will learn critical theoretical reflection skills focused on his/her ministry setting. **3 credits**

#### **IATA 935. D.Min. Proposal Seminar**

The seminar will continue in the collegial learning/teaching style begun in the previous parts of the program. The student will meet with the director of the Doctor of Ministry program and chair of his/her doctoral committee normally twice during the course to finalize the proposal and complete the qualifying exam. **3 credits**

#### **IATA 940. D.Min. Project Seminar**

The seminar will continue in the collegial learning/teaching style begun in the previous parts of the program. The student will meet with the director of the Doctor of Ministry program and chair of her/his doctoral committee, normally once during

this course, to finalize the completion of the project. **3 credits**

#### **IATA 945. Dissertation Seminar (Part One)**

The student will submit his/her dissertation for editing by December 1<sup>st</sup> of the year prior to his/her possible graduation (May) in the following year. **3 credits**

#### **IATA 950. Dissertation Seminar (Part Two)**

The student will meet with the doctoral committee to complete an oral examination of the completed dissertation by March 15<sup>th</sup> of the year the student plans to graduate (May). **3 credits**

#### **IATA 955. D.Min. Directed Study 1-6 credits**

### **DOCTOR OF THEOLOGY (IATA)**

The Doctor of Theology (Th.D.) curriculum consists of approved advanced professional and graduate courses and seminars available in the participating schools. The following courses have been developed especially for the Th.D. program:

#### **IATA 000. Administrative Fee (maintaining matriculation) No credit**

#### **IATA 421. Family System in Context**

Places the family in context, historically, culturally, and socially. Assumes that in responding to family programs or planning their own, ministers and counselors must place the family in context in order to think critically and evaluatively. **3 credits**

### **IATA 434. Exploring the Field of Marriage and Family Therapy**

Explores systems of family evaluation and counseling, emphasizing theorists and clinicians such as Bowen, Minuchin, Satir, Nagy, and Haley. **3 credits**

### **ATA435 Ethics in Marriage and Family Therapy and Pastoral Counseling**

The course, mainly by reading, discussion, and narrative clinical experiences, will engage ethical issues in marriage and family practice in particular, and pastoral counseling in general, including material related to professional examination and licensure. Since this is a ThD degree, there will also be discussion of some of the religious and theological issues involved, closing with reflections on the character of therapy and therapists. **3 Credits. 1 Unit**

### **IATA 463. Pastoral Counseling in Historical and Global Dimensions**

This ThD core course surveys the history of the discipline of pastoral counseling in sociological and global perspective, with an emphasis on the implications of this history for contemporary practice and the role of pastoral counselors in context. **3 credits**

### **ATA466 Pastoral Counseling with African American Men**

This ThD course seeks to make psychological inquiry into the religious, academic, political, economic and social realities of African descent male persons through examination of the historical and

contemporary indices for Black male "beingness" or self-identity formation and self-realization. **3 credits**

### **ATA467 Pastoral Care and Counseling Through Film**

In this course, students will watch a full-length feature film weekly, and through accompanying readings and discussion, will reflect on the pastoral care implications to be gleaned from the individual, family, and societal dynamics depicted - including contextual pastoral assessment, countertransference, theological reflection, and appropriate pastoral responses. ( an Intro. to Pastoral Care course as a prerequisite). **3 credits**

### **IATA 471. Theology and Personality**

Examines theological and psychological theories of personhood to assess their relevance for pastoral counseling. Th.D. core course. **3 credits**

### **ATA472 Reading Freud in a Postmodern Time**

A seminar looking at various topics such as gender, sexual identity and development, social constructions of race and culture, models of conscious and unconscious, theories of human motivation and desire, etc. by pairing readings in Freud with contemporary readings from the psychoanalytic literature and other sources. Theological and spiritual implications will be considered throughout in relation to the practice of pastoral psychotherapy. **3 credits**

### **IATA 473. Theory and Practice of Pastoral Counseling**

This class is a ThD level overview of the theory and practice of pastoral counseling from a dynamic and post-Freudian psychoanalytic perspective, with other theoretical understandings as time permits. Historical development of theories, practical therapeutic approaches, and theological reflection are integrated in an examination of the art and science of pastoral psychotherapy. **3 credits**

### **IATA 475. Pastoral Theological Methods**

Examines methodologies of theology and pastoral care to help students develop pastoral theological methods for the ministry of pastoral counseling. Th.D. core course. **3 credits**

### **IATA 476. Evaluation and Treatment in Couples Therapy**

Explores various approaches to couples therapy and applies them to clinical cases. Studies models of intervention as well as issues of individual psychopathology. **3 credits**

### **IATA 477. From Object Relations to Relationality**

A seminar to explore the development of relational thought beginning with Freud and Klein, through the British object relations school, into a 20th century flowering of relational approaches understood most broadly including Self Psychology and the Intersubjectivity school; Sullivan, the

interpersonalists, and the Stone Center; Stephen Mitchell and relational psychoanalysis; Theological and spiritual appropriations of relational theory. **3 credits**

### **IATA 477a. Seminar in Pastoral Supervision**

This course provides doctoral students in pastoral counseling and general ministry with the experience of pastoral supervision under the guidance of clinical supervisors. Acquaints students with the expanding literature on pastoral supervision from a variety of disciplines. Students register for IATA 477a and IATA 477b. **2 credits each**

### **IATA 477b. Seminar in Pastoral Supervision**

This course provides doctoral students in pastoral counseling and general ministry with the experience of pastoral supervision under the guidance of clinical supervisors. Acquaints students with the expanding literature on pastoral supervision from a variety of disciplines. Students register for IATA 477a and IATA 477b. **2 credits each**

### **IATA 478. Group Psychotherapy: Theory and Process**

Provides students with theory and practice of group psychotherapy. Introduces students to the major theories and approaches to group therapy. Assists in applying knowledge of group theory and dynamics to clinical settings. Gives students the knowledge needed to design, lead, and assess a psychotherapy group. **3 credits**

**IATA 478a. Group Therapy: Theory and Process**

The course provides a broad overview of group therapy, permitting moment-by-moment and longer-term conceptualizations of what happens in the therapeutic process, how this affects individuals in the group, and how this effect may be used therapeutically. Students register for IATA 478a, IATA 478b, and IATA 478c. **2 credits**

**IATA 478b. Group Therapy: Theory and Process**

The course provides a broad overview of group therapy, permitting moment-by-moment and longer-term conceptualizations of what happens in the therapeutic process, how this affects individuals in the group, and how this effect may be used therapeutically. Students register for IATA 478a, IATA 478b, and IATA 478c. **2 credits**

**IATA 478c. Group Therapy: Theory and Process**

The course provides a broad overview of group therapy, permitting moment-by-moment and longer-term conceptualizations of what happens in the therapeutic process, how this affects individuals in the group, and how this effect may be used therapeutically. Students register for IATA 478a, IATA 478b, and IATA 478c. **2 credits**

**IATA 479. Family Development Through the Life Cycle**

Explores phases of family development and their impact on those entering, living in, and leaving the family; also studies developmental, situational, and nodal (divorce, retirement, and geographical uprooting) crises and events faced by families. **3 credits**

**IATA 480. Empirical Basis Ministry**

This seminar explores certain aspects of the disciplines of the behavioral sciences to undergird ministry practice. **3 credits**

**IATA 481. Pastoral Counseling Research Methods**

Research methodology in pastoral counseling and theology. **6 credits**

**IATA 481NA TH.D. Project/Dissertation Supervision 6 credits**

**ATA484 Developing Intercultural Competence in Pastoral Counseling**

Pastoral counseling, like every other form of counseling, is culturally embedded. This means that the theories and practices of counseling (along with the personhood of the counselor) reflect the cultures within which they have been formed. This course will assist students in the exercise of a disciplined in-depth reflection upon the broader questions of history, ethnicity, gender, power and class that shape both the therapeutic relationship as well as the experience and definition of the perceived

problem. This is a yearlong course with 1.5 credits given per semester. **3 credits**

**IATA 485. Practicum: Individual Supervision**

A seminar for Th.D. students that provides the experience of one-on-one clinical pastoral supervision of their pastoral counseling practice. ATA485a and ATA485b refer to the fall and spring semester of the first year. ATA485c and ATA485d refer to the fall and spring semester of the second year. 1 credit hour per semester. **1 credit**

**ATA485S Summer Practicum**

Undertaken during the summer between the first and the second years by residents already in the practicum. Provides residents with ongoing practical training and supervision of their pastoral counseling practice. **3 credits**

**ATA486 Practicum: Group Supervision**

A seminar providing supervision for and interaction among students in groups as a means of sharpening students clinical and pastoral awareness and therapeutic practice. ATA486a and ATA486b refer to the fall and spring semester of the first year. ATA486c and ATA486d refer to the fall and

spring semester of the second year.(1 credit hour per semester) **1 credit**

**ATA487 Practicum: Case Conference**

Students meet with clinical professionals for in-depth analysis of cases and practices of pastoral counseling. ATA487a and ATA487b refer to fall and spring semester of the first year. ATA487c and ATA487d refer to the fall and spring semester of the second year. (1.5 credit per semester). **1 credits**

**ATA489 Directed Study**

Taken at recommendation of the advisor. Credit as assigned. **3 credits**

**ATA497 ThD Comprehensive Examinations**

Required of all ThD students who have finished their coursework and are preparing for Comprehensive Examinations. ATA 497 is considered as full-time enrollment. Per semester fee is applicable. **0 credits**

**ATA499 ThD Dissertation Research**

Required of all ThD candidates (i.e., those who have passed their comprehensive examinations) who are working on their dissertation proposal and research. ATA 499 is considered as full-time enrollment. Per semester fee is applicable. **0 credits**

## 3. Academic Procedures and Regulations

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### ACADEMIC AND PERSONAL RECORDS

All records at ITC are maintained in compliance with the Federal Regulations with the registrar maintaining permanent records on all students. Student folders are maintained in single files alphabetically by name. Permanent records older than ten years are contained in fireproof files in the vault. It is the responsibility of the student to transmit to the Office of the Registrar any changes of information needed to update the file.

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

The Family Educational Rights and Privacy Act, with which ITC intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Further explanation of FERPA as it relates to records is in the ITC *Student Handbook*.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and

Privacy Act of 1974, as amended. *A student who desires that any or all of the above information not be released must submit a written request to the Office of the Registrar within ten working days after the first day of class. All requests for nondisclosure will be honored by ITC until and/or unless the registrar receives direct authorization from the student to do otherwise.*

### DIRECTORY INFORMATION

FERPA identifies certain information, called directory information, that may be disclosed without the student's permission. The Interdenominational Theological Center has designated the following information as directory information:

- Student's name
- Local, permanent, and email addresses
- ITC public username
- Telephone listing
- Place of birth
- Major fields of study
- Dates of attendance
- Enrollment status

- Degrees, awards, and honors received, including selection criteria
- Most recently attended previous educational institution
- Classification
- Expected graduation date
- Participation in officially-recognized activities
- Student parking permit information
- Job title and dates of employment when employed by ITC in a position that requires student status

## CALENDAR

The Interdenominational Theological Center operates on a semester calendar. The institution operates a fall and spring semester and a modified summer term. The institution operates abbreviated J-Terms in January prior to the spring term.

## COURSE CREDITS AND ACADEMIC LEVELS

M. Div. students who have completed three to 27 credit hours are classified as juniors;

M. Div. student who have completed 28 to 57 credit hours are classified as middlers; M. Div. students with 58 or more credit hours are classified as seniors. M.A.C.E students who have completed three to 27 hours are classified as juniors; M.A.C.E. students who have completed 28 or more credit hours are classified as seniors. M. Div./M.A.C.E. (dual degree) students who have completed three to 27 credit hours are classified as juniors; M. Div./M.A.C.E. students who have completed 28 to 87 credit hours are classified as middlers; M. Div./M.A.C.E. students who have completed 88 or more credit hours are classified as seniors. These designations affect access to courses with limited enrollment, choices in ITC housing, and election to offices in student government.

## TRANSFER CREDITS

A student transferring from another accredited graduate theological school must complete at least the last *sixty* semester credits in residence at ITC to earn the M.Div. degree, the last *forty* semester credits for the M.A. degree, and the last *eighty* semester credits for the dual M.Div./M.A. degrees. Students may be granted a maximum of *twenty-nine* transfer credits for the M.Div. and dual degrees and a maximum of *twenty* transfer credits for the M.A.C.E. degree.

Transfer credit for courses taken within the past *seven* years at an accredited graduate theological school may be accepted provided they are comparable to courses in the ITC curriculum. Grades earned in such courses must be a “**C**” or higher. An appropriate faculty member in each case will determine comparability of core

courses. Regardless of the number of hours accepted for transfer, at least one core course in each curriculum area must be completed at ITC. Applicants should forward copies of course syllabi with application materials.

Applicants must have a baccalaureate degree from an accredited school or be considered in the degree-equivalency category. The recommendation of the respective denominational dean at ITC is required before the application is reviewed.

### **ADVISING**

The ITC advises students through a 3-tiered process:

**Individualized:** You will be assigned a faculty advisor: Responsibility of the faculty advisor is to help you with planning and/or adjusting your planned program of study throughout your matriculation.

**Centralized:** The Office of Student Services insures fair and equitable options, flexibility are in accordance with institutional policies. It approves changes requested by student and faculty advisor

**Shared:** This is the opportunity for the respective seminary dean to review with the student the developed plan program of study. The dean provides denominational guidance and direction in financial support toward student achievement of mutually recognized and/or determined personal and denominational goals as supported by the plan program of study.

Each student is assigned a faculty advisor in their middler year who will be available during regular office hours or by appointment. The faculty advisor and the

Registrar work with students to help to continue to plan a course of study that meets the requirements of the student's degree program and is well suited to the vocational direction, personal interests, previous professional and academic experience, and current strengths and weaknesses of each student insofar as institutional resources and mission statement make possible. Together with the faculty advisor and the Registrar, students register each term for courses appropriately distributed among and within the various fields of study offered at the Interdenominational Theological Center. Students are responsible for verifying with the registrar that degree requirements are met on a timeline that facilitates completion of their degree within institutional time limits.

### **ASSISTANCE IN ENGLISH LANGUAGE PROFICIENCY**

The Interdenominational Center requires students to have the ability to function successfully in English at the graduate level. Courses in and tutors for English are not provided. Students may arrange these on their own. The internet is now a particularly rich source of instruction in standard English usage and should be consulted.

### **REGISTRATION**

Registration for fall semester courses occurs during the previous spring semester for current students and the week of fall orientation for new students. All students will be expected to report during registration hours prior to the opening of classes in order to receive new stickers for their identification cards, and finalize other

matters related to enrolling. Registration for the January term (J-Term) and spring terms occurs in November. A late fee will be assessed for registration after the designated days. (*See Academic Calendar.*) Students may not enroll in courses after the first ten days of school except with the approval of the Vice President for Academic Services and Provost and the instructor teaching the course.

In addition to academic requirements, students must meet the following criteria in order to register and attend classes:

- financial responsibility: full payment of all outstanding fees and other charges including library fees and parking fees;
- personal ability to function in educational programs and as a member of the community and demonstrate readiness for ministry;
- appropriate assessment through their advisors;
- continuing students are expected to register using the online registration system during the registration periods; and
- changes in registration must be made with the registrar within the first ten days of the semester after the student has secured the approval of the advisor.

## CROSS REGISTRATION

ITC students in good standing may register for approved courses at any one of the Atlanta Regional Consortium for Higher Education (ARCHE) institutions and receive credit, while paying tuition costs to ITC.

Students may not cross-register to ARCHE schools via WEB. Students must secure and complete the ARCHE cross-registration application, follow the procedures, and submit their application to the Office of the Registrar. Please note the following:

- a) **All Core courses must be taken at ITC.**
- b) *Clark Atlanta University, Morehouse College, and Spelman College* require students to secure course instructors' signature on the cross-registration application prior to returning to the Office of the Registrar.
- c) *Candler School of Theology of Emory University* does not use the ARCHE cross-registration application. Different applications are used for first-time and returning cross-registered students.
- d) *Georgia State University* requires a certificate of immunization from cross-registered students.
- e) Each school in ARCHE reserves the right to limit enrollment in certain courses. Enrollment is accepted on a space available basis.
- f) Registration for courses in all schools occurs in the school in which the student is enrolled by completion of a cross-registration form.
- g) Deadline dates for cross-registration are December 1 and May 1 each year.
- h) First-year students are not

allowed to cross-register.

## ADD/DROP PROCEDURES

Since ITC degree programs are offered in sequence, and since certain courses are intended to be taken together, students are discouraged from deviating from their planned programs without providential or extenuating circumstances.

## Withdrawal Procedures

The purpose of this section is to create a definitive venue for all students to review the effects of:

- Failing to participate in a class or classes,
- Reducing the class load, or
- Withdrawing from a class or all classes.

Likewise, it is also the intent of this section to provide critical information for federal financial aid recipients of the impact of these three things.

### Drop versus Withdrawal

- A drop occurs up through the end of the Add/Drop Period of the term during the period of academic entry. A dropped course will not appear on your transcript. You are not charged for a dropped course.
- A withdrawal occurs after the Add/Drop Period of the term after the period of no academic entry, but still within the term. A withdrawal will result in a grade of a “W” on your transcript. Students may withdraw after the Add/Drop Period

up through the 12<sup>th</sup> week of the term. You are charged for all classes in which you withdraw. The Add/Drop Period for summer school is limited to the first day of class in each session.

### Three Types of Withdrawals

There are three types of withdrawals. They are official withdrawals, unofficial withdrawals and partial withdrawals. The following is some specific information about each type of withdrawal.

#### The Official Withdrawal

- An official withdrawal is a complete withdrawal where a student who has followed the appropriate procedures ceases to attend all classes. The institution recognizes that sometimes students have no alternative but to leave the school due to many and various legitimate reasons.
- It is understood that such a withdrawal may be only for a short time, such as the rest of the term or permanent; however, it is the institution’s desire to have that student return when and if circumstances permit. A student who follows the appropriate procedures when withdrawing from the institution will find it easier to return to the institution at a later date.

#### The Unofficial Withdrawal

- The unofficial withdrawal is also a complete withdrawal where unfortunately, the student either never attended or ceased to attend

all classes without following the appropriate withdrawal procedures. This situation may make it very difficult for the student to return to the institution should they desire to do so at a later date.

#### The Partial Withdrawal

- A partial withdrawal is when a student withdraws from one or more classes, but remains enrolled in at least one class.

#### Two Ways to Completely Withdraw from Class(es)

A student may completely withdraw by:

1. Successively withdrawing from class(es) until the student is no longer registered for any class for the term, or
2. Withdrawing from all class(es) at one time so the student is no longer registered for any class(es) for the term.

#### The Withdrawal Process

A student whose intent it is to withdraw from one or more classes can do so by withdrawing on the web or in person. See the following for more detail in each of these methods.

#### Withdrawing on the Web

- Students who withdraw on the web need to be aware that some instructors do not permit web withdrawals. Students should refer to the instructor's class syllabus to determine if a web withdrawal is permitted by the instructor of the

class from which they are withdrawing.

- Once the web withdrawal is submitted, both the student and the instructor will receive an e-mail notification of the withdrawal. At the time of the withdrawal, students are assigned a grade of "W".

#### Withdrawing in Person

- A student may withdraw in person by presenting a properly signed and completed "Registration Change Form" to the Office of the Registrar. At the time of the signing of the "Registration Change Form" the Registrar will also assign the student a grade of "W".

For more information on specific dates see the section below entitled, "Important Dates in the Withdrawal Process".

#### Actions which are not considered an official notification of withdrawal include:

- Assuming classes will be cancelled for non-payment,
- Never starting a class(es) without proper notification,
- Ceasing to attend class(es) without proper notification,
- Giving written or verbal notice to anyone other than an Office of the Registrar employee, or campus student services designee,
- Stopping payment on a check used to pay tuition and/or fees, and
- Crossing out class(es) on the schedule or bill and making partial payment based on that action.

### **The effective date of a withdrawal**

In order to meet internal and federal requirements, it is important for the institution to determine a specific date that the student withdrew from the school. The institution will use the earliest of the following dates in its determination:

- The date of the student's verbal or written notification to the Office of the Registrar or campus student services designee of their intent to withdraw,
- The date of the student's complete web withdrawal, or
- The date the student has ceased to participate in all classes; however, it must be noted that ceasing attendance in a term cannot be accepted by the institution as official notification of the student's intent to withdraw. If it is determined that the last day of participation in the term is earlier than the date of the student's withdrawal, then for federal purposes, that last day of participation must be considered as the withdrawal date in calculating the student's earned aid.

**NOTE:** Students are always encouraged to check with their advisors and/or instructors prior to withdrawing from classes so they are fully informed of any academic impact the withdrawal might have on them.

### **The Impact of Dropping and/or Withdrawing and Federal Aid**

Federal funds are awarded to the student anticipating that the student will complete the class(es) for which he or she has registered in a given term. When a student does not complete the class(es), it is necessary for the institution to review the

aid the student received based on the classes from which the student has dropped or withdrawn. Students who completely withdraw from classes for any term are subject to the Return of Title IV (R2T4) refund calculation as dictated by federal regulations.

Prior to withdrawing from one or more classes, the student is encouraged to review the Return of Title IV (R2T4) information provided by the Office of Financial Aid.

### **Partial Withdrawal of Classes and Federal Aid**

Withdrawal of some, but not all the classes may affect your federal loan(s) if this partial withdrawal occurs within the Drop/Add Period. A student who takes 12 hours or more is considered a full time student. If your withdrawal causes you to drop below 12 credit hours the following statuses apply:

- 9 thru 11 credit hours is considered three-quarters-time,
- 6 thru 8 credit hours is considered half-time, and
- 1 thru 5 credit hours is considered less-than-half-time.

### **Complete Withdrawal of Classes and Federal Aid**

Withdrawal from all classes requires the institution to recalculate the student's aid. The process for recalculating the aid is referred to as a Return to Title IV or R2T4. Regardless of when you withdraw from the classes, this calculation is required. The calculation is designed to allow the student to keep the aid he or she has earned as a result of attending and participating in the classes. Once it is determined how much aid the student earned, the rest of the student's aid must be returned to the

federal government. The student should be aware that this process:

- Requires the institution to notify the lender that the student is no longer enrolled in the institution, which will subject the student to accelerated repayment responsibilities,
- May leave the student with a debit balance due on the student's account that must be paid before registering for the following term, and
- Will result in the cancellation of future student loans that have been awarded for later academic terms.

**Example:** Bobby Greene withdrew from all of his classes 24 days into the spring term. The Return to Title IV (R2T4) calculation determined that Bobby earned 31.6% of his aid (24 days attended ÷ 76 instructional days in the term). On behalf of Bobby, the institution had to return \$1,439 of his federal aid. The result was that Bobby ended up owing the institution that amount of money. A service block was put on his account, late fees accrued, and when his bill was not paid on time, all of his classes for the following term were dropped. Bobby now owes the institution and cannot continue his education at the institution until his bill is paid in full.

### **Modules and Federal Aid; Partial or Complete**

Withdrawing from modules can be a partial or a complete withdrawal. Modules are any flex-class, flex-term, mini-term, mini-session where a class or classes in a program do not span the entire length of the institution's payment period used in disbursing federal grants and loans, or in other words, do not

stretch from the first day of the term to the last day of the term.

Specifically, this is referring to the institution's J-Term(s) and summer sessions. Though typically many of those modules are only offered in the summer, J-Term modules are offered at the beginning of the spring term often to distance learning students.

On October 29<sup>th</sup>, 2010, the Department of Education published Final Regulations on Program Integrity. These final regulations made some significant changes to the Title IV regulations. Title IV funds affected by these regulations are Federal Pell Grants, FSEOG, assorted other grants and federal loans, i.e., Perkins and Stafford Loans.

One of the new regulations that will significantly change the way the institution has done things in the past is referred to as R2T4 and Modules, which references the Return of Title IV (R2T4) Funds when the student withdraws from a modular term. This new regulation which was effective July 1, 2011 basically states that a student is considered withdrawn when the student has not completed all the days he or she was scheduled to attend in the payment period.

To determine if the student is a withdrawal or not the government has given us three questions to ask and answer. They are:

1. Did the student withdraw from a class, or not attend a class he or she had enrolled to take? If answered "no" this is not a withdrawal; however, if answered "yes" go to question 2.

2. Is the student currently attending or active in another class? If answered “yes” this is not a withdrawal; however, if answered “no” go to question 3.
3. Did the student confirm intent to attend a future class during the same term?

Question 3 from the above set deserves its own explanation. The new regulation also states that the institution is not required to treat a student who ceases to attend a modular class as a withdrawal if the student gives the institution written confirmation of his or her intent to attend a later modular class in the term. The institution’s web registration/withdrawal system is designed to record this written consent from the student.

Example: In a summer term, Bobby Greene enrolls in one 3 hour class in each summer session. Bobby completes the first session, but two days into the second session, he withdraws from it. To determine if this is a withdrawal, apply the 3 questions to it.

1. Did the student withdraw from a class? The answer is “yes”, as the student dropped the second session class. Go to question 2.
2. Is the student currently attending or active in another class? The answer is “no” as he only had 1 class during the second session and once he withdrew from it he was not currently attending or active in any class. Go to question 3.
3. Did the student confirm intent to attend a future class during the same term? The answer is not known, but the student would have given the institution the answer to

the question during the web withdrawal. Assuming Bobby indicated that he was not going to take the third session, this would be a withdrawal, and Bobby’s aid would have to be recalculated based on the actual days he attended.

Had Bobby indicated it was his intent to take the third session, and later chose not to attend it, his aid would be adjusted based on the date that he dropped the second session.

Example: In a fall term, Bobby Greene enrolls in one 3 hour full term (parent-term) class and two distance learning modular class that each run back-to-back through ½ the term each. Bobby completes the first modular class, but drops the second modular class before it starts. To determine if this is a withdrawal, apply the 3 questions to it.

1. Did the student withdraw, or not attend a class? The answer is “yes” as Bobby did not start the second modular class.
2. Is the student currently attending or active in another class? The answer is “yes” as Bobby is still enrolled in the parent-term class; therefore, this is not a withdrawal. There is no need to answer question 3.

Example: In a fall term, Bobby Bearcat enrolls in three modular classes. Two of the classes run the first half of the parent-term and the third class runs the last half of the parent-term. Bobby completes the first two classes receiving passing grades in both, but does not attend the third class or second half of the parent-term. To determine if this is a withdrawal, apply the 3 questions to it.

1. Did the student withdraw, or not attend a class? The answer is “yes” as Bobby did not attend the third class for which he had registered.
2. Is the student currently attending or active in another class? The answer is “no.” The classes Bobby took at the first of the term are over. He is no longer attending or active in a class.
3. Did Bobby confirm his intent to attend a future class during the same term? The answer is “no” as there are no more future terms to take a class. This is a withdrawal.

Prior to 7/1/2011 neither the above first or third example would have been withdrawals. This new regulation makes it more important than ever for students to take only the classes they need and to finish those classes.

#### **Not participating in classes and its Effect on Federal Aid**

Withdrawals are not the only thing that can negatively impact a student’s aid. Students who are determined by their instructor to have not participated in a class may receive a “W” grade. When a student receives either an X or WX grade the institution is required to adjust the student’s aid as though the student never registered for that class or those classes. This adjustment is made regardless of whether the student has previously withdrawn. A student receiving “W” grades in all their classes will have all their aid returned to the federal government.

In some more complex situations, usually at the end of a term when grades are posted, when a student has previously withdrawn and a R2T4 calculation has been completed

the institution is required to adjust the student’s aid based on any reported “W” grade and recalculate the R2T4 based on the adjusted amounts.

Note: A student challenging an “W” grade has 45 days after the end of the term to resolve that grade to be eligible to have their aid restored.

#### **Avoiding or Minimizing Reduced or Returned Aid**

The best way for a student to avoid losing part of all his or her aid is to enroll for only the classes they intend to take and complete those classes. The following are some additional suggestions:

Before the term begins:

- Review the class schedule to be sure the registration is for the right class.
- Make all class changes (drops/adds).

After the term has begun:

- Review the withdrawal policies and procedures to fully understand the consequences of withdrawing from a class.
- Check with the instructor(s) or adviser for alternatives to dropping a class.

#### **ADMINISTRATIVE HOLD**

A student with an administrative hold will not be able to register until the hold has been cleared. Holds are placed on a student’s record for several reasons such as an outstanding balance, failure to submit outstanding admission materials, failure to pay library fines, etc. Students may determine whether an administrative hold

is placed on their record by logging into their account online.

### **SHARED CREDIT IN DEGREE PROGRAM**

Students who have earned graduate degree at ITC or another accredited theological school may be granted a maximum of **twenty-nine** semester hours toward the M.Div. degree, **twenty** semester hours toward the M.A.C.E., and **ten** semester hours toward the M.A.C.M. Students admitted to ITC can receive advanced standing for completed and accredited master's degrees in theology up to 30 percent of the total number of hours needed to complete the ITC master's degree. Courses to be transferred as advanced standing must have been taken within *seven* years of matriculation.

### **APPLICATION FOR GRADUATION**

Students who plan to graduate from The Interdenominational Theological Center must file an Application for Graduation by October 15 of the year of intended graduation. The awarding of a degree is contingent upon successful completion of all requirements prior to graduation day. Those who do not graduate at the time originally requested must reapply.

This form may be picked up in the Registrar's Office. A list of candidates for graduation is then forwarded to the faculty in March and the board of trustees in April of each year for approval for the ceremonies in May. Graduating students are expected to be present at Commencement unless excused by the provost for justifiable reasons, stated in a written petition.

### **AUDITING COURSES**

Persons who do not qualify academically for admission to a degree program or who do not wish to enroll in a course for credit may be admitted as auditors to some classes with special permission and upon payment of designated fees. Such persons must have approval by a denominational dean or by the advisor for the at-large constituency. They may be admitted to any one of the following categories:

The term "audit" is reserved for formal arrangements in which a student agrees to attend a course regularly and be responsible for reading and other obligations as agreed with the instructor, yet without academic credit toward a degree. Students may register for an audit through the regular registration process prior to the end of the first week of classes, provided they meet the prerequisites for the course(s). Permission of the instructor is required prior to registration.

A student may not receive graduate course credit for a course that s/he audited. To receive graduate credit, the student must take the course for credit. A student may not audit a course in order to meet the prerequisites or requirements of a program. Students must pay a tuition fee per credit hour for auditing a course. (*See Financial Section.*)

**NOTE: Grades are not to be reported, nor in any instance may credit be granted for work taken by audit.** For more information, please direct your query to The Office of the Registrar.

### **CHANGE OF GRADE**

Once a grade is assigned for a course, no change of grade is possible on the basis of

additional work. Faculty may, in exceptional circumstances, change a grade on the basis or a re-evaluation of work already completed if this change is made within one semester of the time the grade was assigned.

### **CHEATING, PLAGIARISM AND ACADEMIC MISCONDUCT**

The ITC is actively engaged in the pursuit of academic excellence. We realize the discipline that such a pursuit demands. Therefore, we have tried to give attention to those activities that could negatively impact our desired goal. If conduct is contrary to the commitment of Christian ministry so that discipline, moral lapse, questionable integrity, or action are not in the best interest of the ITC, the conduct of that person(s) will be investigated and appropriate action taken.

Below is the actual text of the motion passed by the Board of Trustees, which should govern all of our behavior.

*That all members of the ITC faculty notify the Provost, who shall notify the President, of all incidents of cheating by students and further that the President be authorized to take such action(s) that may be appropriate, including reprimand, suspension, and termination in line with the institution's policy; and the student fails the class.*

Inappropriate behavior by a student includes, but is not limited to the following:

1. Using unauthorized information while taking an examination;
2. Submitting as one's own work the laboratory worksheet, themes, reports, drawings, or other work prepared by another person;

3. Copying the homework, reports, or examination answers of another person to submit as one's own work;
4. Giving, receiving, or selling research papers, book-reports, or class projects;
5. Having someone take an examination for you, or taking an examination for another person;
6. Assisting another student in committing an act of academic dishonesty;
7. Offering money, service, or benefit to a faculty or staff member for the purpose of influencing their decision regarding academic status;
8. Using the ideas or words of writers without appropriate documentation, e.g., footnotes, endnotes, parenthetical references;
9. Knowingly furnishing false, misleading, or incomplete information to any ITC official, or official records for the ITC programs, or altering such records is prohibited. Acts of forgery, alteration or misuse of documents such as registration entry tickets, identification cards, meal cards, work study time sheets, and financial instruments such as checks or money orders are prohibited.
10. Acts of indecent exposure, fondling, lewd caressing, gestures, or other obscene or indecent behavior.
11. Behavior that intentionally and unreasonably interrupts or interferes with classroom instruction, research, Center committees, boards, privileges or

the ITC/student activities, is prohibited. Infringement upon the rights and privileges of others is forbidden.

### **MANDATORY ATTENDANCE POLICY**

The institution recognizes the correlation between attendance and both student retention and achievement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement in the course. Class attendance is required beginning with the first class meeting, and students are expected to attend all class sessions for which they are registered. It is the responsibility of the student to arrange to make up all course work missed because of legitimate class absences and to notify the instructor when an absence will occur. The instructor determines the effect of absences on grades. Students who are reported as never attending a course may be withdrawn from the class by the institution. Funds may be adjusted or rescinded for students who are receiving financial aid or veterans' benefits.

In order to obtain credit for a course, a student must attend at least 85% of the contact hours for a particular course. However, instructors are given the option of allowing a student to complete the course based on the student's documented circumstances and his or her progress in the course.

In online courses, instructors define expected interaction between themselves, students and the class learning management system (and/or media). Inconsistent interaction and/or inconsistent use of the learning management system or

course materials, regardless of cause, reduces the opportunity for learning.

The instructor may withdraw any student from the course if the student misses more than 15% of the scheduled class sessions and activities. In the case of online courses, any student who is not interactive or responsive in a timely manner, as specified by the instructor, may be withdrawn. Students must be enrolled before they can attend class.

*Note: Veterans should refer to the veterans section in the catalog for more information about attendance.*

### **Instructor-Specific Attendance Policy**

Instructors are required to monitor attendance and report students who are not attending class during designated reporting periods, normally on a monthly basis, each term. Faculty members shall publish and distribute a class syllabus no later than the end of the second week of class in a given academic term. The syllabus should include the instructor's attendance policy and may include special circumstances under which students' absences may be excused and stipulations for making up work and exams missed during instructor-excused absences. Instructors may require a more rigorous attendance policy due to program requirements. Specific course requirements will be noted in their syllabuses.

### **eLearning Course Attendance Policy**

Log into your class on the first day of the term and perform an academic activity during the first three days. Online/eLearning students who do not participate in their classes weekly may be

withdrawn for non-attendance and may not be reinstated.

**Religious Observances and Required Activities**

When the observance of a student's religious holiday(s) or required activities interfere with attendance in class, class work assignments, examinations, or class activities, the student must notify the instructor in writing within the first week of class. Students are held responsible for

material covered during their absence. The instructor should provide alternative arrangements for students to complete the work for the missed session. Students excused for religious observances or required activities will be expected to meet the class requirements for those days without undue delay. Students who believe they have been unreasonably denied educational benefits due to their religious activities may seek redress through the student appeal procedure.

**Mandatory Attendance Policy Table**

Term	# of Meetings	15% of Class Meetings	Student Dropped after X Days
16 week-1 day a week	16	2.4	3
16 week-2 days a week	32	4.8	5
16 week-3 days a week	48	7.2	8
2-week	10	1.50	2

**CLINICAL PASTORAL EDUCATION (CPE) AND INTERNSHIPS**

Students may receive academic credit for Clinical Pastoral Education taken during their studies at ITC. The CPE must be taken at an accredited facility, and students must secure the approval of the directors of these departments. This process requires the completion of additional forms in order to register for the appropriate course.

**COMPUTER SERVICES**

E-mail is an important tool used by faculty to communicate with students. Therefore E-mail accounts are provided to all students and remain available for the duration of a student's time at the seminary. It is encouraged that all students utilize their ITC E-mail accounts. There is no additional charge for E-mail accounts. E-mail accounts are not available to cross-registered students.

## **COURSE ENROLLMENT**

Classes must have ten students enrolled for credit. If there are not ten students enrolled at the end of the registration period, the Provost has the right to cancel the course. Exceptions to this policy include Doctor of Ministry courses and courses required to fill particular denominational requirements for ordination. Students can be expected to be notified no later than **five** (5) days before the scheduled start of a course of its cancellation. This information will be available on the PowerCampus registration site; and enrolled students will be notified through their ITC email address.

## **COURSE EVALUATIONS**

Students are expected to evaluate the instruction in each course in which they register. The course evaluation includes assessment of instruction and course content along with other dimension of the student teacher interaction. The institution has moved to an on-line approach to evaluating instruction, and students must complete the evaluation of instruction of courses before they receive their final grades.

## **COURSE LOADS AND FULL-TIME STATUS**

A student who is enrolled for *twelve* or more credits toward a degree is considered full time. The maximum number of credits for a full-time student is 16 credits, and the maximum number during summer sessions is 12 credits. Students whose cumulative grade point average is 3.0 or above may be allowed to register for an overload of up to 18 credits during fall and/or spring semesters only. A student enrolled for fewer than twelve credits is considered

part-time. All doctoral degree students are considered part-time.

Overloads cannot be processed through the Internet. Students must secure and complete the Change of Registration form, obtain the proper signatures, and return the form to the Office of the Registrar for processing.

## **COURSE RE-TAKE POLICY**

If a required core course has been failed, it must be (re) taken at the earliest opportunity. Courses taken to replace a failure may not be taken by directed study. In order that students may stay in the sequence of courses necessary for degree completion, students may be required to take a semester or a year off if a course to be repeated is not available.

## **DEGREES IN ABSENTIA**

Degrees will be granted in absentia only upon formal application by April 1 for May Commencement and approval of the provost.

## **DENOMINATION CHANGE**

All requests for a change in denomination must be made in writing. The denominational dean and financial services must sign the request. Students cannot make a denomination change request until after one year of enrollment.

## **DIRECTED STUDY**

In the M.Div. and M.A. programs, middlers or seniors who maintain an average of 3.0 or above may pursue topics of special interest as directed study in the areas in which such courses are specified. Directed

study is an individual research project. The student is responsible for obtaining the instructor's consent before registering for a directed study and for contacting the instructor for consultation in designing the project. Directed study is not available in the first semester of the M.Div. and M.A. programs. **Directed study cannot be taken for a core course. The number of credits taken as directed study may not exceed four for any given semester or ten during the student's total program.** Courses taken to replace a failed course may not be taken by directed study.

## **DISABILITY ACCOMMODATION POLICY**

ITC is committed to providing educational opportunities and access to persons with disabilities in accordance with the American with Disabilities Act (ADA) of 1990, the Rehabilitation Act of 1973 (Section 504), and applicable local, state, and federal antidiscrimination laws.

Requests for reasonable accommodations will be considered on an individual basis. Applicants with documented disabilities are encouraged to contact the Office of Student Services as early as possible in order to alert the institution about disabilities for which they may want accommodations. Current students with questions about such accommodations should contact the Office of Student Services.

## **ENROLLMENT VERIFICATION**

### **Student Loan Deferments**

ITC is a participant in the National Student Clearinghouse. Student enrollment status is reported each academic semester; the Clearinghouse, in turn, reports status to

lenders. Because this process is executed on a regular basis, it ordinarily eliminates the need for students to obtain endorsement of deferment forms.

## **Other Verification Requirements**

In response to a written request and authorization by a student, the Office of the Registrar will prepare a letter or a transcript to report a student's enrollment status.

## **EXEMPTIONS**

Where a transcript indicates that a student has certain courses that parallel ITC's required (core) courses, the student may request an examination in such area(s). Upon the successful completion of such examination(s) the student is exempted from the course(s) and will be permitted to take advanced courses. No credit hours will be given for courses from which the student has been exempted.

## **GRADES**

As part of an academic assessment program that provides students accurate information regarding their progress toward the degree, the faculty has adopted the following grading system. This grading system is used in all degree programs. All supervised ministry internships and some elective courses with prior approval and notice, are graded on a pass/fail basis. Pass/fail grading for electives must be approved by the professor. Any student who is interested in taking a particular elective as pass/fail should contact the professor for the course or the Office of the Registrar with any questions.

Grade	Quality Points	Numerical Value	
A	4.0	96-100	<b>EX</b> This indicates that a student has exempted a course through examination. No credit hours are given for courses that are exempted.
A-	3.7	90-95	
B+	3.3	87-89	
B	3.0	83-86	<b>TR</b> This indicates that a student has been awarded transfer credit from another institution. Credit is given but no grade points are calculated.
B-	2.7	80-82	
C+	2.3	77-79	<b>P</b> Pass (Quality of work no less than “C” on a conventional grading scale).
C	2.0	73-76	
C-	1.7	70-72	<b>W&amp;WF</b> Withdrew after the second week of the semester. A withdrawal from a course is the privilege of the student until four weeks before the end of each semester. Any withdrawal after Mid-Term will result in a <b>WF</b> which is placed on the student’s transcript and calculated into the GPA. Tuition charges apply to all withdrawal courses with a grade of “W” and “WF.” Ordinarily, a student may not withdraw from a course after the <i>twelfth</i> week of the semester. No credit is given. No grade points are calculated if a “W” applies.
D+	1.3	67-69	
D	1.0	63-66	
F	0.0	60-62	

The following symbols are approved for use in the cases indicated:

**NG** The grade “NG” (no grade) may be assigned to courses continuing beyond a semester. These courses are: IPSC 720B & C, IINT 409 and 411, ATA 901, 967, 977, 985, 989, 996, 998, and 999.

**AU** This indicates an audited course. No grade is given, no credit hours earned, and grade points are not calculated. *Students must register for an audit through the regular registration process prior to the end of the first week of classes, provided they meet the prerequisites for the course(s).* Approval for an audit cannot be granted after the first

**I** An incomplete grade is given only when circumstances beyond the control of the student prevent the completion of assigned work before the end of the semester.

**F** A grade of “F” is given when the quality of the work in a course clearly falls below the passing standard and may not be brought up to a satisfactory level by remedial work. An “F” remains permanently on the transcript and is calculated in

the grade-point average as 0.00. If the student takes the same course again, or another course to substitute for it, the original "F" is not removed but the new grade is recorded in the usual way.

Core courses for which a final grade of "C-" or below is received must be retaken until the course is passed with a grade of "C" or better. Only the better grade will be used in computing the grade point average (GPA), although both grades remain on the transcript.

The credits from a grade of "C-" or below in one course that meets the exegetical or religions of the world requirement may be used as elective credits if the repeated course for the exegetical or religions of the world core requirement is not the same course in title and content. In this case, both grades remain on the transcript, and all quality points are used in computing the grade point average. Students desiring to exercise this option should notify the

registrar in writing. Otherwise, only the better grade will be used in computing the grade point average and the credits for the first course will be excluded from the degree.

A grade of "C-" or below may not be received in more than nine elective credits of the eighty-nine semester credits required for the M.Div. degree or six elective credits of the sixty semester credits required for the M.A. degree. Only repeating the course can change a grade of "C-" or below. Elective courses for which a final grade of "C-" or below is received may be retaken once. Both grades remain on the transcript but only the better grade will be used in computing the GPA.

### Calculating Grade Point Average (GPA)

The grade point average is computed by dividing the total credits for which a student is officially enrolled into the total number of quality points earned each semester. To calculate student grade point average, use this formula:

$$\text{Grade point equivalent (GPE) x credit hours} = \text{total quality points}$$

Example: Grade Point Equivalents

	GPE		Credit Hours		Quality Points
A	=	4.0	x	2.0	= 8.0
B	=	3.0	x	5.0	= 15.0
C	=	2.0	x	4.0	= 8.0
D	=	1.0	x	5.0	= 5.0
Total		16.0		Total	36.0

Multiply the number of credit hours for each course times the assigned grade point equivalent. Total all credit hours (16.0), and then total all quality points (36.0). Total quality points divided by total credit hours equals grade point average (GPA). 36.0 divided by 16 equals 2.25 GPA.

### **INCOMPLETE GRADING**

The grade of "I" should ordinarily *not* be given except in providential circumstances that in some way inhibit a student's ability to turn in the last of her/his work before the end of class. Providential circumstances should be limited to those matters outside of a student's control (health, legal affairs, family emergencies, etc.). Should a professor deem that a student should be granted an "I," that student must covenant, in writing that s/he will complete all necessary coursework no later than four weeks after the end of the semester.

If students do not turn in the work within the designated period, the professor may turn in a grade reflective of total semester's work. If no grade is turned in after those four weeks, the grade of "I" will automatically turn into an "F". After this point, neither professor nor student will be able to change this grade, unless there is evidence of a professor's error. If there is such evidence, the appeal process must be followed. (*See Student Handbook*).

**Students with incompletes in two or more classes will not be allowed to enroll in a new semester or term without permission from the Vice President for Academic Affairs and Provost.**

### **Grade Appeal Policy**

All changes grades are the result of either the result of grade change or grade appeal processes. Students are invited to be in conversation about course submissions and grading at all times as demonstration of the highest benefit of their matriculation. When there are questions about an assigned course grade, it is incumbent upon the student to be in conversation with the course faculty member about their concern(s) which is the primary move toward resolution. A student can file an Appeal of Grade in the Office of Student Services only after they can demonstrate that they have met all the requirements of the assignments and course and they are aggrieved as a result of there not being a change of their grade.

The grade change is the result of student's conversation with the professor requesting a review of submitted or re-submitted

assigned work which could or could not result in a change in grade. In either case it is not expected that the student's grade should be lower than initially assigned. Upon completing this review, the faculty member in conversation with the student determines whether or not this review will result in an improved grade and finalizing the subsequent change in grade. Faculty member obtains grade change form from the Provost Office.

It is completed in conversation with the Associate Provost. After obtaining the appropriate signatures, the Provost has final review of the process and forwards the completed Change of Grade/Incomplete Removal document to the Registrar's Office for subsequent grade change recording. If the Provost or other Administrator is faculty of record for the course, either the Associate Provost, Master of Divinity or Master of Arts in Christian Education Degree Coordinator processes the Change of Grade to the Office of the Registrar. The Provost or determined Academic represented herein stipulated has review of the process and forwards the completed Change of Grade/Incomplete Removal document to the Registrar's Office for subsequent grade change recording.

### **Step 1**

A student who is dissatisfied with a decision by an instructor relative to a final course grade and is able to document an error in the computing of that grade, must seek to reconcile the grievance with the instructor within two weeks after receiving the semester grade report from the Registrar's Office. If there is no satisfactory resolution, the student may appeal the instructor's decision.

### **Step 2**

The student should notify the Office of Student Services in writing of their intent to appeal their grade within two weeks of initiating a change of grade request conversation with the instructor for the course in question. Notice should state the factual reasons the student has been aggrieved by the final grade received, attach all supporting evidence for the arguments set forth in the letter; i.e., examinations, term papers, book reports, emails, etc. Student should retain original document(s). The Office of Student Services will notify the Office of the Provost of the formal grade appeal who will then notify Said faculty member for subsequent consultation. The Provost will set a date for review of materials and consultation with both Faculty member and student for resolution.

### **Step 3:**

During the grade appeal process, the Provost will hear each party, allowing opportunity to present any additional data, facts, records, etc. supporting the earlier resolution of grade change by the faculty member and grade appeal by the student. The Associate Vice President of Academic Service for Academic Services and Associate Vice President of Student Services may be involved in the process as consultants to faculty and student respectively.

If the Provost or other Administrator is faculty of record for the course, either the Associate Provost, Master of Divinity or Master of Arts in Christian Education Degree Coordinator processes the Change of Grade to the Office of the Registrar. The Provost or stipulated Academic representative has review of the process

and forwards the completed Change of Grade/Incomplete Removal document to the Registrar's Office for subsequent grade change recording.

### **GRADE REPORTS**

Students may view their academic records and print out unofficial grade reports at any time using their 'Self Service' login and password. Grade reports will not be mailed at the close of a term. Requests for official transcripts must be made in writing (no phone or email) to the Registrar's Office.

### **GRADE SUBMISSION POLICY**

Faculty will input all grades online using the 'Self Service' system. Final grades are due within three days after final exams during Fall and Spring semesters. During the summer, grades will be submitted two weeks after the final class assignment is due and during the January term and early Fall term, grades will be submitted at the end of mid-term of the current semester.

### **DOCUMENTATION: MEDICAL HEALTH**

When medical or health—physical, psychological, or emotional—needs and/or reasons are cited for failure to comply with institutional policies and deadlines or for failure to make due academic progress or for failure to honor or practice community norms, the student may be required to provide official statements from medical and/or health professionals of such form, nature, and detail as The Interdenominational Theological Center considers needed in order to establish a sound basis for subsequent academic and community decisions. All such information will be treated respectfully and accessed on a need-to-know basis only by those

involved in the care, response, and decision process. The Interdenominational Theological Center reserves the right to require such documentation, to determine the adequacy or lack thereof of documentation, and to determine the implications of the documentation for its decision.

### **ACADEMIC STANDING**

A student is considered to be in good academic standing unless the student is placed on either academic warning or academic probation.

If a student falls below the minimum GPA requirement (2.25) they are placed on academic warning. Academic warning means: (1) it is recommended that the student take a reduced load of courses; and (2) the student must have a conference with his or her faculty advisor and the appropriate academic dean to discuss areas of concern and options for improvement. Academic warning is removed when the student's GPA reaches 2.25 or higher. They have one semester to raise the GPA above the minimum.

If a student's GPA falls below a 2.0 they are automatically placed on academic probation. Academic probation means: (1) the student is required to take a reduced load of courses; (2) the student must have regular conferences with his or her faculty advisor during the probationary period to ensure clarity about possible consequences, discuss areas of concern, and pursue options for improvement; and (3) the student may no longer be making satisfactory academic progress, and as such, may no longer be eligible for some kinds of

financial aid. They have two semesters at a reduced load to raise the GPA above a 2.25. If they fail to do so, they will be suspended for a semester. If it is not mathematically possible by 2 semesters to raise the GPA to the minimum requirement, that student may be dismissed by the provost.

Students who fail a required course two times, including required Greek and Hebrew courses, are subject to dismissal from The Interdenominational Theological Center and may not reapply for admission unless a majority of the full faculty, upon joint recommendation of the student's faculty advisor and academic dean, approves an exception. Former students must, if an exception is approved, make application through the regular admissions process and, if admitted, will reenter The Interdenominational Theological Center under the terms of the catalog in force at the time they reenter. These same policies apply to a student who fails a proficiency exam in a biblical language twice. Standards for grades and maintaining good standing for D.Min. or Th.D. students differ from those noted in this section.

### **ASSESSMENT OF ACADEMIC PROGRESS**

The Vice President for Academic Services/Provost or faculty members who oversee particular degree programs, in consultation with faculty advisors as needed, regularly review the academic progress of students in all degree programs. Students who are notified of any kind of academic difficulty should immediately contact their academic advisor and request consultation. Students who make in any course a grade below C (including Fail in a Pass/Fail course) should within two weeks of receipt of that grade, contact their

advisor and the appropriate dean and request a consultation.

Each student is finally responsible for tracking all aspects of her or his academic progress. The registrar completes graduation audits for all students and, in a timely manner, communicates to each student the results of the graduation audit so she or he may plan accordingly.

### **FEDERAL SATISFACTORY ACADEMIC PROGRESS POLICY**

To be eligible to receive a Federal Stafford Loan, a student must make Satisfactory Academic Progress (SAP). SAP is a combination of qualitative and quantitative components and is measured by:

- Grade Point Average (GPA);
- Number of credits earned divided by the number of credit hours attempted;
- Maximum time frame to complete the degree (1.5 X the required program hours).

The Interdenominational Theological Center will perform a yearly SAP review for a student who receives or applies for a Federal Stafford Loan. SAP reviews are usually performed after the May term.

As required by federal regulations, The Interdenominational Theological Center administers an institutional SAP policy that is consistently applied to all Federal Financial Aid applicants and recipients. The Interdenominational Theological Center's Federal SAP policy is designed to improve the student's academic performance and is

closely tied to the academic standing policies of the various degree programs. If a student fails to meet established SAP requirements, a suspension letter is sent to the student. A suspension letter is sent if the student:

- has less than a 2.25 cumulative GPA;
- has earned less than 67% of the overall hours attempted;
- has attempted more than 150% of the hours required to complete their program.

A student whose eligibility for federal financial aid has been suspended may submit an appeal if mitigating circumstance prevented the student from achieving SAP. Circumstances that may be considered include death in the family, accident, illness, or other academic performance factors that were outside of the student's control. If a student feels that he or she violated The Interdenominational Theological Center's SAP standards due to one of these factors, the student may submit an appeal to the SAP Committee for review. SAP appeals should be directed to:

Satisfactory Academic Progress Committee  
Office of Financial Aid  
700 Martin Luther King Jr. Drive  
Atlanta, Georgia 30314

The SAP appeal must be submitted in writing to the financial aid office within 30 days after receiving the letter of suspension. The appeal must include the following:

- identifying information including the student's full name, social security number, current address, phone

number and e-mail address (if applicable);

- a written letter of appeal from the student explaining the circumstance that led to their SAP violation, and state why those mitigating circumstances are no longer affecting their academic performance.

This personal statement must include:

- a detailed explanation of extenuating circumstances for each term the violation of SAP policy occurred; and
- a resolution or plan of action explaining how the student will ensure future academic success.

Documentation of illness or medical condition is required when failing SAP is attributed to a medical condition. A statement from the student's academic advisor is required for all 150% rate violators. For all students who have attempted more than 150% of the credits necessary to complete their degree, the advisor must outline all remaining courses required for the student's degree program and the expected semester of completion.

The SAP Appeal Committee will review appeals within two weeks of receipt. The student will be notified in writing of the results of their appeal. Appeal decisions are based on the information presented to the committee and the SAP criteria. Appeal decisions will fall into one of the following categories:

- pending—additional information is needed

- approved—student is eligible to receive federal aid
- denied—student is not eligible to receive federal aid
- probation—the student will be sent a SAP contract that details the academic performance required in future terms for continued receipt of federal financial aid.

Questions pertaining to the SAP policy should be addressed to the Office of Financial Aid. A copy of The Interdenominational Theological Center’s Satisfactory Academic Progress Policy can be found in the Financial Aid section of The Interdenominational Theological Center’s website at [www.itc.edu](http://www.itc.edu).

## GRADUATING WITH HONORS

### J-TERM & E-TERM

The J-Term represents the January term before each spring semester. Classes may meet during the first week, second week, or weekends prior to the beginning of the semester. E-Term (Early Term) is the week before the fall semester begins.

### MAINTAINING MATRICULATION

All degree candidates are required to register each semester from the initial registration period until all degree requirements are completed and graduation has occurred. In the event that a student cannot register for at least one course during a semester, the student must register for maintaining matriculation during the regular registration period. The fee for maintaining matriculation is \$25.00.

A degree candidate who does not register

Students in the M.A.C.E., M.Div., and dual degree programs who graduate with a cumulative GPA of 3.5 or above on all work taken at The Interdenominational Theology Center shall have the designation “with Honors” permanently added to their Interdenominational Theological Center transcripts. This action is taken after the student has graduated. Graduating with Honors is not noted in the public ceremonies or documents attending graduation itself.

Honor Designation	Required
Cum Laude	3.50 – 3.74
Magna Cum Laude	3.75 – 3.89
Summa Cum Laude	3.90 – 4.00

for courses or for maintaining matriculation in two consecutive semesters and wishes to resume the degree program must file an application for re-entry with the Office of the Registrar.

A degree candidate who registers for more than two consecutive semesters in the maintaining matriculation status will be reviewed by the Committee on Admission to determine the likelihood of their degree completion within the time limits permitted for that degree program.

### NAME CHANGE, CORRECTIONS, RECORD UPDATES

Currently enrolled students who wish to change their names must present in writing to the Registrar the reason(s) for the change and two legal documents (e.g., a marriage license or a court document) to substantiate the change. Graduates who wish a name change on their diploma must

submit a written request to the Registrar. The letter must contain a sufficient reason for the change and be supported by legal documents. An appropriate fee is required before a new diploma may be issued. All students are expected to update their demographic information at the beginning of each term and/or at the point of the change.

### **ORIENTATION**

All incoming students are expected to participate in the orientation program offered at the beginning of each academic semester. The program includes opportunities for worship, discussion regarding the educational and multicultural emphases at ITC, library services, social gatherings, and times to become acquainted with classmates, returning students, and faculty advisors. Registration for classes also occurs during this period.

### **PRE-SEMINARY STUDIES**

Applicants, even those from accredited colleges, found seriously deficient in pre-seminary studies may be required to make up such deficiencies in ways designated by the Director of Admission and Recruitment, Committee on Admission and/or faculty. Courses taken to remove such deficiencies will carry no credit toward the credits required for a degree. Normally, these courses should be completed with a grade of “C” or better and within the first year. Students who fail to complete these requirements within the first academic year may have a hold placed on their registration. These studies cannot be completed through cross-registration to other institutions.

### **IMPLEMENTATION**

Other academic rules and regulations and policies are cited in the [Academic Catalog](#) and in the [Graduate Student Handbook](#) (for Th.D. and D. Min. students). The ITC faculty, through appropriate deans, faculty committees, directors, and department chairs, reserves the right to interpret and implement all academic and administrative rules, regulations, and policies as in its academic and vocational judgment it deems best for the education and care of individual students and their student peers, and for the integrity of The Interdenominational Theological Center’s mission.

### **TEACH OUT PLAN**

If the appropriate designee(s) of the ITC determines that it is no longer feasible to continue offering an academic degree program or that the school must discontinue its total operations, a “teach out” policy and plan will be initiated in accordance with requirements outlined by both of our accrediting bodies, namely, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which has direct standards related to program or school termination, and The Association of Theological Schools (ATS), which only lists standards and notations related to institutional viability.

### **SACSCOC**

Per SACSCOC, this constitutes a “substantive change” which must first be reported and approved. SACSCOC defines a substantive change as:

“a significant modification or expansion of the nature and scope of an accredited

institution.” Accredited institutions are required to notify the Commission of substantive changes, and when indicated, to seek approval prior to the initiation of changes. Examples of substantive change include (but are not limited to) the following:

- . The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when ITC’s accreditation was last reaffirmed;
- . The addition of courses or programs of study at a degree or credential level different from that which is included in ITC’s current accreditation or reaffirmation;
- . A substantial change in the number of contact or credit hours awarded for successful completion of a program;
- . The establishment of a geographic location apart from the main campus at which the institution offers at least 50 percent of an educational program;
- . The establishment of a branch campus;
- *Closing a program, off-campus site, branch campus or institution;* (Italics added)
- Entering into a collaborative academic arrangement that includes the initiation of a dual degree program or a joint academic program with another institution.

## Closing Programs

- If a school decides to close a program, it must choose one of the following options:

(1) The school teaches out currently enrolled students, no longer admits students to the program, and terminates the program after students have graduated. (Teach-out plan); or

(2) The school enters into a contract for another institution or organization to teach out the program. (Teach-out agreement).

- Teach-out plans and teach-out agreements must be submitted for review to the Curriculum and Educational Policies Committee, Provost, Faculty Council, President, SACSCOC Liaison, ITC Board of Trustees, and then approved by the Commission on Colleges in advance of implementation. Every SACSCOC member institution has an Accreditation Liaison whose charge is to ensure compliance with accreditation requirements. The current SACSCOC Liaison for Interdenominational Theological Center is:

Director of Institutional Effectiveness/Quality Enhancement Plan (404) 527-7777

## ITC Teach Out Policy

### Terminating a Degree Program

According to the Southern Association of Colleges and Schools Commission on

Colleges, when closing a program, “the institution must make a good faith effort to assist affected students, faculty, administrative and support staff so that they experience a minimal amount of disruption in the pursuit of their course of study or professional careers.” Specifically, the institution should make every effort to teach out currently enrolled students and to discontinue admission of students to the program once the decision is made to terminate the program. The ITC is committed to assisting students affected by termination of degree programs and will implement procedures that minimize the impact on students while maintaining the integrity of the respective degree. Prospective students with active applications awaiting admission decisions to either a terminated program and/or newly admitted students:

- Immediately suspend admission of all new students.
- Notify students who have already been offered admission that they must complete the program within the teach out time period specified for the particular program. The teach out time period will end with the conclusion of the spring semester.
- Notify newly admitted students (if the program or institution closes prior to the semester commencing) that admissions and enrollment have been terminated.

## 4. Admission

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### Introduction

The Interdenominational Theological Center is open to qualified applicants who satisfy all admissions requirements. Prospective students can apply to five degree programs: Master of Divinity (MDiv), Master of Arts in Christian Education (MACE), MDiv /MACE dual degree program, Doctor of Ministry (DMin), and Doctor of Theology (ThD). Applications for admission to these degree programs are available on our website at [www.itc.edu](http://www.itc.edu).

For assistance contact the Office of Admissions directly at 404-527-7792. Correspondences by mail can be sent to: Office of Admissions, Interdenominational Theological Center, 700 Martin Luther King, Jr., Drive, Atlanta, GA 30314.

*The Interdenominational Theological Center prohibits discrimination against any individual on the basis of race, color, religion, sex, age, national origin, disability, sexual orientation, marital status, parental status, or veteran status with reference to the institution's admission policies, academic standards and policies, in the granting of scholarships, loans and other financial aid.*

### ADMISSIONS CRITERIA

#### Masters Degree Programs

The prerequisite for admission to the

master degree programs is a bachelor's degree, or its equivalent, from a college or university accredited by one of the nationally recognized regional accrediting agencies or the international equivalent. The degree should represent a broad liberal arts background with courses such as English, world history, philosophy, languages and literature, the natural sciences, the social sciences, and religion.

To be considered for admission, each applicant must submit the following documents in addition to the application form to the Office of Admission and Recruitment on or before July 1 for fall admission and November 1 for spring admission.

- Official transcripts of all college, university, or seminary records, showing all courses pursued, grades received. A bachelor's degree with a minimum grade point average of 2.25 on a 4.00 or its equivalent
- Three recommendation letters (Professional, Educational, and Ministerial)
- An autobiographical essay (should not exceed 4 pages), following the guidelines in the application
- \$50.00 nonrefundable application fee

## **APPLICANTS TO THE MASTER OF ARTS IN CHRISTIAN EDUCATION (M. A. C. E.)**

All persons seeking to enroll in the Master of Arts in Christian Education degree program must meet the same admission requirements as students applying to the Master of Divinity Program.

Applicants to the degree must submit a **Statement of Total Program Completion**, outlining

- a program proposal that makes use of the candidate's previous training and experience,
- lays out a tentative project for the MA thesis and
- states how the candidate plans to use the courses and resources available at the ITC for the successful completion of the program and its thesis.

## **SPECIAL STUDENTS**

### **Matriculation with Degree Equivalency**

Applicants applying under degree equivalency have not earned a baccalaureate degree and must first be recommended by the respective president/dean of their denomination. Applicants must have at least sixty semester hours or ninety-quarter hours of credit from an institution accredited by an agency recognized by the Commission on Recognition of Postsecondary Accreditation, and must have made exceptional contributions to church and community. These contributions should include at least seven years of broadly based leadership experience in a local church and

participation in community activities as a volunteer or professional worker. Applicants should be able to demonstrate the knowledge, academic skill, and ability generally associated with persons who hold the baccalaureate degree. College course work must represent a broad liberal arts background with credits in the following areas: English, world history, philosophy, languages and literature, the natural sciences, the social sciences, music and other fine arts, and religion. Admission is reserved for applicants of mature years with life experience that has prepared them for theological study at the graduate level. No more than 10 percent of the students in a given degree program will be admitted under this category. Persons interested should contact the Office of Admission and Recruitment for necessary documents and application sent by the Office of Admission and Recruitment after a recommendation from the respective president/dean has been received.

### **Enrichment Students (Check CEP)**

Persons not interested in pursuing a degree, but who meet admission requirements and who wish to enroll in a course for credit, may be admitted to some classes with special permission for up to one academic year or 30 credits hours and upon payment of tuition and fees.

### **Noncredit Study/Auditors**

Persons who do not qualify academically for admission to a degree program or who do not wish to enroll in a course for credit may be admitted as auditors to some classes with special permission and upon payment of designated fees. They may be admitted to any one of the following categories:

- Theological inquirers with qualifications normally required;
- Theological inquirers without qualifications normally required; and
- Persons who need exposure to theological education in order to serve in certain denominational capacities that are recommended by their respective denominations.

### **READMITTED STUDENTS**

Any student who is not continuously enrolled or who is absent from a regular semester, excluding summer session, must apply for readmission. If you have been absent from the institution for a year or less, please contact the Office of The Registrar. Former student's absence for more than a year must apply for readmission through the Office of Admissions. You may secure an application from the Office of Admissions or at the institutions website ([www.itc.edu](http://www.itc.edu)) at no cost. Requests for readmission must be submitted with supporting materials not later than (30) days prior to the first day of classes of the term for which readmission is sought. Students seeking readmission to the Institution must satisfy all prior financial obligations. Students who have attended other colleges during their absence from the Interdenominational Theological Center are required to submit official academic transcripts from each institution attended.

### **TRANSFER STUDENTS**

A student transferring from another accredited graduate theological school must complete at least the last *sixty* semester credits in residence at the Interdenominational Theological Center to earn the Master of Divinity degree, the last *forty* semester credits for the Master of Arts

in Christian Education degree, and the last *eighty* semester credits for the dual Master of Divinity/Master of Arts in Christian Education degrees.

Transfer credit for courses taken within the past *seven* years at a regional or national accredited graduate theological school may be accepted provided they are comparable to courses in the ITC curriculum. Grades earned in such courses must be a “**C**” or higher. An appropriate faculty member in each case will determine comparability of core courses. Regardless of the number of hours accepted for transfer, at least one core course in each curriculum area must be completed at ITC. Applicants should forward copies of course syllabi with application materials.

Transfer students from another seminary must submit a statement from the last institution attended verifying that the student is in good disciplinary standing. The Student Affairs Officer at the previous institution must sign the statement.

### **INTERNATIONAL STUDENTS**

International student is defined as a “student of international origin who is not a citizen or permanent resident of the United States.” In addition to meeting all other applicable requirements for admission, an international applicant whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL), administered by the Educational Testing Service of Princeton, New Jersey. The passing test requirements are 500 or better for paper test and 79 on the internet based test.

All international students must have their transcript evaluated by an accredited credential evaluation service. Complete and submit the application form and all requested materials. Send this along with a \$50 (U.S. dollars) application fee to the Office of Admission and Recruitment by June 1 for fall and December 1 for spring. It is strongly recommended that international students begin the admission process at least six months to one year prior to the application deadline.

Before the issuing of the Form I-20 process can be completed, evidence of ability to finance the full period of study at ITC must be submitted. The student must include with the application a statement for financing both tuition and living expenses for the length of the degree program. If families are to accompany the student, adequate financial, health care, schooling, and transportation provisions must be included for their support.

International students wishing to attend ITC are required to submit a deposit of the first year's tuition and fees in a cashier's check made payable to ITC. If the F-1 vis is denied, the deposit is one hundred percent is refundable.

### **Health Record**

All students who are enrolling must submit a physical examination, and immunization records.

Health records are due to the Director of Student Services by July 1 for the fall semester and December 1 for the spring semester.

### **TUITION DEPOSIT**

A nonrefundable fee of \$150 is required of

all admitted students enrolling in a degree program. This deposit is required no later than July 1 for fall and December 1 for spring semester. The deposit will be posted as a credit to the student's account; however, a student who pays the deposit but fails to enroll will forfeit the deposit. Deposits can be made by certified check, money order, or by calling the business office at 404-527-7723.

### **APPLICANTS TO THE DOCTOR OF MINISTRY (DMin) PROGRAM**

The purpose of the Doctor of Ministry degree, an advanced program oriented toward ministerial leadership, is to enhance the practice of ministry for persons who hold the M.Div. or its educational equivalent and who have engaged in substantial ministerial leadership. The Doctor of Ministry Program is in the process of revising its educational design and delivery system in an effort to improving learning outcomes. Requirements of the program are effective for each student at the point of first admission. The committee of Doctoral Programs reserves the right to change any requirements, but will work with students individually to accommodate any hardships created by program changes.

The goal of the Doctor of Ministry Program at ITC is to attract, support, educate, and nurture women and men in leadership in Christ's Church and the world who require professional education beyond the level of the M.Div. and who are capable of fulfilling the mission of the institution. The Doctor of Ministry study program is directed to the mastery of knowledge informing the understanding of the nature and purposes of ministry, the competencies gained through advanced study, and the

integration of these dimensions of ministry. The program is called a *Doctor of Ministry* course because it intends that its graduates will be, literally, “teachers of ministry.” The program has five core learning outcomes, each related to the same realities, and the five are to be thoroughly integral to the ministry of service. Upon completion of the program the candidate will have conducted original research in the area of concentrate related to the Church and Ministry, Military Chaplaincy, or Specialty in Pastoral Care.

ITC offers an opportunity for creative, focused, and transformative advanced theological studies in the Doctor of Ministry degree. Unlike the PhD or the ThD programs, the DMin is not a degree in a specialized academic discipline, but rather is a professional degree in ministry that brings together theory and praxis rooted in the academy and the community of faith. The DMin degree is designed as a ministry of scholarship and practice, especially for senior pastors, ministers serving in administrative and specialized ministries, chaplains of the armed forces and hospitals, pastoral counselors, community advocates, and theological speakers and writers, resulting in the obtainment of the highest professional degree offered in theological education.

Applicants who desire to strengthen their proficiency in ministry may apply for admission to the Doctor of Ministry program. Formal application documents, submitted in duplicate, must include autobiographical data, academic records, and a personal statement of not more than ten typed double-spaced pages describing the applicant’s interest and goals for the DMin program of study. The Committee on Doctoral Programs, which will make its

recommendation for admission to the faculty, will assess these data. Applications are due in the DMin office on April 1, though they may be received throughout the year. For more information, or to request application materials, please contact the director, Dr. Marsha Snulligan Haney, [mshaney@itc.edu](mailto:mshaney@itc.edu) or the administrative assistant, Ms. Melody Berry, [mberry@itc.edu](mailto:mberry@itc.edu). Contact us also by, calling 404-527-7795.

### **GENERAL REGULATIONS**

Enrollment at ITC is a privilege and is subject at all times to suspension or termination by action of the Vice-President for academic services or the faculty. Such action may be based upon failure by the student to meet and maintain academic standards prescribed by the faculty or upon conduct on the part of the student which the Vice-President for academic services or the faculty determines is inconsistent with or detracts from the spiritual, moral, and social character which the faculty desires for the ITC community.

Any student applying for admission to ITC shall be deemed to have read and understood the terms of this notice and, if accepted, be subject to them.

### **CODE OF CONDUCT**

ITC is actively engaged in the pursuit of academic excellence. We realize the discipline that such a pursuit demands. We, therefore, are paying attention to those activities, which could negatively impact our desired goal. If anyone’s conduct is ever contrary to the commitment of Christian ministry, so that a breach in discipline, moral lapse, questionable integrity or action that is not in the best interest of ITC is

observed, the conduct of the person involved will be investigated and appropriate action taken. Inappropriate behavior by a student is outlined in the *Student Handbook*.

### **COLLEGE NON-DISCRIMINATORY POLICY**

ITC admits students of any race, color, and national, or ethnic origin. Pursuant to Title IX, part 86, Title VI, and Title VII, no persons shall, on the basis of race, sex, color, religion, national origin, or handicap be denied the benefits of, or be otherwise subjected to discrimination from any educational program or activity administered by ITC or in any term, condition, privilege, or employment.

### **AFFIRMATIVE ACTION POLICIES**

It is the policy of ITC to provide equal

opportunity to all employees, students, and applicants for employment or admission without regard to race, color, national origin, age, or handicap. Affirmative action will be taken to ensure fulfillment of this policy relative to all personnel actions including, but not limited to recruiting, enrollment, instructional practices, hiring, placement, upgrading, transfer, promotions, and maintenance of employment conditions.

### **ACADEMIC AND PERSONAL RECORDS**

All records at ITC are maintained in compliance with the Federal Regulations with the registrar maintaining permanent records on all students. Student folders are maintained in single files alphabetically by name. Permanent records older than ten years are contained in fireproof files in the vault. It is the responsibility of the student

to transmit to the Office of the Registrar any changes of information needed to update the file.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)**

The Family Educational Rights and Privacy Act, with which ITC intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Further explanation of FERPA as it relates to records is in the *ITC Student Handbook*.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974, as amended. *A student who desires that any or all of the above information not be released must submit a written request to the Office of the Registrar within ten working days after the first day of class. All requests for nondisclosure will be honored by ITC until and/or unless the registrar receives direct authorization from the student to do otherwise.*

### **ITC HARASSMENT FREE WORKPLACE POLICY**

It is the policy and responsibility of ITC, as an institution preparing women and men for leadership roles in the church, to establish an environment of trust in which the dignity and worth of all members of the institutional community are respected. Therefore, ITC will not condone or disregard incidents of harassment on the basis of race, gender, religion, national origin, age, disability or other classification protected

by law.

*Harassment* is the misuse of power and a violation of acceptable boundaries. It creates confusion and an uncomfortable, hostile, and intimidating environment in which to work and study. It destroys the opportunity for students, faculty, and staff to develop and affirm strong, positive self-concepts, and a sense of self-confidence. It undermines the mutual respect necessary to conduct the educational process and the functioning of ITC.

*Harassment* also includes conduct on the part of any employee, faculty member, or student, which unreasonably interferes with another's work or academic performance by creating an intimidating, hostile, or offensive working and academic environment. *Harassment* consists of a variety of behavior by employees, faculty members, and students directed to other employees, faculty members, and students, including but not limited to, subtle pressure for sexual activity, inappropriate touching, inappropriate language, demands for sexual favors, and physical assault.

ITC is committed to providing an environment where all employees and students feel safe, secure and respected. As an organization in the business of providing theological education for the future leaders of our spiritual community, no conduct will be tolerated by any employee or student who harasses, disrupts or interferes inappropriately with another employee's work performance or creates an intimidating or hostile environment for students. Sexual harassment and harassment on the basis of an individual's race, color, religion, gender, national origin, age or disability will not be tolerated at ITC.

This includes harassment by supervisors, employees, vendors, students and visitors.

### **Harassment**

*Harassment* shall mean discriminatory harassment and/or sexual harassment. *Harassment* does not include verbal or written expressions that are relevant and appropriately related to course subject matter or curriculum, and this policy shall not abridge academic freedom or this institutions' educational mission. However, an assertion of academic freedom will not protect behavior that violates this policy or any applicable laws.

*Harassment* may (a) occur as a result of a power relationship, as in supervisor/supervised or faculty/student or (b) arise from the creation of a hostile environment by another person, including one's peers or subordinates.

*Harassment* of employees/students, in connection with their work or school by non- employees or non-students, is also a violation of this policy. Any employee/student who experiences or observes any harassment of an employee or student, including by a non-employee/non-student, should report such harassment to the Office of Human Resources. Visitors, guests, patrons, independent contractors (by their personnel or on premises that they control) who fail to address harassment of which they know or should have known of employee/students may be subject to whatever sanctions the relationship of that person to this institution may allow.

Prohibited harassment includes, but is not limited to the following behaviors:

- . Verbal conduct such as epithets,

derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;

- . Visual conduct such as derogatory and/or inappropriate sexually-oriented posters, photography, videos, websites, cartoons, drawings or gestures;
- . Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work because of one's sex, race or any other protected basis mentioned;
- . Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss, or the receipt of employment benefits in return for sexual favors;
- . Retaliation for having reported or threatened to report harassment;
- . Using sex as a way to influence grades in class;
- . Conduct on the part of any employee, faculty member, or student, which unreasonably interferes with another's work or academic performance by creating an intimidating, hostile or offensive working and academic environment.

### **IMMINENT DANGER**

Any person who seems to be a threat to himself/herself through the use of inappropriate statements and actions--including threatening language, suicidal threats, threats to harm others, or any action that may result in imminent danger to himself/herself or others, should be

reported immediately to the office of the Chaplain at 404.527.5735.

### **Discriminatory Harassment**

*Discriminatory Harassment* is defined as verbal or physical conduct which is directed towards an individual solely because of his or her gender, race, nationality, religion, creed, age, disability, citizenship and/or presumed or actual sexual orientation, that (a) stigmatizes the individual and is known by the speaker to invoke violence or imminent harm, or (b) is of a continual nature such that it creates an intimidating, hostile or offensive working, academic or campus environment or unreasonable interference with an individual's work or academic performance.

### **Same-Sex Harassment**

The Supreme Court ruled that *sexual harassment* against a member of the same sex is just as illegal as sexual harassment against a member of the opposite sex (*Oncale v. Sundowner Offshore Services, Inc.*, 118 S. Ct. 998 1998). Contrary to the decisions of other courts, the Supreme Court ruled that the harasser need not be homosexual and need not be motivated by sexual desire to be in violation of the law. To be considered harassment, behavior must be so hostile or abusive that it alters the conditions of a person's employment. This is judged from the perspective of a "reasonable person" considering all the circumstances.

### **Sexual Harassment**

*Sexual harassment* is a form of sex discrimination that violates TITLE VII of the Civil Rights Act of 1964. The law defines sexual harassment as any unwelcome

sexual advances or requests for sexual favors or any conduct of a sexual nature when:

- Submitting to such conduct is made either explicitly or implicitly a term or condition of employment;
- Submitting to such conduct is used as the basis for employment decisions affecting the individual as an employee or;
- Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creates an intimidating, hostile, or

offensive working environment.

The key to whether certain behavior is sexual harassment is whether the conduct is unwelcomed and whether the conduct is sexual in nature. Sexual harassment can be:

- Physical, including unwelcome touching or gesturing
- Verbal, including unwelcome requests for a date or sexual favors or lewd remarks or sounds. Visual, including unwelcome exposure to sexual photos, cartoons, or drawings.

## 5. Student Expenses

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All expenses listed in this catalog are subject to change. Questions concerning the following information may be directed to the Business Office. Information about the financial aid program is found in chapter 7.

### ACADEMIC COSTS

**Master of Divinity, Master of Arts in Christian Education, and Master of Divinity/Master of Arts in Christian Education Dual Degree** students pay \$740 per credit hour. If 30 credit hours are taken in the nine-month academic year, the total is \$12,370. Tuition for the summer session is \$525 per credit hour.

### FEES

#### Tuition Deposit

All new students planning to enroll at the Interdenominational Theological Center are required to pay a \$150 tuition deposit prior to enrolling. The non-refundable fee is applied to the student's tuition charge upon enrolling.

#### Student Comprehensive Fee

All full-time students will be charged \$938 per year. This amount does not include the summer session. Students attending summer school will be charged an additional \$180 for fees.

#### Late Registration Fee

This \$30 fee applies to registrations received after the date shown on student registration forms.

#### Health Insurance

All students are required to carry health insurance. All international students are required to carry health insurance for themselves and their family members who have accompanied them to the U.S. A health insurance plan is available through the Student Life Office. The cost of this policy for 2014-2015 is \$1,037.50 per semester for single students.

#### Graduation Fee

The graduation fee is a one-time, nonrefundable fee of \$150.00. It defrays the costs of processing graduates for graduation, printing and mailing diplomas, printing diploma covers, the cap and gown worn at commencement, commencement ceremony and other expenses associated with graduation.

Students must pay the one-time, non-refundable graduation fee regardless of their participation or lack of participation in the commencement ceremony.

#### Transcript Fee

There is a \$5.00 charge on all transcripts. Transcripts on demand or walk-ins will be charged ten dollars. Transcript request forms are available through the Office of the Registrar. Official transcripts will not be

issued until the student has met all financial obligations to ITC. Official transcripts will be mailed directly to the academic institution, prospective employer or agency designated. Transcripts mailed directly to students are labeled “Unofficial copy for student’s use only.” ITC reserves the right to withhold transcripts of current or former students who are not in good financial standing with the institution.

**BOOKS**

The Interdenominational Theological Center does not operate a bookstore for enrolled students. However, eligible students whose accounts are in good standing, may request a book voucher to purchase books through the MBS online Bookstore. The cost of books varies by the number and types of courses taken. Students should budget a minimum of \$100 per course for books.

**Housing**

All students are eligible to apply for on-campus housing. Housing rates vary according to size and location. Apartment charges should be paid promptly prior to the start of the term, or special arrangements should be made with the Business Office. Students whose housing rental payments are in arrears and who have not made satisfactory payment arrangements with the Business Office will be notified that they must pay in full or move out within a month.

A refundable security deposit of one month’s rent along with the first month’s rent is due before moving in. A \$10 key deposit is collected upon move-in.

The following monthly rental rates for apartments include all basic utilities except telephone:

Size	Semester Cost	Academic Year
Efficiency	\$4,158	\$2,079
One-bedroom	\$4,788	\$2,394

Housing is also available through the various denominations. Students should contact their respective denomination for additional housing accommodations. *The above rates do not include summer rates.*

**FINANCIAL RESPONSIBILITY**

Students are expected to maintain good financial standing with the institution, as determined by the ITC Business Office. Students must settle all financial obligations to The Interdenominational Theological Center before they may receive their diplomas, have transcripts provided, or be designated as having graduated.

Students who fail to settle their financial obligations before graduation will be notified by email approximately two weeks before graduation that they may participate in all facets of graduation, in person or (if approved by the academic dean) in absentia, but will receive the diploma jacket without diploma in the graduation ceremony itself if they attend. Until financial obligations are met, third parties who inquire as to a student’s graduation will be informed that the student has completed all academic requirements but is not yet confirmed as having graduated in view of not having met administrative requirements. Until financial obligations are met, students will not receive their diplomas or be accorded transcript services. When accounts have been settled, a student’s official graduation date will

become the date originally indicated on the diploma. Further questions may be directed to the Business Office.

### **PAYMENT POLICIES**

Tuition and fee payments are due in the Business Office the first day of classes. If a student is not able to make payment by that date, s/he is responsible for making satisfactory payment arrangements with the Business Office within 10 days of the start of a term. The student is responsible for making prompt payment of any amount due.

Charges for housing and other school fees are also billed to the student account. If payment is not complete within 60 days of any amounts billed, the student will be placed on Financial Hold. A student on Financial Hold will not be permitted to register for classes, receive grades, request transcripts, or graduate unless all charges have been paid. A student on Financial Hold for greater than 90 days may be dismissed from the program and Seminary employment, if applicable.

### **Return Check Policy**

There is a \$36 charge for each returned check.

For a complete listing of fees, visit the Interdenominational Theological Center's website at [www.itc.edu](http://www.itc.edu). Tuition and fees are subject to change at the discretion of the Board of Trustees

### **Withdrawals and Return of Title IV Funds Policy**

A calculation is made for all financial aid recipients to determine whether a student

who completely withdraws during a term has "earned" the monies disbursed. A student "earns" his/her aid based on the period of time they remain enrolled. During the first 60% of the term, a student "earns" financial aid in direct proportion to the length of time he/she remains enrolled. The earned and unearned aid is determined by a daily prorated ratio. Basically, if you canceled enrollment at the 20% point of the term, you earned 20% of the financial aid you were originally scheduled to receive. The 80% of the amount of unearned Federal financial aid or a portion of the 80% of unearned aid will be returned (canceled from your account). Once you have completed more than 60% of the term, you have earned all the federal assistance that you were scheduled to receive. Students that withdraw after receiving a refund but, prior to the 60% point in the term, may owe a repayment to the institution or the Department of Education.

The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the term. The withdrawal date is:

- The date the student notified the institution of intent to withdraw (initiation of withdrawal process) or
- The midpoint of the term for a student who leaves without notifying the institution of their intent to withdraw.

The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is assumed to possess. ITC will use the Return of Financial Aid - Refund Policy worksheet to determine the amount the student and/or the

institution must refund (canceled from your student account) to the appropriate programs. The Business Office will cooperatively verify the accuracy of each refund calculation.

### **Institution's Return of Funds**

Once the institution's portion of the return of funds has been calculated the Office of Financial Aid will reduce the student's original financial aid award and return the funds within 45 (forty-five) days to the appropriate program(s) in the order specific in this policy. If this creates a "balance" on the student's account in the Business office, the student will be notified of their obligation. The student will be responsible for paying the debt to the Business Office immediately. The student will not be allowed to register or receive an official transcript until the debt has been paid in full.

### **Student's Return of Funds**

Once the student's portion of the return of funds has been calculated, the Business Office will notify the student of the amount he/she must repay. The student must pay ITC the full amount of his/her debt and ITC will return the funds to the appropriate programs within 45 days. To continue eligibility past 45 days, the student must pay the overpayment in full to ITC Business office.

Unearned Title IV aid shall be returned to the following programs in the following order by both the student and the Institution

1. Unsubsidized Stafford Loan
2. Graduate PLUS

### **Post-Withdrawal Funds**

If the amount disbursed to the student is less than the amount the student earned, the amount may be considered a post-withdrawal disbursement. Post-withdrawal eligibility can be used to credit outstanding charges on a student's account. ITC has 30 (thirty) days from the date of the institution determined that the student withdrew, to offer any amount of the post-withdrawal disbursement to the student. The student may accept or decline some or all of the post-withdrawal disbursement that is not credited to the student's account. The student must respond within 14 days from the date that the institution sends the notification to be eligible to receive the post withdrawal disbursement. If the student does not respond to the institution's notice, no portion of the post-withdrawal disbursement that is not credited to the student's account may be disbursed.

The calculation for the amount of federal financial aid to return (cancel from your student account) is based on the lesser amount of:

- Institutional charges: (Tuition, Mandatory fees, Special course fees, Housing and Meal charges (if you live on campus), or
- Federal Aid awarded: (Unsubsidized Stafford Loan, or Grad PLUS Loan))

The lesser amount of the institutional charges or federal aid awarded is then multiplied by a daily prorated ratio based

on your certified date of withdrawal. The result is the amount of aid to be returned.

### **Unofficial Withdrawal Policy:**

Financial aid funds are awarded under the assumption you will attend school for the entire term. If you unofficially withdraw (leave and do not properly provide official notification of withdrawal), you may no longer be eligible for the full amount of aid funds you were originally scheduled to receive.

### **Official Notification Not Provided**

1. One category of unofficial withdrawal happens if you did not complete the withdrawal process or otherwise notify the school of the intent to withdraw due to illness, accident, grievous personal loss or other circumstances beyond your control. If the failure to properly withdraw is beyond your control, the withdrawal date is the date you no longer were able to attend class.
2. A second category of unofficial withdrawals encompasses all other withdrawals where official notification is not provided to the school. For these withdrawals the withdrawal date is the midpoint of the term, unless otherwise documented.

### **Time Frame of Withdrawal Date for an Unofficial Withdrawal**

For Unofficial withdrawals, a school must process aid adjustments for unofficial

withdrawals within 45 calendar days from the earlier of; (1) the end of the payment period or period of enrollment, (2) the end of the academic year, or (3) the end of the student's educational program.

At the end of each term, our office identifies students who did not successfully complete any courses. For students who do not earn a passing grade in any course, a notice will be sent to instructors asking for verification of the last date of attendance at an academically related activity. Examples of academically related activities are:

- Examinations or quizzes
- Tutorials
- Computer-assisted instruction
- Academic advising or counseling
- Academic conferences
- Completing an academic assignment, paper, or project
- Attending a study group required by the institution where attendance is taken

In the absence of evidence of a last day of attendance at an academically related activity, the student who failed to earn a passing grade in any class is considered to be an unofficial withdrawal. Also, if attendance documentation is not received, a return of financial aid funds calculation will occur using the midpoint (50%) as the point for the unofficial date of withdrawal.

### **Federal Refund Policy**

Any federal financial aid recipient who withdraws from all classes is subject to a Federal Return of Title IV Aid Calculation. This calculation determines the amount of federal aid that the student and the school are eligible to retain along with the amount

that must be returned to the student's lender and/or the federal government. Federal Aid is defined under the Financial Aid Section of the catalog.

An **official withdrawal** occurs when a student has formally requested to be withdrawn from the ITC. The student must submit a complete withdrawal form to the Office of the Registrar.

An **unofficial withdrawal** occurs when a student has stopped attending courses for a period of 14 consecutive days or more but has not communicated a desire to officially withdraw.

A calculation is made for all financial aid recipients to determine whether a student who completely withdraws during a term has "earned" the monies disbursed. A student "earns" his/her aid based on the period of time they remain enrolled. During the first 60% of the term a student "earns" student aid funds in direct proportion to the length of time he/she remains enrolled. Beyond the 60% point all aid for the term is considered earned.

A weekly roster will be generated by the Office of the Registrar that identifies students who have completely withdrawn from the institution. The Registrar's office will verify the date of withdrawal. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by

the number of days in the term. The withdrawal date is:

- The date the student notified the institution of intent to withdraw (initiation of withdrawal process) or
- The midpoint of the term for a student who leaves without notifying the institution of their intent to withdraw.

The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is assumed to possess. ITC will use the Return of Financial Aid - Refund Policy worksheet to determine the amount the student and/or the institution must refund to Direct Loans. The Office of Financial Aid and CFO will work cooperatively to verify the accuracy of each refund calculation.

### **Institution's Return of Funds**

Once the institution's portion of the return of funds has been calculated, the Financial Aid Office will reduce the student's original financial aid award and return the funds within 45 (forty-five) days. If this creates a "charge" on the student's account, the Business Office will notify the student of the obligation. The student will be responsible for paying the debt to the Business Office immediately. The student will not be allowed to register, receive an official transcript, and/or receive future financial aid until the debt has been paid in full.

## 6. Financial Aid

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### FINANCIAL AID

Concerned about paying for your education at The Interdenominational Theological Center? Think of it as an investment in your future. An ITC education will pay for itself many times over in higher earnings and expanded opportunities throughout your life. With our generous financial assistance packages, some ITC students find that their actual cost is lower than they had originally expected. We invite you to explore the financial information provided on the ITC website. We look forward to helping you invest in your future!

### APPLY FOR FINANCIAL AID

ITC students use the Free Application for Federal Student Aid (FAFSA) to apply for financial aid. The FAFSA should be received at the federal processor by **February 15th** for priority consideration for our aid programs for the school year. Go to <http://www.pin.ed.gov> to apply for a Personal Identification Number (PIN) from the U.S. Department of Education if you don't already have one. After you receive your PIN, go to <http://fafsa.gov> and follow directions to file the FAFSA (and signature page if directed to do so). File your FAFSA as soon after January 1st as possible, noting the Interdenominational Theological Center, Code #001568 on the form.

### SCHOLARSHIPS

Looking for ways to fund your education? If you can demonstrate academic excellence and leadership, you may qualify for scholarship funding at ITC. You also may want to explore scholarships from outside sources by browsing websites like FastWeb, StudentScholarships.org, College Board, Hispanic College Fund, The National Data Base Scholarships, UNCF, and US College Scholarships and Grants. Check the Financial Aid Section of the ITC website for more information. If you have questions, contact the Office of Financial Aid.

### ITC FUNDED SCHOLARSHIPS

ITC funds several scholarships for incoming students with awards ranging from \$500 to \$5,000 per year. Scholarship recipients are selected on the basis of academic credentials as measured by previous collegiate academic work. In order to be eligible for a ITC-funded scholarship, you must meet the following criteria:

- Graduated from an accredited college.
- Applied for admission at ITC for the fall semester.
- Be a U.S. citizen, permanent resident, or hold a Temporary Resident Card (form I-766) as provided by the Immigration and Reform Control Act of 1986.

- Admissions file must be completed by December 1 to be considered for priority funding. Please note that this is the priority deadline and scholarships will continue to be awarded as long as funds are available.
  - Your completed admissions application allows you to be automatically considered for some scholarships. Other scholarships require a separate application.

Individual seminaries offer scholarship assistance to students. Check with your constituent seminary for information concerning seminary awards.

### **OUTSIDE SCHOLARSHIPS**

A search for outside scholarship money is time-consuming but may be well worth the effort. Students may be eligible for a specific scholarship or grant from an outside agency. Some sources to explore are employers, unions, professional organizations, special interest groups, and the Internet. Students must notify the Office of Financial Aid if receiving funds from any outside sources. If a student receives a scholarship from an outside organization, the Office of Financial Aid first applies the amount against the student's unmet need, then toward self-help awards (by reducing private loans or work-study) and finally by reducing federal aid (affecting federal loans first) so that total financial aid (including the outside scholarship) does not exceed the cost of attendance.

### **STUDENT LOANS**

The Interdenominational Theological Center participates in the major federal student loan programs to give our students the full range of options available for paying for college. We know students would prefer to receive grants and scholarships, but the reality is many of our students must rely on loans as well to help pay for their education. The federal loan programs below offer a secure, government-regulated, reasonably affordable way to invest in yourself and your goal of a higher education. **Student Loans** are financial obligations that must be repaid. Pay careful attention to the terms and conditions of any loan you accept to help pay for school. Do not borrow more than you need or can repay comfortably after leaving school.

### **SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL FINANCIAL AID**

To be eligible to receive a Federal Stafford Loan, a student must make Satisfactory Academic Progress (SAP). SAP is a combination of qualitative and quantitative components and is measured by:

- Grade Point Average (GPA);
- Number of credits earned divided by the number of credit hours attempted;
- Maximum time frame to complete the degree (1.5 X the required program hours).

The Interdenominational Theological Center will perform a yearly SAP review for a student who receives or applies for a Federal Stafford Loan. SAP reviews are usually performed after the May term.

As required by federal regulations, The Interdenominational Theological Center

administers an institutional SAP policy that is consistently applied to all Federal Financial Aid applicants and recipients. The Interdenominational Theological Center's Federal SAP policy is designed to improve the student's academic performance and is closely tied to the academic standing policies of the various degree programs. If a student fails to meet established SAP requirements, a suspension letter is sent to the student. A suspension letter is sent if the student:

- has less than a 2.25 cumulative GPA;
- has earned less than 67% of the overall hours attempted;
- has attempted more than 150% of the hours required to complete their program.

A student whose eligibility for federal financial aid has been suspended may submit an appeal if mitigating circumstance prevented the student from achieving SAP. Circumstances that may be considered include death in the family, accident, illness, or other academic performance factors that were outside of the student's control. If a student feels that he or she violated The Interdenominational Theological Center's SAP standards due to one of these factors, the student may submit an appeal to the SAP Committee for review. SAP appeals should be directed to:

#### Satisfactory Academic Progress Committee

Office of Financial Aid  
700 Martin Luther King Jr. Drive  
Atlanta, Georgia 30314

The SAP appeal must be submitted in writing to the financial aid office within 30 days after receiving the letter of

suspension. The appeal must include the following:

- identifying information including the student's full name, social security number, current address, phone number and e-mail address (if applicable):
  - a written letter of appeal from the student explaining the circumstance that led to their
    - SAP violation, and state why those mitigating circumstances are no longer affecting their academic performance.

This personal statement must include:

- a detailed explanation of extenuating circumstances for each term the violation of SAP policy occurred; and
- a resolution or plan of action explaining how the student will ensure future academic success.

Documentation of illness or medical condition is required when failing SAP is attributed to a medical condition. A statement from the student's academic advisor is required for all 150% rate violators. For all students who have attempted more than 150% of the credits necessary to complete their degree, the advisor must outline all remaining courses required for the student's degree program and the expected semester of completion.

The SAP Appeal Committee will review appeals within two weeks of receipt. The student will be notified in writing of the results of their appeal. Appeal decisions are based on the information presented to the committee and the SAP criteria. Appeal decisions will fall into one of the following categories:

pending—additional information is needed

approved—student is eligible to receive federal aid

denied—student is not eligible to receive federal aid

probation—the student will be sent a SAP contract that details the academic performance required in future terms for continued receipt of federal financial aid.

Questions pertaining to the SAP policy should be addressed to the Office of Financial Aid. A copy of The Interdenominational Theological Center's Satisfactory Academic Progress Policy can be found in the Financial Aid section of The Interdenominational Theological Center's website at [www.itc.edu](http://www.itc.edu).



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