

INTERDENOMINATIONAL THEOLOGICAL CENTER



1996-99 Catalog
Atlanta, Georgia

ITC OFFICE COMPLEX

700 Martin L. King, Jr. Drive, SW
Atlanta, Georgia 30314-4143
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Vice President for Academic Services/Academic Dean	Ext. 7704
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Director of Financial Services	Ext. 7720

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Phillips School of Theology	Ext. 7768
Johnson C. Smith Theological Seminary	Ext. 7781
Turner Theological Seminary	527-0080

ROBERT W. WOODRUFF LIBRARY

Theological Librarian	522-8980, Ext. 216
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MAINTENANCE

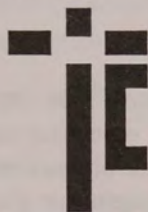
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OFFICE HOURS

9:00 a.m. - 5:00 p.m.
Monday - Friday

INTERDENOMINATIONAL THEOLOGICAL CENTER

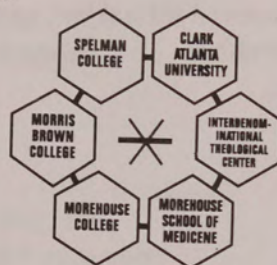
ITC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the degrees: Master of Divinity, Master of Arts in Christian Education, Master of Arts in Church Music, Doctor of Ministry, Doctor of Theology in Pastoral Counseling, and Double Degrees.



MEMBERSHIPS



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ATLANTA UNIVERSITY
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ANNOUNCEMENTS
1996 - 1999

VOLUME XXX

SEPTEMBER, 1996

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ATLANTA, GEORGIA 30314

AFFIRMATIVE ACTION

ITC admits students of any race, color, religion, sex, age, disability, veteran status, ethnic or national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate in the administration of its educational policies, financial aid and loan programs and other school administered programs.

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JAMES H. COSTEN, D.D., LL.D., PRESIDENT

INTERDENOMINATIONAL THEOLOGICAL CENTER

An Ecumenical Professional Graduate School of Theology

James H. Costen, D.D., LL.D., *President*

CONSTITUENT SEMINARIES

Gammon Theological Seminary

United Methodist

John W. Heyward, Jr., D.D., *Interim President-Dean*

Charles H. Mason Theological Seminary

Church of God in Christ

Oliver J. Haney, Jr., D.D., *Administrative Dean*

Morehouse School of Religion

Baptist

William T. Perkins, D.Min., *Administrative Dean*

Phillips School of Theology

Christian Methodist Episcopal

Thomas L. Brown, Sr., S.T.D., *Administrative Dean*

Johnson C. Smith Theological Seminary

Presbyterian Church (USA)

David L. Wallace, D.Min., *Administrative Dean*

Turner Theological Seminary

African Methodist Episcopal

Daniel W. Jacobs, Sr., D.D., *Administrative Dean*

ACADEMIC CALENDAR

Fall Semester

Activity	1996-97	1997-98	1998-99
Pre-Semester Skills Management Seminar	Aug. 26-30	Aug. 18-22	Aug. 17-21
Residences Open Orientation Begins	Aug. 29	Aug. 21	Aug. 20
ITC Registration	Sept. 3-4	Aug. 25-26	Aug. 24-25
Classes Begin/Late Registration Fee Applicable	Sept. 5	Aug. 27	Aug. 26
Labor Day Holiday	Sept. 2	Sept. 1	Sept. 7
Candler Regis. Columbia Regis.	Aug. 29 Sept. 3	Aug. 28 Sept. 2	
Last Day to Add Courses AND Last Day to Drop Courses without "W"	Sept. 13	Sept. 4	Sept. 3
Fall Convocation	Sept. 19	Sept. 18	Sept. 17
Last Day to File Candidacy for Graduation in May/July	Sept. 20	Sept. 12	Sept. 11
ITC Board Meets	Oct. 10	Oct. 9	Oct. 8
Mid-Term	Oct. 21-25	Oct. 20-24	Oct. 19-23

Fall Semester

Activity	1996-97	1997-98	1998-99
Last Day to Withdraw from Course with "W"	Nov. 1	Oct. 31	Oct. 30
Telephone Registration for Spring Semester Begins	Nov. 11	Nov. 10	Nov. 9
Liquidation of Student Account Balances	Nov. 11-15	Nov. 10-14	Nov. 9-13
Thanksgiving Recess Begins at End of Scheduled Classes	Nov. 28	Nov. 27	Nov. 26
Deadline for Application for Spring Semester	Dec. 2	Dec. 1	Nov. 30
Classes Resume	Dec. 2	Dec. 1	Nov. 30
Deadline for First Draft of D.Min. Proj./Dissertation	Dec. 5	Dec. 4	Dec. 3
Liquidation of Student Account Balances/Exam Permits Issued	Dec. 12-13	Dec. 11-12	Dec. 10-11
Study Time	Dec. 12-13	Dec. 11-12	Dec. 10-11
Semester Exams	Dec. 16-21	Dec. 15-20	Dec. 14-19

Fall Semester

Activity	1996-97	1997-98	1998-99
Semester Ends	Dec. 21	Dec. 20	Dec. 19
Telephone Registration for Spring Semester Ends	Dec. 31	Dec. 31	Dec. 31

Spring Semester

Activity	1996-97	1997-98	1998-99
Pre-Semester Skills Management Seminar	Jan. 2, 3, 4, 6, 7	Jan. 2, 3, 5, 6	Jan. 2, 4 5, 6
Residences Open Orientation Begins	Jan. 3	Jan. 2	Jan. 4
ITC Registration	Jan. 6-7	Jan. 5-6	Jan. 5-6
Candler Regis. Columbia Regis.	Jan. 15 Feb. 3	Jan. 14 Feb. 2	
Classes Begin/Late Registration Fee Applicable	Jan. 8	Jan. 7	Jan. 7
Last Day to Add Courses AND Last Day to Drop Courses without "W"	Jan. 16	Jan. 15	Jan. 15
Martin Luther King, Jr. Birthday Holiday Observance	Jan. 20	Jan. 19	Jan. 18

Spring Semester

Activity	1996-97	1997-98	1998-99
Incomplete ("I") Assignments Due from Fall Semester	Jan. 21	Jan. 20	Jan. 19
Conference on Ministry	Jan. 23-25	Jan. 22-24	Jan. 21-23
Mid-Term	Mar. 3-7	Mar. 10-13	Mar. 8-12
Spring Recess	Mar. 10-14	Mar. 16-20	Mar. 15-19
Classes Resume	Mar. 17	Mar. 23	Mar. 22
Last Day to Drop Courses with "W"	Mar. 21	Mar. 27	Mar. 26
Good Friday and Monday Holidays	Mar. 28 & 31	Apr. 10 & 13	Apr. 2 & 5
Classes Resume	Apr. 1	Apr. 14	Apr. 6
Deadline for Final Draft of D.Min. Proj./Dissertation	Apr. 3	Apr. 2	Apr. 1
ITC Board Meets	Apr. 10-11	Apr. 16-17	Apr. 8-9
Telephone Registration for Fall Semester Begins	Apr. 14	Apr. 13	Apr. 12

Spring Semester

Activity	1996-97	1997-98	1998-99
Liquidation of Student Account Balances	Apr. 14-18	Apr. 13-17	Apr. 12-16
Deadline for Summer CPE/Internship Application	Apr. 14-18	Apr. 13-17	Apr. 12-16
Middlers Declare Concentration	Apr. 14-18	Apr. 13-17	Apr. 12-16
Study Time	Apr. 24-25	Apr. 23-24	Apr. 22-23
Exam Permits Issued/Liquidation of Student Account Balances	Apr. 24-25	Apr. 23-24	Apr. 22-23
Senior Grades Due	Apr. 25	Apr. 24	Apr. 23
Semester Exams	Apr. 28- May 3	Apr. 27- May 2	Apr. 26- May 1
Deadline for Application for Summer Session	May 5	May 4	May 3
Telephone Registration for Fall Semester Ends	May 10	May 9	May 8
Commencement	May 10	May 9	May 8

Summer Session

Activity	1996-97	1997-98	1998-99
ITC Registration/ Classes Begin	June 2	June 1	June 1
Incomplete ("I") Assignments Due from Spring Semester	June 2	June 1	June 1
Last Day to Change Courses	June 3	June 2	June 2
Independence Day Holiday	July 4	July 4	July 4
Summer Session Ends	July 19	July 18	July 17
Summer Convoca- tion	July 26	July 25	July 24
Deadline for Application for Fall Semester	Aug. 4	Aug. 3	Aug. 2



HISTORY

GARDNER THEOLOGICAL SEMINARY

Gardner Theological Seminary had its beginning at Gardner School



HISTORY

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, representing four schools of theology. The schools in order of their chronology are:

===== 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 removal 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 1923-24.

In 1904 attention was turned to the Divinity School which, though related to the College, had its own instructors, and offered the B.D. degree in addition to the 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 the curriculum, and Dr. Charles D. Hubert, who had been 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 the Interdenominational Theological Center.

===== GAMMON THEOLOGICAL SEMINARY

Gammon Theological Seminary had its beginning as Gammon School of Theology, first as a Department of Religion and Philosophy in Clark University in the year 1869-70.

Clark Theological Seminary was opened in February 1872 with twenty-six students. The Reverend L. D. Barrows was selected to head the instruction at the seminary.

Gammon Theological Seminary was founded in 1883 by the Methodist Episcopal Church. Bishop Gilbert Haven and the officers of the Freedmen's Aid Society had purchased nearly 500 acres of high land in the southern suburbs of Atlanta to which Clark University was moved in 1883.

A department of theology was established in Clark University in 1882, through the efforts of Bishop Henry White Warren, resident Bishop, and the gift of \$20,000 for endowment from the Rev. Elijah H. Gammon, a superannuated Methodist minister of the Rock River (Illinois) Conference. The enthusiasm and cooperation of these two men led to the erection of Gammon Hall which was dedicated on December 18, 1883. In June of that year the Rev. Wilbur Patterson Thirkield was elected Dean, and "Gammon School of Theology" was officially opened on October 3, 1883.

Within four years Mr. Gammon offered to give the school more liberal support on condition that it become independent of Clark University so that it might serve the entire Methodist Episcopal Church and all her colleges in the South. In April 1887 the official connections between Gammon and Clark were dissolved, and in January 1888 Mr. Gammon added \$200,000 to the endowment fund. The School was granted a charter on March 24, and the name was officially changed to its present name on December 28 of that year. Dr. Thirkield was the first President.

When Mr. Gammon died July 3, 1891, he had willed the Seminary sufficient additional funds to bring his total gift to more than half a 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 alike. The Seminary offered, without distinction of race, to all students for the Christian ministry, a thorough, extensive, and well-arranged course of study which is now the exclusive function of ITC Gammon maintains a lectureship and varied activities in relation to its denomination from which she derives resources in addition to income from other basic resources.

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 Reverend E. L. Chew was also elected, but The Reverend E. W. Lee, a former principal who was subsequently elected President of Morris Brown College, was the first to serve as Dean of Theology. Twelve persons constituted the first student body.

The name, Turner Theological Seminary, was approved in 1900 in honor of Bishop Henry McNeal Turner who was 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 authorized Turner Theological Seminary to become a founding constituent of Interdenominational Theological Center in 1958 under the leadership of Bishop William Reid Wilkes, Sr. Dr. George A. Sewell was appointed Director/Dean. A charter was obtained in 1975 and a separate Board of Trustees was begun while Bishop Richard Allen Hildebrand was presiding in Georgia.

Within a year of the election of Dr. Daniel W. Jacobs, Sr. as Dean 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."

PHILLIPS SCHOOL OF THEOLOGY

Phillips School of Theology is the only seminary of the Christian Methodist Episcopal Church. It was founded on May 30, 1944 by the action of the Lane College Board of Trustees (Jackson, Tennessee) 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 34th 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, entitled to the financial

support of the denomination. Early enrollment at Phillips was 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. The extension 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 the 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 chairman of the Phillips Board of Trustees in its affiliation with ITC, was a major player in bridging Phillips with the ITC concept.

Following the death of Dr. Darnell in the Fall of 1973, Dr. Alvin Dopson was elected the fourth dean. Dr. Dopson served as dean 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.

Graduates of Phillips serve effectively in every level of ministry in the Christian Methodist Episcopal Church, 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 20th bishop of the CME Church. Bishop Phillips was one of the best trained ministers of his day, including a degree in medicine, and gave the first \$5,000 towards establishing Phillips as a seminary.

JOHNSON C. SMITH THEOLOGICAL SEMINARY

Johnson C. Smith Theological Seminary is one of the eleven theological institutions of the Presbyterian Church (USA). It was established on April 7, 1867 as a part of the Freedmen's College of North Carolina, subsequently named Biddle Memorial Institute in Charlotte, North Carolina. In 1923 Mrs. Jane Berry Smith of Pittsburgh, Pennsylvania generously endowed the institution and constructed several buildings on the seventy-five acre campus in honor of her husband, Johnson C. Smith. In recognition of this gift, the Board of Trustees

voted on March 1, 1923 to change the name of the Institute to Johnson C. Smith University.

The seminary operated as a department of the University, graduating its first class of three in 1872. In 1969 the religion department moved from Charlotte to Atlanta as Johnson C. Smith Theological Seminary. Through official action of the University Board of Trustees and the 182nd General Assembly of the Presbyterian Church (USA), it became part of the consortium of six Protestant seminaries known as the Interdenominational Theological Center.

CHARLES H. MASON THEOLOGICAL SEMINARY

Initial plans for Charles H. Mason Theological Seminary were begun 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 the Interdenominational Theological Center. He also invited Dr. Harry V. Richardson, President of ITC to Memphis to meet with that special committee. At this meeting, the idea was discussed and tabled until the Church could resolve some of its political problems.

In the Fall of 1968, the General Assembly of the Church of God in Christ approved a new Constitution which 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 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 the Interdenominational Theological Center. Bishop Charles E. Blake was elected the first chairman of the Board of Trustees, while Dr. Leonard Lovett was chosen as Dean. The Seminary officially opened in the Fall of 1970.

INTERDENOMINATIONAL THEOLOGICAL CENTER

ITC is a school of theology. It is the pivotal point for the cooperating ecumenical cluster. The Center's actualization 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 since 1960, and the Southern Association of Colleges and Schools in October 1984.

Faculty members are chosen both for scholarly competence and for teaching ability. They constitute an outstanding group among the seminaries of the nation. The faculty-student ratio is very favorable, thus insuring small classes and individual attention with an opportunity for flexibility in instruction.

ITC is located on a ten-acre plot in the heart of the Atlanta University Center. The site is a generous gift of Atlanta University. The buildings and all other facilities are modern, providing every resource for effective instruction and comfortable living. 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 trustees are fifteen members-at-large chosen without regard to denominational affiliation; two alumni representatives, two faculty representatives, and two student representatives. The Trustees employ the faculty and administration, set the policies, and manage the physical and financial resources of the Center.

Dr. Harry V. Richardson served as the first President of the 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 of 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.

MISSION STATEMENT

MISSION STATEMENT

with the General Education Board. It has been authorized by the Association of
Theological Schools since 1960, and the Southern Association of Colleges and



MISSION STATEMENT

PURPOSE

The Interdenominational Theological Center is a Christian, ecumenical, co-educational graduate professional school of theology. It is comprised of six historic African-American seminaries which cooperate in providing a single faculty, administration, and student body. Its faculty personifies quality scholarship, rigorous academic discipline, and significant research in the service of the church and other communities in the world.

The faculty and administration create a spiritual environment in which critical thinking, investigation, reflection, evaluation, communication, decision-making, and responsible action are fostered. They challenge all students to become involved in the problems which affect the human spirit; to become active on behalf of both the academic community and the community beyond the campus; to develop an appreciation for the disciplines that contribute to theological thinking; to incorporate contemporary technological resources in an ethically responsible fashion; and to maintain continuous development of the intellect, spirit, and skills required for spiritual growth.

The student body of the Interdenominational Theological Center participates in the tradition of the minister-scholar. Seminarians attending ITC discover a deep sense of individual and communal purpose which creates a shared commitment to learning. At ITC, students experience, sometimes surprising, a depth and intensity which leads to personal and intellectual growth and liberation. ITC seeks to prepare women and men for spiritual leadership in the church and world, practiced in a variety of ministry settings. As pastors, educators, researchers, pastoral counselors, chaplains, church musicians, community facilitators, etc., ITC graduates foster liberation of persons and institutions, in obedience to God in Jesus Christ.

NATURE

ITC is an exceptional place. It specializes in the education of women and men who serve the African-American Church and the world community. Most of the students at ITC come from churches which confess the Trinity as revealed in God, Creator, Redeemer, and Comforter, empowering the church as God's agent for the salvation and liberation of all humankind. There is special recognition of the role of denominations, not as the basis of division but as the foundation for genuine ecumenism.

ITC's history exemplifies its commitment to ecumenism. Four schools—Gammon (United Methodist, 1883), Morehouse (Baptist, 1867), Turner (African Methodist Episcopal, 1894), and Phillips (Christian Methodist Episcopal, 1944)—joined together in 1958 to form ITC. In 1970 they were joined by Johnson C. Smith (Presbyterian, USA, 1867) and Charles H. Mason (Church of God in Christ, 1970). An Episcopal seminary, the Absalom Jones Theological Institute, formed a part of the ITC from 1971 to 1979.

ITC's broadly pluralistic and ecumenical environment is maintained by virtue of its international, inter-ethnic, and interracial board, faculty, staff, and student body. Specifically, ITC serves as the repository for the study of Christian theology, both in Africa and the diaspora.

ITC is a truly cosmopolitan community, located in Atlanta, Georgia, a major metropolitan area of the nation. It is a component of the Atlanta University Center, which consists of six undergraduate and graduate institutions serving one of the largest predominantly Black student populations in the world.

ITC is fully accredited by the Association of Theological Schools and the Southern Association of Colleges and Schools to offer the following degrees: Master of Divinity, Master of Arts in Christian Education, Master of Arts in Church Music, Doctor of Ministry, Doctor of Theology in Pastoral Counseling, and Double Degrees. It is related locally to the larger academic community of theological education through its membership in the Atlanta Theological Association and the Georgia Association for Pastoral Care. It also participates in the University Center in Georgia, a consortium of nineteen academic institutions in the Atlanta community.

OBJECTIVES

The objectives of the Interdenominational Theological Center are:

1. To maintain an environment in which a Christian spiritual formation is encouraged and supported.
2. To create an appreciation of African, African-American, and other traditions of worship, and to instill a sense of discipline in their forms and expressions.

3. To provide initially and continuously the necessary resources for personal competence and leadership development in Christian ministry in traditional and nontraditional ministries.
4. To stimulate among faculty and students such scholarly studies and publications as will promote personal and professional development and contribute to a body of knowledge related to the diasporal African religious experience and the mission for the African-American Church and the church universal.
5. To maintain and expand programs of publication for the promotion and dissemination of scholarly research, both of ITC faculty and students, and of the larger academic community.
6. To provide effective relationships and continuous theological dialogue with seminaries in the "Two-Thirds World," especially in Africa and the Caribbean, and to develop a world center for the ongoing documentation of the religious heritage of the African world.
7. To provide support for the ongoing struggle for the liberation of oppressed peoples and to provide a context for a world where reconciliation, justice, and peace can be achieved.
8. To foster an appreciation for the global context in which ministry takes place today, and to provide opportunities for faculty and students to interact meaningfully with persons of all races, culture, and religious traditions.
9. To establish in its curriculum and to give particular affirmation in the Church and community to the contributions of women to the Christian ministry and to document women's experiences through special programs such as Black Women in Church and Society.
10. To provide an appreciation for continuing education among our present students as well as to foster a climate of excellence and growth for persons in service to the church and world community.
11. To provide a critique of Euro-American theological education which is informed by the perspectives and contributions of African-American and other global interpretations.

12. To contribute to ecumenical movements within the United States and internationally by the active participation of ITC faculty and students in such programs.

In summary, ITC is committed to standards of excellence that demand continuous intellectual and spiritual growth, responsible leadership development, personal and professional integrity, and respect for the dignity and worth of all people.

GENERAL INFORMATION

LOC 0001

Georgia. The city's name is actually a synonym for a Black separatist movement. It is the location of the Atlanta University Center, the largest enterprise of private Black higher education, and the Martin Luther King Center for Nonviolent Social Change. Atlanta, a regional and national center for trade, transportation and commerce, has also become a truly international metropolis. That status was further confirmed by its selection as the site of the 1996 International Centennial of Olympic Games.

GENERAL INFORMATION

- a. local and global implications of our location
- b. the life and thought of Martin Luther King
- c. religious, religious and other leaders in both trade and international relations
- d. the role of the city in the world

To contribute to increased cooperation within the Christian Church and
to the active participation of all people in the work of the Church.

The center is committed to a program of scholarship, research, and
teaching in the field of Christian theology, history, and practical ministry, and
to the promotion of the Christian faith in the world.



GENERAL INFORMATION

LOCATION

There could hardly be a more appropriate home for ITC than Atlanta, Georgia. The city's name is virtually synonymous with Black aspiration and achievement. It is the location of the Atlanta University Center, the world's largest enterprise of private Black higher education, and the Martin Luther King, Jr. Center for Nonviolent Social Change. Atlanta, a regional and national center of trade, transportation and commerce, has also become a truly international metropolis. That status was further confirmed by its selection as the site of the 1996 International Centennial Olympic Games.

ITC is less than a mile west of downtown Atlanta and approximately eight miles from Hartsfield Atlanta International Airport.

STATEMENT OF THE PHILOSOPHY OF THE ITC CHAPEL

The Chapel experience, held twice weekly, is one of the most important aspects of our seminary community. It is the one place where the ITC community assembles to worship God through the various denominational liturgical traditions and participates in forums, convocations, and other corporate activities. In keeping with the objectives of the ITC, the Chapel provides an opportunity for a purposeful, systematic, and intentional convergence of our ecumenical diversity that does not seek to culminate in assimilation. Here, an appreciation of African, African-American, and other traditions of worship, spiritual formation, the expansion of an awareness of the arts, and scholarly endeavors are encouraged and supported.

Our unique community reflects its unity in diversity, which is a quality of life that provides every person access to the total experience and work of ITC. In this setting, we are informed, inspired and instructed by:

- a. local and global implications of our common life;
- b. the life and thoughts of students, faculty, staff and administration;
- c. community, religious, and other leaders in both traditional and nontraditional ministries;
- d. distinguished preachers and artists-in-residence (musicians, visual artists, dancers, dramatists, and poets); and
- e. scholarly lectureships.

ROBERT W. WOODRUFF LIBRARY

The primary mission of the Robert W. Woodruff Library is to provide bibliographic, physical and intellectual access to recorded knowledge and information in support of learning, teaching, cultural and research needs of students, staffs, faculties and administrators of the Atlanta University Center (AUC) institutions. The Atlanta University Center is composed of six institutions: Clark Atlanta University, Interdenominational Theological Center, Morehouse College, Morehouse School of Medicine, Morris Brown College and Spelman College. There is a cooperative plan for services between the Robert W. Woodruff Library and the Morehouse School of Medicine which has a fully developed library.

A secondary mission of the Robert W. Woodruff Library is to provide library services to the alumni of these institutions and to the outside scholarly community. Opened in January 1982 as a centralized facility, the library is located at the corner of James P. Brawley Drive and Beckwith Street in southwest Atlanta.

Services are offered 86½ hours per week: Monday through Thursday, 8:30 a.m. to 12:00 midnight; Friday, 8:30 a.m. to 5:00 p.m.; Saturday, 10:00 a.m. to 6:00 p.m.; Sunday, 2:00 p.m. to 10:00 p.m. The Library has an open-stack arrangement to offer all students and other users full access to the library materials during these hours.

The Library's collection totals approximately 1,355,588 items. Of this total there are approximately 641,724 microforms (including government document microforms); 146,962 government documents; 15,447 theses and dissertations; 48,257 bound periodicals; and current subscriptions total 2,199. In addition, there are 6,380.5 cubic feet of archival collections.

The Woodruff Library's resources include important collections such as the Carnegie Art Reference Set; The Henry P. Slaughter and Countee Cullen Memorial Collection of graphic and performing artists; The John Henrik Clarke Collection; the papers of Southern Regional Council Archival Collection of Race Relations and Socioeconomic Conditions in the Southeast (1944-1968); the Hoyt W. Fuller Collection of books and papers on the Black experience and First World publications; the William Crogman Collection of the first Black president of Clark College; the poetical musical works of the internationally acclaimed Dr. Eva Jessye; the complete set of Howard Thurman tapes; the John and Eugenia Burns Hope Papers; and the archival collection of the Gammon (United Methodist) Theological Seminary of the Interdenominational Theological Center; the Vivian

Henderson Collection and many others. The Library offers a planned program of bibliographic instruction that teaches students and other patrons how to use its resources.

The Woodruff Library provides access to resources other than its own through a microfiche collection of the Union Catalog of the Atlanta-Athens area located at Emory University; through membership in the Cooperative College Library Center (CCLC) which provides minimum access to the Ohio Computerized Library Center (OCLC) database; and through the provision of the on-line reference service, Computer Literature Search Service, which gives access to the Lockheed DIALOG system. The Library also participates in an active interlibrary loan service conducted with libraries throughout the United States and in an interlibrary use program, which permits graduate students and faculty access to the collections of twelve other libraries that participate in the University Center in Georgia Consortium.

The building has a seating capacity for approximately 1,500 users at any given time. There are four conference rooms on the main level (ML) for student group study, three conference rooms and the Virginia Lacy Jones Exhibition Hall on the upper level (UL) for workshops, seminars, art exhibits, etc.; 138 individually locked carrels for those involved in serious research; 468 open study carrels; and special facilities for the handicapped.

In an effort to develop the free flow of communication between the Library and institutions of the Atlanta University Center, several librarians have been designated to aid in the acquisitions process, resolution of problems and concerns and the development of new programs and services.

Members of the capable library staff encourage library patrons not to leave the library without receiving the information they came to get. If the information cannot be found in the rich Woodruff Library collection, they will get it for you from another source.

STUDENT AND COMMUNITY LIFE

The Office of Student and Community Life coordinates extracurricular, campus-wide organizations, programs and activities. It also oversees the operation of Student Affairs and serves in an administrative advisory capacity to the Student Christian League (SCL). In conjunction with all segments of the campus, a Master Calendar is produced and disseminated by this office in the fall and spring semesters.

Students, spouses and children of seminarians, administrators, faculty and staff members are afforded a myriad of social, recreational and community service opportunities. The Council on Community Life is the coordinating body which serves as the conduit for the enhancement of the spiritual, academic and personal needs of the entire ITC community.

STUDENT GOVERNMENT

The Student Christian League (SCL) is the official student government organization at ITC. It is responsible for promoting school spirit and positive leadership for the student body; directing a wide variety of seminarian activities; helping students and student organizations with particular concerns; and acting as a liaison between the student body and the faculty, staff and administration. Student representatives serve on several institutional committees as well as the ITC Board of Trustees. The SCL functions in conjunction with the Council on Community Life.

HEALTH SERVICES

Each student is **required** to maintain an accident and health insurance policy during the entire period of enrollment. An ITC approved plan is available for those students who are not enrolled in denominational plans.

Students may also elect to receive medical services at the West End Medical Center located at 868 York Avenue, SW. All services of West End Medical Center will be provided at minimal cost to ITC students.

All students accepted for admission will be required to provide the Director of Admissions with an up-to-date statement of physical and medical history. This statement is to be submitted by the applicant's personal physician. Information withheld may subject the student to expulsion.

STUDENT HOUSING

A variety of on-campus housing is available. On-campus housing includes a residential complex offering a wide variety of accommodations ranging from high-rise towers to attractive apartments. Housing is operated by member seminaries and further information may be obtained by contacting the Office of Administrative Services or affiliate seminaries.

CENTER HOUSING

ITC maintains 32 apartments (8 one-bedroom apartments and 24 efficiencies) for the purpose of providing housing for married seminarians with children and for the single female population. Applications are received and processed by the Office of Administrative Services on a first-come, first-served basis. All units are furnished and the cost per unit includes the cost of utilities. **Occupants must vacate housing within five (5) days after the last day of each semester, unless the term of occupancy has been renewed.**

SEMINARY HOUSING

The constituent seminaries provide dormitory housing for their male seminarians and in some instances for married seminarians as well. All applications for housing in the constituent seminary dormitories are received and processed by the seminary's housing director. These dormitories are furnished and fees include the cost of utilities.

COMMUNITY-BASED HOUSING

The Office of Administrative Services keeps a list of available community-based housing. Married seminarians with more than one child are assisted in locating community-based housing by the Office of Administrative Services or the administrative deans of the constituent seminaries. However, the student is responsible for negotiating with the landlord all financial arrangements.

ELIGIBILITY

Students enrolled for 12 or more hours are eligible for campus housing. Because of the demand for housing, students may occupy campus housing for a maximum of three years.

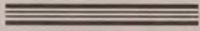
DEPOSITS

A deposit of one month's rent in advance which serves as the reservation fee is required for on-campus housing. A key deposit of \$5.00 is also required. Deposits remain on file while students are assigned to campus residences and refunded ONLY if living quarters are left in acceptable condition. Deposits are sent to ITC--Housing or to the affiliate seminary.



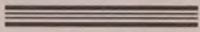
PERSONAL PROPERTY

Financial responsibility is not assured by the Center for personal property. Residents must arrange for their own insurance coverage. ITC will not be responsible for any personal property left in an apartment after **May 30** of each year. If a student intends to leave personal property in the apartment during the summer, he/she must sign a waiver of responsibility plus pay rent for each month that personal property occupies apartment. Summer school students are expected to vacate the apartments by **July 30** of each year.



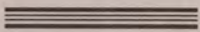
RESERVATIONS

Assignment to campus is based on the application date. A housing application places a student's name on the waiting list but does not guarantee housing. Applicants will be notified if housing is available. Students interested in campus housing should contact ITC or the affiliate seminary.



BOARD

ITC provides food services for those students desirous of campus food service.



BOOKS

Many of the required textbooks for classes may be purchased at the Cokesbury/ITC Bookstore located on the ground floor of Gammon Theological Seminary.



THE JAMES H. COSTEN LIFELONG EDUCATION CENTER

The James H. Costen Lifelong Education Center is a multifarious facility. Named for the fifth president of ITC, the Center provides the community with a place for continuous growth and renewal. Denominations needing meeting space for local and regional meetings, local churches sponsoring workshops and seminars, families hosting reunions, and other community events find the Costen Center perfect for their needs.

The facility's nine classrooms, with cable and satellite programming connections, are available for break-out sessions. Housed also in the Center are programs that provide ongoing educational opportunities for ITC students and the community, institutional offices, the Thomas J. Pugh Pastoral Counseling Center,

the Isaac R. Clark Preaching Laboratory, and the Institute of Church Administration and Management Computer Laboratory.

There are twenty-two furnished guest rooms in the Costen Center. ITC entered a cooperative education venture with the Morris Brown College Hospitality Department, which handles reservations and arrangements of the guest rooms under the direction of the College and the Courtyard Marriott, a sponsoring hotel.

*THE JOURNAL OF THE INTERDENOMINATIONAL THEOLOGICAL
CENTER*

The *Journal of the Interdenominational Theological Center*, 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 of Euro-American theological education which is informed by the perspectives and contributions of African-American and other 'Two-Thirds World' interpretations." Published articles are written by ITC faculty and students as well as scholars from national and international theological schools and universities.

The *Journal of the Interdenominational Theological Center* has begun an Internet presence through its connection with Scholars Press and TELA (The Electronic Linked Academy). This provides worldwide exposure and sets the direction of the publication goals for the future.

The ITC Press is the publishing component of the *Journal of the Interdenominational Theological Center*. As such, it oversees the production of the Black Church Scholars Series. The following volumes, reflecting the current state of scholarship in African-American studies, have been published:

Rooks, Charles Shelby.

Rainbows and Reality: Selected Writings.

Wilmore, Gayraud.

Black Men in Prison: Response of the African American Church.

Askew, Gloria and Gayraud Wilmore.

Reclamation of Black Prisoners: A Challenge to the African American Church.

Costen, Melva W., and Darius L. Swann.
The Black Christian Worship Experience.

Askew, Glorya and Gayraud Wilmore.
From Prison Cell to Church Pew: The Strategy of the African American Church.

Griffin, Paul R.
The Struggle for a Black Theology of Education: Pioneering Efforts of Post Civil War Clergy.

Grant, Jacquelyn.
Perspectives on Womanist Theology.

The *Journal of the Interdenominational Theological Center* is also responsible for Occasional Publications, two of which are: *Walk Together Children: The Story of the Birth and Growth of the Interdenominational Theological Center* by Harry V. Richardson, and *Wesleyan Transformations: A Study in World Methodism and World Issues* by Earl D. C. Brewer and Mance C. Jackson, Jr.

INSTITUTIONAL AFFILIATIONS

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===== ATLANTA UNIVERSITY CENTER, INC.

Atlanta is a major educational center. Six institutions of higher learning in the city form the consortium known as the Atlanta University Center: Clark Atlanta University, Interdenominational Theological Center, Morehouse College, Morehouse School of Medicine, Morris Brown College, and Spelman College. The Atlanta University Center Corporation has greatly increased cooperation among the schools and is providing expanded educational opportunities in which ITC shares.

ITC maintains close cooperation with Candler School of Theology of Emory University, Columbia Theological Seminary in Decatur, Georgia and Erskine Theological Seminary in Due West, South Carolina. Students in any one of these schools may take courses in the other without extra cost. Arrangements to take courses on this exchange basis must be made with the Vice President for Academic Services of ITC.

===== ATLANTA THEOLOGICAL ASSOCIATION

Through the Atlanta Theological Association, ITC has academic and professional affiliations with Candler School of Theology, Columbia Theological Seminary, Erskine Theological Seminary, and the Georgia Association for Pastoral Care. Among these significant cooperative endeavors are the Doctor of Ministry and Doctor of Theology in Pastoral Counseling degree programs.

===== GEORGIA ASSOCIATION FOR PASTORAL CARE, INC.

The Interdenominational Theological Center is one of the founders of the Georgia Association for Pastoral Care, Inc. (GAPC), and participates in the governance of the Association in cooperation with Columbia Theological Seminary, Candler School of Theology, the Christian Council of Metropolitan Atlanta, Inc., and Emory University School of Medicine.

The Association has a two-fold aim: (1) to provide Christian ministry to persons in special situations of need and (2) to provide clinical education in pastoral care and counseling for theological students and ministers.

The Association sponsors a number of ministries in Atlanta institutions, one of which is Grady Memorial Hospital. It also sponsors the Pastoral Counseling and Referral Service, which has several pastoral counseling centers in the greater

Atlanta area, including the parent body near Emory University at 1700 Clifton Rd., and one in ITC.

The GAPC is an accredited training center of the Association for Clinical Pastoral Education and the American Association of Pastoral Counselors. Several GAPC supervisors are also approved supervisors by the American Association of Marriage and Family Therapists (AAMFT).

Several levels of clinical pastoral education are available through the Association. A full unit of clinical pastoral education (400 hours of supervised clinical pastoral work) is offered during the fall and spring semesters as well as during the summer. Advanced clinical pastoral education is offered for seminary graduates. For students specializing in general counseling, a pastoral counseling experience is offered at the GAPC Center under the supervision of the Association's staff.

In addition to its relationship to GAPC, ITC is a member seminary in the Association for Clinical Pastoral Education, a national organization with centers in hospitals, correctional institutions, community mental health centers, parishes and a wide variety of other community agencies and institutions. Students may elect full-time work in any of these clinical centers for an appropriate amount of credit, usually eight semester credits.

GERONTOLOGY INITIATIVE

ITC is a participant in a Multidisciplinary Center for Gerontology on Minority Aging Project. Established by the Morehouse School of Medicine, the Multidisciplinary Center seeks to improve the quality of life for African-American older adults, particularly those at risk of losing their independence. To accomplish this, efforts at the ITC focus on preparing church leaders to respond to the needs of older adults through curricular offerings in gerontology.

The ITC curricular efforts in gerontology involve seminary students, academic faculty, clinical practitioners, inservice/continuing education participants and community leaders. Particular attention is given to a relevant curriculum that brings about a successful alliance between academia, the community, and aging network.

THE THOMAS J. PUGH PASTORAL COUNSELING CENTER

The Thomas J. Pugh Pastoral Counseling Center is a satellite center of the Georgia Association for Pastoral Care. It was established by the

Interdenominational Theological Center to provide individual, marital, and family pastoral counseling for ITC students and for people in the Atlanta community. The staff is comprised of clinical members of the American Association of Pastoral Counselors and the American Association of Marriage and Family Therapists.

As one of its counseling services, the Pugh Center offers counseling by therapists who are in residency for an advanced degree in pastoral counseling. Through these residents, the Center is able to offer quality counseling based on the client's ability to pay, using a sliding fee schedule.

===== UNIVERSITY CENTER CROSS REGISTRATION PROGRAM

The University Center in Georgia is a consortium of colleges and universities in the Atlanta area offering a combination of reciprocal academic services.

The cross registration program is available to students officially enrolled in University Center institutions of which ITC is a member. This program is distinct from transient status in that it is possible for a student to register for an approved course at any one of the nineteen (19) University Center schools and receive credit, while paying tuition costs to the home institution. The intent is to allow qualified students to take course work in their area of study that is not available on their own campus.

To be eligible to participate, the student must have a recommendation by the faculty advisor or department chairperson at the home institution. Cross registration may be pursued only for courses not offered at the home institution for the given term.

Students who wish to enroll in courses at member institutions of the University Center should obtain a cross registration form from the coordinator at the home institution. Contact the Office of the Registrar.

SPECIAL PROGRAMS

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AFRICAN AMERICAN WORSHIP TRADITIONS

This program, established in 1984 with special funding from a private donor, has as its focus one of ITC's objectives: "to create an appreciation for African, African-American and other traditions of worship and to instill a sense of discipline in their forms and expression." The program emphases include:

1. A strengthening of liturgical/worship focus for students with concentrations in worship, homiletics, and music.
2. Worship conferences which are open to laity and clergy. Leaders for the conferences include ITC students, graduates, faculty, and denominational leaders. The goal of these conferences is to explore ways in which worship of God in and through Jesus the Christ moves the community through ritual action to more empowered living.
3. A continuation of scholarly publications on worship and music in African-American traditions.

BLACK WOMEN IN CHURCH AND SOCIETY

This is a program at the Interdenominational Theological Center with local and national foci. The program seeks to enhance the participation and function of women in the church and society by focusing on church structures and seminary/theological education, using education and re-education as tools for constructive and positive change. As an organization, it seeks to establish a network of Black women, locally and nationally. A part of the aim is to develop support systems for Black women in religious professions. There are at present four components of Black Women in Church and Society: the annual Dialogue; the biannual Seminar; the summer Mid-Year Institute; and the Research/Resource Center. The program involves a variety of educational and training ventures, especially accenting leadership training.

CONTINUING AND EXTENSION EDUCATION PROGRAMS

Continuing Education - The Continuing Education opportunities offered and endorsed by the ITC community are varied and diverse, enabling students to earn Continuing Education Units (CEUs) in multiple settings.

- ◆ *Founders' Day Lectures* - All of the constituent seminaries of ITC observe their founding by inviting special lecturers and seminar leaders to the ITC campus. Participants who attend these lectures have the option of registering for CEUs to be issued by ITC.
- ◆ *Denominational Academies* - ITC enjoys a special educational relationship with several of the denominations whose seminaries are a part of the ITC consortium. Academies and other special training events conducted during the annual, biennial, and/or quadrennial meetings of these denominations provide excellent opportunities for continuing education. Participants who attend these lectures have the option of registering for CEU credits to be issued by ITC.
- ◆ *The Institute of Church Administration and Management (ICAM)* offers several seminars for seminary graduates and other persons. Through special arrangements with ITC's Continuing Education office, ICAM seminar participants may earn CEU credits to be issued by ITC.
- ◆ *Other Continuing Education Events* - ITC administration, faculty and staff providing primary leadership for a special continuing education event on or off the ITC campus may request credits for participants who meet certain prearranged goals, e.g., the Minnie Martha Turnipseed Moore Memorial Lectures and the "Eggs and Issues" Quarterly Breakfasts. Continuing Education Units are granted according to the guidelines of The Association of Theological Schools (ATS).

Extension Education - The Extension Education Program was instituted at Interdenominational Theological Center in 1990 to serve the needs of religious practitioners who want and need to participate in a structured program of theological studies but do not envision the possibility of enrolling in a degree program. Extension Education sites are located in a number of cities on college campuses, in local churches, public schools, and community centers.

The Extension Education Program has two basic foci: (1) to provide theological education for African-American clergy who are engaged in ministry but lack formal theological education and (2) to provide theological education for lay persons who desire to serve more effectively in the work of the church.

The program of study consists of twelve (12) courses which include: Introduction to Old Testament, Introduction to New Testament, Introduction to Pastoral Care, Church Administration, Church History, The Church's Educational Ministry, Homiletics, Christian Doctrine or Theology, Christian Ethics, Church in Community, Evangelism/Preaching for Special Occasions and Denominational Polity. A course in Church Music and Christian Worship will be available at a later date.

The Extension Education Program does not require enrollees to possess a bachelor's degree. Upon successful completion of the program, a Certificate in Theology is awarded by ITC.

===== INSTITUTE OF CHURCH ADMINISTRATION AND
===== MANAGEMENT

The goal of the Institute of Church Administration and Management (ICAM) is to supplement theological education with leadership training opportunities that will ensure African-American religious leaders the acquisition of the necessary administrative and management skills to help move the Black Church into the 21st century. In order to accomplish this goal, ICAM has formulated training and leadership development activities to specially target the Black Church's senior executives, pastors, officers, and lay persons.

The range of course offerings are divided into five major areas that seek to meet the management needs of African-American religious leaders: (1) Skill Enhancement Seminars; (2) General and Advance Management Seminars; (3) Workshop Series; (4) Technical Assistance for Church Programming; and (5) The Executive Intern Program.

ICAM offers the skill enhancement seminars to the ITC community and four off-site seminaries: Howard University, Virginia Union, Hood Theological Seminary and Union Baptist College and Theological School. The training modules for seminary students include: Leadership Development, Strategic Planning, Church Marketing and Fund Development, Time Management, Human Resource Management, Taxes for Clergy, Entrepreneurial Concepts, Organizational and Board Development/Policy Formulation, Information Is Power, Computer Skills, and Fiscal and Financial Accountability. Participation in a two-week intensive (one week each semester) earns students 3 credit hours.

===== MISSION RESOURCE CENTER

In spring 1989, the General Board of Global Ministries of the United Methodist Church approved a proposal that its Mission Resource Center, which

was then being established, would be located in Atlanta under the joint sponsorship of the Candler School of Theology/Emory University and the Interdenominational Theological Center (ITC). Offering its first term of classes in spring 1990, the Center has now provided training and continuing education for more than 450 United States missionaries mainly of the United Methodist Church, not to mention thousands of Volunteers in Mission. It has also accommodated and trained persons of other churches and countries as well as the ecumenical community.

In 1994 it became the coordinating center for the medical and psychological screening of all missionaries of the Board's World Division. The Center implements this new development in its program with the collaboration of Emory Clergy Care.

Through its International Church Person in Mission Program, the services of a world church leader as an adjunct faculty member are made available to Candler. From time to time the director of the Center also serves in a similar capacity. The Missiology Library at the Center provides a rich source of documentation for the researcher. The "Think Tank" allows faculty members here and at associated institutions, who are interested in multidisciplinary reflection on mission, the opportunity to share with peers as well as to write and publish with experienced practitioners.

Housing and classroom facilities are located in the Gammon Theological Seminary and Willis J. King buildings. The Mission Resource Center Office for ITC is located across from the ITC Chapel.

RELIGIOUS HERITAGE OF THE AFRICAN WORLD

The Religious Heritage of the African World, a research action-advocacy project, seeks to enhance the integration of efforts within the interdenominational complex to accomplish mutually defined goals and objectives in the context of academic, church, and community life. The methodology utilized by the project is intended to promote the positive value of working in international, interdisciplinary, intercultural, and intercommunitarian ways.

This project-program focuses on the Pan-African and "Two-Thirds World" religious heritages as the point of reference from which contributions are made to the pluralistic society in the multicultural world. Among the tasks of this project are to: gather data and publications concerning the African and African-American religious and cultural heritages; research and actively engage issues and

challenges facing the Black Church and oppressed peoples; and plan, promote and implement intercultural dialogues, conferences and research travel experiences.

RURAL MINISTRY PROJECT

The purpose of the Rural Ministry Project is to identify, cultivate, and develop the leadership potential of people in selected rural congregations and their communities as they work toward building up those communities so that wholesome relationships will predominate. This program is available for 10-15 persons drawn from one or more historically African-American churches in a community in the rural South.

There is a "train the trainer" component in which ministers in training or ordained ministers serving historically African-American churches are taught how to organize, identify resources and conduct leadership development sessions. The program is conducted in at least two or three two-hour sessions held at times convenient to the participants.

Evaluation in this project tests whether the objectives are being fulfilled and in what ways. The assessment of the project also identifies ways in which the project has helped to enhance, strengthen, and maximize the leadership of participants.

URBAN TRAINING ORGANIZATION OF ATLANTA

The Urban Training Organization of Atlanta (UTOA) is an ecumenical body that provides clinical educational experiences for theological students in the Atlanta area. In addition to its training role, UTOA is also an action agency which works closely with other community and religious groups to deal more effectively with major issues of social change in an urban setting.

At present UTOA is involved in three different but related types of action/training in the metropolitan Atlanta area. First, in programs focused on the community at large, UTOA provides leadership training for community organization, develops city-wide coalitions and collaborates with government and private agencies. Second, many religious bodies (denominational groups, boards and agencies) faced with problems of urban change, including those rooted in racial and economic transition, turn to UTOA for training and consultation. Third, UTOA has become increasingly involved in the training of seminary students for ministry in its social setting. Such training has included both placement and supervision responsibilities for students at ITC and other seminaries in the Atlanta Theological Association.

LECTURESHIPS

The Charles B. Coughlin Annual Faculty Lecture Series, originally known as the Annual Faculty Lecture Series, was initiated at the suggestion of the office of the Journal of the American Psychological Association (JAPA) in March 1979. It formed part of the Twenty-fifth Anniversary Celebration of the Institute for Interdisciplinary and Theological Studies. This lecture series is named in honor of Dr. Charles B. Coughlin, who for many years served ITC as the director.

LECTURESHIPS

- 1971 - Randall C. Bailey, Ph.D., *Journal of the American Psychological Association*
1992 - Carolyn L. McCarty, M.D., *Journal of the American Psychological Association*
1993 - Darius L. Swann, Ph.D., *Journal of the American Psychological Association*
1994 - Tanya L. Medco, Ph.D., *Journal of the American Psychological Association*

challenges facing the Black Church and oppressed peoples, and plans, projects and implementation initiatives, dialogues, conferences and research briefs.

The purpose of the Rural Ministry Project is to identify, address, and serve the neglected pastoral of people in selected rural communities and their churches as they seek to build up their communities as they restore relationships with themselves. This program is available for 10-12 full-time divinity students or more historically African American churches in a county in the rural South.



...mission, develops city-wide coalitions and relationships with government and agencies. Through early religious history, organizational groups, and agencies, faced with problems of urban change, including those related to race and economic transition, came to UIC. In 1960, the UIC and UIC have become increasingly involved in the training of ministers and lay leaders for ministry in the inner city. Such training has included both

LECTURESHIPS

THE CHARLES B. COPHER ANNUAL

FACULTY LECTURE SERIES

The Charles B. Copher Annual Faculty Lecture Series, originally named The Annual Faculty Lecture Series, was initiated at the suggestion of the office of the *Journal of the Interdenominational Theological Center (JITC)* in March 1979. It formed part of the Twentieth Anniversary Celebration of the founding of the Interdenominational Theological Center. This lecture series is named in honor of Dr. Charles B. Copher, who for many years served ITC in the dual capacity of Professor of Biblical Studies and Languages (Old Testament) and Academic Dean. The series enables faculty to be on the cutting edge of their respective disciplines. The presentation occurs during the ITC Charter Week and is subsequently published by the *JITC*. The following persons have served as Copher Lecturers:

- 1979 - John W. Waters, Ph.D., *Professor, Old Testament*
1981 - Jacquelyn Grant, Ph.D., *Associate Professor, Systematic Theology*
Justo Gonzalez, Ph.D., *Visiting Professor, History of Theology*
J. Deotis Roberts, Ph.D., *Distinguished Professor, Systematic Theology*
1982 - W. Thomas Smith, Ph.D., *Professor, Church History*
1983 - Jonathan Jackson, Th.D., *Professor, Christian Education*
1984 - Riggins R. Earl, Jr., Ph.D., *Associate Professor, Christian Ethics*
1985 - David K. Rensberger, Ph.D., *Associate Professor, New Testament*
1986 - Jacquelyn Grant, Ph.D., *Associate Professor, Systematic Theology*
1987 - Charles B. Copher, Ph.D., *Academic Dean Emeritus*
Gayraud S. Wilmore, D.D., *Distinguished Visiting Professor*
1988 - Thomas J. Pugh, Ph.D., *Professor, Psychology and Pastoral Care*
1989 - H. Wayne Merritt, Ph.D., *Associate Professor, New Testament*
1990 - Stephen C. Rasor, Ph.D., *Associate Professor, Sociology of Religion*
1991 - Randall C. Bailey, Ph.D., *Associate Professor, Old Testament*
1992 - Carolyn L. McCrary, S.T.D., *Assistant Professor, Psychology and Pastoral Care*
1993 - Darius L. Swann, Ph.D., *Professor, Missiology and World Religions*
1994 - Temba L. Mafico, Ph.D., *Professor, Old Testament*
1995 - Ndugu G. B. T'Ofori-Atta, D.Min., *Associate Professor, Church and Society*

1996 - Edward P. Wimberly, Ph.D., *Jarena Lee Professor of Pastoral Care and Counseling*

1997 - Anne S. Wimberly, Ph.D., *Associate Professor, Christian Education and Church Music*

DENOMINATIONAL LECTURESHIPS

C. D. Hubert Lectures

The C. D. Hubert Lecture Series, sponsored by the Morehouse School of Religion, is held each year in conjunction with the Founders' Day activities of the seminary. The Series is named for Charles DuBois Hubert, an illustrious son of Morehouse College. He returned to his alma mater as an instructor of Church History; served as acting president of Morehouse College from 1937 to 1940 at which time Benjamin E. Mays became president. Dr. Hubert was the director of Morehouse School of Religion from 1924 until his death in 1944. The Charles D. Hubert Lecture Series seeks to serve Christian workers by promoting intellectual and spiritual guidance through study, discussions and fellowship.

B. Julian Smith Lectures

Named in honor of the late Bishop B. Julian Smith of the Christian Methodist Episcopal Church, the Lectures are held annually during the Phillips School of Theology Founders' Day celebration. Prior to being elected the 23rd Bishop of the CME Church, Bishop Smith distinguished himself as General Secretary of the Department of Christian Education of the CME Church. He was also instrumental in helping to establish the ITC and served as chair of the Board of Trustees of Phillips School of Theology and the ITC Board of Trustees. Bishop Smith was devoted to promoting a trained mind and heart for the parish.

Thirkield-Jones Lectures

Shortly after the death of Bishop Wilbur P. Thirkield, the alumni and friends of Gammon Theological Seminary announced the provision in his will for the establishment of the "Thirkield Lectureship on Preaching, Social Services and Interracial Goodwill." Members of Bishop Thirkield's family, through his eldest son (Gilbert Haven Thirkield), made the necessary funds available for the Lectures to begin in 1937-38. The first Lecture, delivered by President Arlo Ayres Brown of Drew University, was "The Christian Ministry: The Preacher, The Teacher, The Community Builder and The World Citizen."

In 1924 Bishop Robert E. Jones garnered enough funds from Gammon alumni and friends to establish the Alumni lectureship from the interest earned. Named in honor of Bishop Jones, the Alumni Lectureship and the Thirkield Lectureship in Preaching were combined in 1947. The Thirkield-Jones Lectures are held annually during the Gammon Founders' Day celebration.

Henry McNeal Turner Lectures

The Henry McNeal Turner Lectures began under the sponsorship of Bishop Richard R. Wright, Jr. ca. 1951 while he was the episcopal leader of the African Methodist Episcopal Church in Georgia and chairman of the Board of Trustees of Morris Brown College. At that time Turner Seminary was a part of the College.

The Lectures are presented each year as a part of Turner Theological Seminary's Founders' Day Convocation. Bishop Turner, for whom the lectures are named, was elected the 12th Bishop of the AME Church in 1880. An extraordinary man, he became the first black appointed as chaplain in the United States Army, a bishop, and a Georgia legislator. He was one of the sponsors of the Liberian Expedition in 1878. As a church expansionist, Bishop Turner organized more than 100 congregations in Georgia and established the AME Church in Africa.

INSTITUTIONAL LECTURES

Faculty Inaugural Lectures

When a faculty member receives the rank of full professor or is selected to occupy an endowed chair, he/she delivers an inaugural lecture to the ITC community and the community at-large. The lecture is an opportunity for the honoree to share with colleagues and friends the thrust of his/her current research.

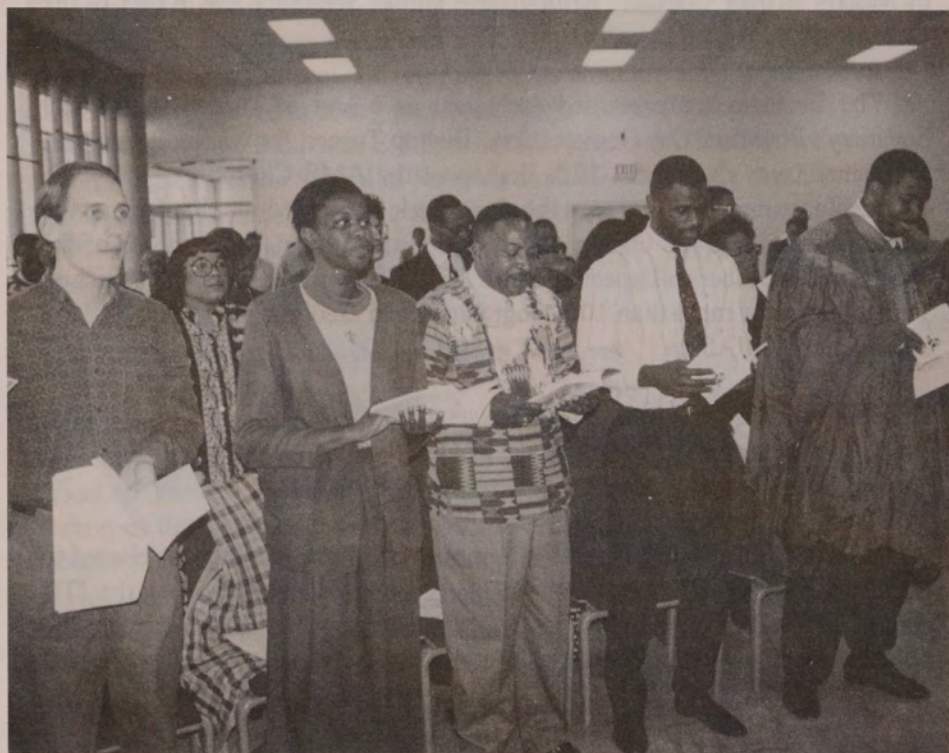
Minnie Martha Turnipseed Moore Memorial Lectures

The Minnie Martha Turnipseed Moore Memorial Lectures, an endowed series of informative and provocative presentations provided annually or biennially, are a resource to the Interdenominational Theological Center community and interested persons outside the Center. Topics for the lectures as well as the presenters are generally in the field of theological or ethical thought. The Lectures honor the memory of Minnie Martha Turnipseed Moore, a young woman of unusual personal commitment to Jesus Christ and his values of social justice and service to others.

In 1924 Bishop Robert E. Jones gained enough funds from Congress to purchase the property for the new cathedral. Jones in honor of Bishop Jones the African-American and the Episcopal Church in the United States. The cathedral was dedicated in 1927. The cathedral is a masterpiece of Gothic Revival architecture.

Henry McNeal Turner's Legacy

The Henry McNeal Turner Institute is a testament to the leadership of Bishop Richard B. Wright Jr. in 1971 while he was the episcopal leader of the African Episcopal Church in America. The institute was established to honor Turner's legacy and to provide a center for research and education.



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ADMISSIONS REGISTRATION
AND CONTINUING EDUCATION

Applicants should send the completed application to the Registrar, Room 100, 1000 University Avenue, University of Michigan, Ann Arbor, Michigan 48106-1000. Applications should be received by the Registrar no later than the deadline date. Applications received after the deadline date will be considered on a space-available basis. The Registrar will contact applicants who are accepted for admission. Applicants who are not accepted for admission will be notified by the Registrar. The Registrar will also provide information regarding the admission process. For more information, contact the Registrar at (734) 763-1111 or visit the Registrar's website at www.registrar.umich.edu.

ADMISSIONS PROCEDURES

The Registrar's Office is responsible for the admission process. The Registrar's Office will accept applications from students who are interested in attending the University of Michigan. The Registrar's Office will review applications and determine if the applicant meets the admission requirements. The Registrar's Office will contact applicants who are accepted for admission. Applicants who are not accepted for admission will be notified by the Registrar. The Registrar will also provide information regarding the admission process. For more information, contact the Registrar at (734) 763-1111 or visit the Registrar's website at www.registrar.umich.edu.

ADMISSIONS, REGISTRATION, AND CONTINUING STUDENT STATUS

The Center is open to qualified men and women who are endorsed by their respective denomination and meet the qualifications of ITC. Applications from non-Christians are also considered.

Persons seeking admission should secure an application from the Coordinator of Recruitment of the Center and return the official form with a \$25.00 non-refundable fee addressed to:

**Director of Admissions
Interdenominational Theological Center
700 Martin Luther King, Jr. Dr., SW
Atlanta, GA 30314-4143**



REGULAR ADMISSION

To be considered for admission, each applicant must submit the following documents to the Admissions Office on or before the appropriate deadline, in addition to the application form.

- ▶ An official transcript of all college, university, or seminary records, showing all courses pursued, the grades received, and the degree(s) earned must be sent by the issuing institution directly to the Director of Admissions. A bachelor's degree with a minimum grade point average of **2.25** on a **4.0** scale or its equivalent from an accredited college or university is required.
- ▶ A certificate from a major official of the applicant's denomination (e.g., bishop, president, registrar of annual conference, presbytery, association, or pastor) indicating that the applicant is an acceptable candidate for service in the denomination and that admission to ITC is endorsed. Application for scholarship is made to the denominational dean.
- ▶ Three recommendations (using the forms included with the application) completed by the references listed on the application should be sent directly to the Admissions Office by the persons completing them.
- ▶ An autobiography, following guidelines on the application form.

- ▶ An up-to-date statement from the applicant's physician stating the physical, emotional, mental health, and communicable disease condition of the applicant.
- ▶ A transfer student must also present a letter of honorable withdrawal and a transcript.

In addition to submitting the documents listed above, applicants interested in pursuing the M.A. degree in Church Music must:

- ▶ be able to demonstrate a degree of proficiency in vocal or instrumental music or conducting;
- ▶ include at least one person among his or her references who can comment knowledgeably on the applicant's music abilities; and
- ▶ arrange a musical audition at ITC.

SPECIAL ADMISSION

Undergraduate - An applicant who lacks not more than six (6) credits of completing his or her college degree may be admitted as a special student. The applicant must furnish an official statement from the dean of the college indicating the specific requirements to be met to qualify for graduation and certifying an approved program for completion of these requirements before the beginning of the next semester. If the college degree is not conferred by the end of the first year, the applicant will **not** be permitted to continue seminary studies. The course load, **including college work**, shall not exceed the maximum load for entering Juniors.

Degree Equivalents - Applicants applying under degree equivalency have not earned a baccalaureate degree and must first be recommended by the respective dean of their denomination. Applicants must have at least 60 semester hours or 90 quarter hours of credit from an institution accredited by an agency recognized by the Commission on Recognition of Postsecondary Accreditation, and have made exceptional contributions to church and community. These contributions must 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 that he or she possesses the knowledge, academic skill, and ability generally associated with persons who hold the baccalaureate degree. Admission is

reserved for applicants of mature years with life experience that has prepared them for theological study at the graduate level. Not more than 10% of the students in any given class will be admitted under this category. Additional information will be sent upon request.

Enrichment - Persons not interested in pursuing a degree, but who meet admission requirements and wish to enroll in a course for credit, may be admitted to some classes with special permission and upon payment of tuition and fees.

Exchange - Persons interested in enrolling in ITC and taking courses elsewhere for credit at ITC; a student taking courses at ITC for credit elsewhere.

Non-Credit Study--Auditors - Persons who do not qualify academically for admission to a degree program, or who though qualified 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 of one of the affiliated seminaries or by ITC's official in charge of non-affiliated denominational students. They may be admitted to any one of the following categories:

1. Theological inquirers with qualifications normally required
2. Theological inquirers without qualifications normally required
3. Persons who need exposure to theological education in order to serve in certain denominational capacities and who are recommended by their respective denominations

Grades are not to be reported, nor in any instance may credit be granted for work taken by audit. An abbreviated application is required.

INTERNATIONALS

The Center welcomes students from all over the world. An international student is defined as a "student of international origin who is not a citizen or permanent resident of the United States." In order to make being a part of the ITC community a pleasant experience, it is important to follow these guidelines carefully.

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 in ITC will be required before the application will be reviewed.

It is strongly recommended that international students begin the admissions process at least six months to one year prior to the application deadline, and follow the instructions on the form.

1. Complete and submit the application form and all requested materials. Send this along with \$25.00 (U.S. dollars) application fee to the Admissions Office by the deadline dates given in the calendar.
2. Before the admissions/visa process can be completed, evidence of ability to finance the full period of study at the Center must be submitted, including families. The student must include with his/her 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.
3. Accepted international students **not affiliated with one of the constituent seminaries** are required to submit a deposit of the first semester's tuition and fees as well as applicable living expenses before issuance of I-20 visa.

ALL APPLICATION MATERIALS FOR ADMISSION MUST BE SUBMITTED IN THEIR ENTIRETY BEFORE REGISTRATION WILL BE PERMITTED.

All students who have been admitted will be given a battery of tests and measurements which include the Sequential Test of English Placement (STEP), an essay examination and an English proficiency examination. Students found deficient in English will be required to take Communications, CAM 860 (see page 140), for which no degree credit is given within their first year. However, quality points are used to compute the total cumulative average.

A full-time student must carry a minimum of twelve (12) credits, a maximum of sixteen (16) credits. For those students who are employed in the work force, in order for them to perform satisfactorily in both worlds it is recommended that their academic schedules be reduced and take more time to complete the requirements for the degree sought.

D.MIN. AND TH.D. APPLICANTS

Applicants who would upgrade the proficiency of their ministry may register for either the degree of Doctor of Ministry or Doctor of Theology in Pastoral Counseling. Both degrees are designed for post-seminary students who have demonstrated superior professional leadership as well as academic achievement. (See pages 91 and 98.)

STANDARD INFORMATION

Admission Time - Applicants will be admitted at the beginning of the fall, spring, or summer terms.

Advanced Standing- Students who have received a degree for postgraduate work at an accredited theological school may be granted a maximum of thirty (30) semester hours toward the M.Div. degree. Students who have completed courses toward a Master's degree in Music from an accredited institution may be granted a maximum of **ten (10) hours** toward the M.A. degree in Church Music. Courses to be applied to Advanced Standing must have been taken within seven (7) years of matriculation.

Class Attendance - All Juniors are required to **attend class sessions, without** exception. Class attendance is essential to the learning experience of Middlers and Seniors also. Individual professors may require full attendance of all students in classes as well as attendance in special classes such as seminars.

Classifications -

1. Candidates for the M.Div. or M.A. degree with fewer than 28 credits and 56 quality points are classified as Juniors.
2. Candidates for the M.Div. degree who have completed 28 credits with 56 quality points are Middlers.
3. Candidates for the M.Div. degree who have completed 58 credits with 116 quality points including all first-year required courses; and candidates for the M.A. degree who have completed 30 semester credits with 60 quality points are classified as Seniors.

Degree Program Change - All requests for a change in degree program must be made in writing. Students of constituent seminaries should include the signature of the denominational dean.

Degrees in Absentia - Degrees will be granted in absentia only upon formal application by April 1 and approval of the Vice President for Academic Services.

Denominational Studies - Courses in denominational history, polity, and doctrine are required by ITC for the constituent denominations. International Presbyterian students will be exempt from denominational course requirements (History and Polity). For students in the Th.D. and D.Min. programs, such courses are regarded as preliminary.

Directed Study - In the M.Div. and M.A. programs, Middlers or Seniors who maintain an average of **"B"** or above may pursue topics of special interest as directed study **in the Areas where such courses are specified**. A 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. **The number of credits taken as directed study may not exceed four (4) for any given semester or ten (10) during the student's total program.**

Dismissal Criteria -

1. Any student whose performance at the end of the first year or two semesters is below a cumulative average of **1.00** will be dismissed.
2. Any student whose performance at the end of the second or middler year is less than **2.00** will be dismissed.
3. **A student dismissed for academic reasons (failure to maintain the required grade point average) will not be readmitted.**
4. Christian character is as much a part of a minister's equipment as his/her ability to minister in any or all of its functions or his/her academic training. Graduation from the Center will depend upon **character as well as academic excellence**. A student may be asked to withdraw from the Center whenever his/her conduct is unbecoming a candidate for Christian leadership.

Exemptions - Where a transcript indicates that a student has had certain courses that are parallel to ITC required (core) courses, the student may request to have an examination in such area(s), and upon the successful completion of such examination(s) the student is exempted from the course(s) and may be

permitted to take advanced courses. It is to be noted that **no credit hours will be given for courses from which the student has been exempted.**

Grading System - At the close of each semester, each instructor reports the grades of each student in his/her classes to the Registrar. The grades are permanent.

Grades, with corresponding quality points and numerical values, are awarded as follows:

Grade	Quality Points	Numerical Value
A	4.0	96-100
A-	3.7	90 - 95
B+	3.3	87 - 89
B	3.0	83 - 86
B-	2.7	80 - 82
C+	2.3	77 - 79
C	2.0	73 - 76
C-	1.7	70 - 72
D+	1.3	67 - 69
D	1.0	63 - 66
F	0.0	60 - 62

The grade **"NG"** (no grade) may be assigned to courses continuing beyond a semester. These courses are:

- PSC 720
- CAM 843
- INT 009 and 011
- ATA 401, 467, 477, 485, 489, 496, 498 and 499.

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.

Grade Point Averages are computed by dividing the total credits for which a student is officially enrolled into the total number of quality points earned each semester.

A grade of "C-" or below may not be received in more than nine (9) elective credits of the 90 semester credits required for the M.Div. degree or six (6) elective credits of the 60 semester credits required for the M.A. degree. **A grade of "C-" or below can be changed only by repeating the course.** A course repeated for removal of "C-" or below is calculated on the higher grade only, contributing positively to satisfactory progress.

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.

All courses are to be completed within the period during which they are offered and for which the student is registered. However, for providential reasons, **and at the discretion of the instructor, a student who is not on probation** may apply for an incomplete ("I") grade for the course. A formal request (secure petition form from instructor) must be made in order to obtain an "I." If granted, the applicant will be given additional time to complete the course **not to exceed four weeks from the end of term.** Refer to academic calendar (pages x and xii).

For **Communications - CAM 860**, the extended incomplete grade becomes an automatic "F" if the student has not enrolled the following semester in a class for "incompletes" or in tutorial sessions when applicable. This course must be repeated until satisfactory improvement is achieved and quality points are used to compute the total cumulative average. **No degree credit is given.**

Maintaining Matriculation - In order to continue as a candidate for a degree, a student who is not enrolled for courses must pay the semester maintaining matriculation fee required by ITC.

Part-time - A student regularly enrolled for fewer than 12 credits toward a degree.

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 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.

Probation is automatic when a student's cumulative average is below "C." It may be imposed by the Curriculum and Educational Policies Committee or

the Vice President for Academic Services. Probation limits a student's course load to twelve (12) semester credit hours during a regular semester.

Readmission - Students who are returning after one semester of absence are not required to update any admissions material. Students who are returning after more than two semesters of absence, but not more than three academic years from their last enrollment, are required to provide an updated health report, denominational endorsement and updated autobiographical sketch.

Students who are seeking to return after more than three academic years of absence since their last enrollment are required to submit all current admissions materials except official transcripts. Students should note that continued admission will be based on all new materials submitted and records on file. Former students in this category should note that they may be subject to the new catalog.

Registration - Registration should be made on the day announced in the calendar. A course may not be entered after the second week except with the approval of the Vice President for Academic Services and the instructor concerned.

Changes in registration must be made with the Registrar within the first week of the semester and after the student has secured the approval of the instructors concerned and the student's advisor.

Experiences outside the published curriculum may receive credit **provided that, upon recommendation of the particular Area, the faculty grants prior approval.**

Regular - A student who has met all academic requirements for admission, and who is enrolled for twelve (12) or more semester credits toward a degree.

Regular Sessions and the Unit of Credit - The academic year includes two semesters of sixteen (16) weeks each. The unit of credit is the semester credit. Twelve (12) semester credits are the minimum and sixteen (16) semester credits are the maximum for a full-time student.

Summer School Term - Rules and policies regarding the summer term are the same as those in effect for the regular session except in the matter of credits for which one may register, the frequency of class sessions, making changes in registration, and time for withdrawal from courses. A full-time student must carry a minimum of six (6) credits; a maximum of twelve (12) being allowed.

The summer term with two- and three-week intensive sessions accommodates working persons.

Time Limit - All requirements for the M.Div. or the M.A. degree must be completed within five (5) years from the date of first registration. Those students who, for providential reasons, are unable to meet this stipulation may apply for an extension of time not exceeding two years. Each request will be reviewed on a case-by-case basis.

The normal period for which part-time students are expected to complete the M.Div or M.A. program is seven years. Those who, because of their work situations, are unable to meet this stipulation may apply for an extension of time not exceeding two years. Each request will be reviewed on a case-by-case basis.

Transfer Student - A student transferring from another accredited graduate theological school must complete at least the last sixty (60) semester credits in residence at ITC in order to earn the M.Div. degree from ITC. The last forty (40) semester credits in residence are required for the M.A. degree.

Transfer credit for courses taken within the past seven (7) 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 "C" or higher. Comparability of core courses will be determined by an appropriate faculty member in each case. Regardless of the number of hours accepted for transfer, at least one core course in each curriculum area must be completed in ITC.

Veteran Students - For information regarding current Veterans Administration regulations, veterans should contact the Administrative Secretary for Transcripts and Certification in the Registrar's Office or the Veterans Affairs Office in Atlanta.

Withdrawals - A student is enrolled in a course after having registered for it, unless and until withdrawal from it occurs according to procedure as stated in this catalog. Privilege to withdraw from a course is the student's until four weeks before the end of each semester. Refer to academic calendar (pages viii and x). After this date, further privilege may be granted for providential reasons as stated. **Instructors are required to report an earned grade for each student who does not withdraw officially**, keeping in mind attendance requirements. A student may withdraw from the institution at any time, and records are to indicate such withdrawal including the date. **Anyone who does**

withdraw must submit an application for readmission and pay the application fee.



SATISFACTORY PROGRESS

1. A student will be provided 150% of time above the normal need for the completion of his/her program of study.
2. A student must satisfactorily complete seven (7) credit hours by the end of the first year. Any student whose performance at the end of the first year or two semesters is below a cumulative average of 2.00 will be dismissed.
3. A student must satisfactorily complete fourteen (14) credit hours by the end of the second year, at which time the student whose performance is not the cumulative average of 2.00 will be dismissed. A 2.00 average must be maintained for the duration of the student's stay at the institution.
4. A student must satisfactorily complete twenty-eight (28) credit hours by the end of the third year, 56 hours by the end of the fourth year, and 90 hours by the end of the fifth year to show satisfactory progress. However, a student is eligible for financial aid only for the first semester of the fifth year.

Whenever a student is considered withdrawn, Title IV payments and/or refunds to the Title IV program's accounts are based on the student's actual last day of attendance. When a student withdraws, within the time specified, financial aid will be recalculated according to the refunds and withdrawals procedure and schedule as outlined in the catalog. The recalculated amount will be returned to the appropriate program sources (federal and non-federal) and **not** refunded to the student. Refunds for first-time students who withdraw on or before the 60% point in the enrollment period will be governed by the new pro rata calculation. Therefore, the refund will be based on the percentage of time remaining in the program after the student's last recorded day of attendance.

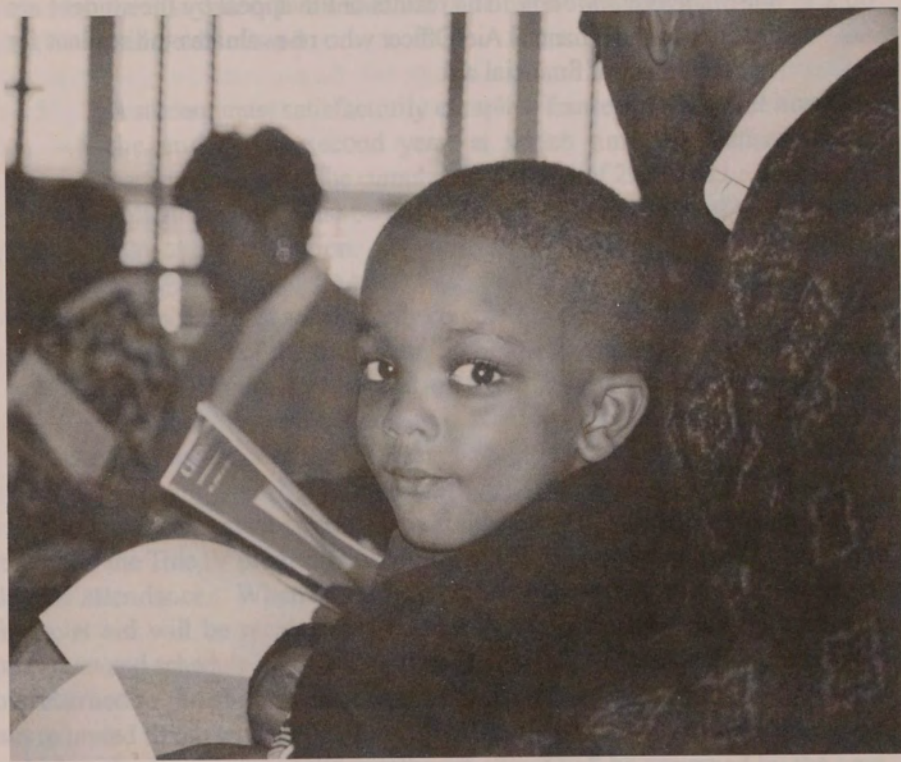
Financial aid is awarded on the basis of full-time/part-time status. A full-time student may carry at least twelve (12) credit hours. A part-time student is regularly enrolled for fewer than twelve (12) credit hours. However, a part-time student must carry at least six (6) credit hours to be eligible for financial aid.

A student who has received notification that he/she is not making satisfactory progress may appeal any grade received which impacts negatively his/her satisfactory progress. The steps involved are as outlined:

1. The student is to review his/her financial status with the Business and Financial Aid Offices.
2. Review with the Registrar grades impacting decision.
3. Follow the appeal procedure listed in the "Grade Appeal" section of the *Student Handbook*. The results of the appeal by the student are reported to the Financial Aid Officer who re-evaluates the student for reinstatement of financial aid.

A student's final grade is determined by the Registrar's Office. The Registrar's Office will review the student's final grade and determine if it is appropriate. The Registrar's Office will also review the student's final grade and determine if it is appropriate. The Registrar's Office will also review the student's final grade and determine if it is appropriate.

1. The student is to review their financial status with the Registrar's Office. The Registrar's Office will review the student's financial status and determine if it is appropriate. The Registrar's Office will also review the student's financial status and determine if it is appropriate.
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The Registrar's Office will review the student's final grade and determine if it is appropriate. The Registrar's Office will also review the student's final grade and determine if it is appropriate. The Registrar's Office will also review the student's final grade and determine if it is appropriate.

Financial aid is awarded on the basis of the student's financial status. A student's financial status may vary in total (12) credit hours. A student's financial status may vary in total (12) credit hours. A student's financial status may vary in total (12) credit hours.

FINANCIAL INFORMATION

THE COST AT INTERDENOMINATIONAL THEOLOGICAL CENTER

The Interdenominational Theological Center is aware that the cost of an education is a major expense for a family, and it makes every effort to keep its charges as reasonable as it can without sacrificing the quality of its program.

The tuition and other fees paid by the students cover only a small portion of ITC's total operating budget. The balance is received in the form of gifts from friends and foundations. A major portion of the budget is affiliation fees paid by constituent seminaries. The Center has an endowment which has been invested for the purpose of earning income. This income is also applied toward the operating cost of ITC.

===== STUDENT EXPENSES AT ITC

Student expenses at the Interdenominational Theological Center are moderate. **(Tuition and fees are subject to change annually.)**

===== POLICY OF PAYMENT OF COSTS

The registration of a student signifies the assumption of definitive obligation among student, constituent seminary and the ITC. It is an agreement by all parties to fulfill the terms of the registration contract. All outstanding bills and current charges for the ITC are payable in full at the beginning of each semester.

NO EXCEPTIONS TO THIS POLICY WILL BE PERMITTED.

A STUDENT WILL NOT BE ALLOWED TO REGISTER FOR ANOTHER SEMESTER, WILL NOT BE GRANTED A DEGREE OR CERTIFICATE, NOR WILL HE/SHE BE FURNISHED A TRANSCRIPT OF RECORD FOR ANY PURPOSE UNTIL SETTLEMENT OF HIS/HER FINANCIAL OBLIGATIONS.

BASIC EXPENSES

1996 - 1997	Fall	Spring	Total
		<u>Tuition</u>	
*+Constituent	\$2600.00	\$2600.00	\$5200.00
*Non-Constituent	3250.00	3250.00	6500.00
		<u>Meals</u>	
	\$950.00	\$950.00	\$1900.00
		**<u>Dormitory</u>	
Single Occupancy	\$1573.00	\$1573.00	\$3146.00
Double Occupancy	786.50	786.50	1573.00
		<u>Housing</u>	
Furnished Efficiency (Utilities Included)	\$1769.70	\$1769.70	\$3539.40
Furnished 1-Bedroom (Utilities Included)	2041.88	2041.88	4083.76
Furnished 2-Bedroom (Utilities Included)	2353.73	2353.73	4707.46
Furnished 3-Bedroom	2676.85	2676.85	5353.70
		<u>Registration Fee</u> <i>(Payable in full at time of registration)</i>	
	\$30.00	\$30.00	\$60.00
		<u>Library Fee</u>	
	\$15.00	\$15.00	\$30.00

* Tuition covers the cost for the degree-seeking student who carries a schedule of 12 to 16 semester credits; the student enrolled for fewer than 12 credits pays tuition at the rate of \$226 per semester credit hour; the student enrolled for more than 16 credits pays \$226 for each semester credit over 16 credits.

+ See "Basic Expenses" on page 61 for D.Min. and Th.D. programs.

** Dormitories are operated by member seminaries and fees are paid to the operator.

BASIC EXPENSES

1997 - 1998	Fall	Spring	Total
		<u>Tuition</u>	
*+Constituent	\$2717.00	\$2717.00	\$5434.00
*Non-Constituent	3317.00	3317.00	6634.00
		<u>Meals</u>	
	\$950.00	\$950.00	\$1900.00
		**Dormitory	
Single Occupancy	\$1573.00	\$1573.00	\$3146.00
Double Occupancy	786.50	786.50	1573.00
		<u>Housing</u>	
Furnished Efficiency (Utilities Included)	\$1769.70	\$1769.70	\$3539.40
Furnished 1-Bedroom (Utilities Included)	2041.88	2041.88	4083.76
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		<u>Registration Fee</u> <i>(Payable in full at time of registration)</i>	
	\$30.00	\$30.00	\$60.00
		<u>Library Fee</u>	
	\$15.00	\$15.00	\$30.00

* Tuition covers the cost for the degree-seeking student who carries a schedule of 12 to 16 semester credits; the student enrolled for fewer than 12 credits pays tuition at the rate of \$275 per semester credit hour; the student enrolled for more than 16 credits pays \$275 for each semester credit over 16 credits.

+ See "Basic Expenses" on page 61 for D.Min. and Th.D. programs.

** Dormitories are operated by member seminaries and fees are paid to the operator.

BASIC EXPENSES

1998 - 1999	Fall	Spring	Total
		<u>Tuition</u>	
*+Constituent	\$2717.00	\$2717.00	\$5434.00
*Non-Constituent	3317.00	3317.00	6634.00

Meals

\$975.00	\$975.00	\$1950.00
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****Dormitory**

Single Occupancy	\$1573.00	\$1573.00	\$3146.00
Double Occupancy	786.50	786.50	1573.00

Housing

Furnished Efficiency (Utilities Included)	\$1769.70	\$1769.70	\$3539.40
Furnished 1-Bedroom (Utilities Included)	2041.88	2041.88	4083.76
Furnished 2-Bedroom (Utilities Included)	2353.73	2353.73	4707.46
Furnished 3-Bedroom	2676.85	2676.85	5353.70

Registration Fee

(Payable in full at time of registration)

\$30.00	\$30.00	\$60.00
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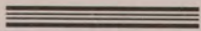
Library Fee

\$15.00	\$15.00	\$30.00
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* Tuition covers the cost for the degree-seeking student who carries a schedule of 12 to 16 semester credits; the student enrolled for fewer than 12 credits pays tuition at the rate of \$275 per semester credit hour; the student enrolled for more than 16 credits pays \$275 for each semester credit over 16 credits.

+ See "Basic Expenses" on page 61 for D.Min. and Th.D. programs.

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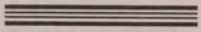


ADDITIONAL COURSE FEES

Pastoral Care

PSC 718: \$75.00

PSC 720: \$226.00 per credit hour (1996-97); \$275.00 per credit hour (1997-98, 1998-99); registration fee, and library fee. The cost of the quarter at the training location is paid by the Center.



OTHER FEES

Application Fee (Non-credit basis)

A fee of \$25.00 is paid by each applicant for admission. This covers part of the cost of processing the application.

Auditing Fee (Non-credit basis)

A fee of \$226.00 per semester credit (1996-97); \$275.00 per semester credit (1997-98, 1998-99) is charged a person who wishes to audit a course.

Change in Course Fee

The student making a change in course schedule after the designated period pays a fee of \$5.00.

Graduation Fee

Each candidate for a degree pays a service fee of \$60.00. This fee must be paid at least thirty (30) days before the end of the last semester of attendance. Payable in full in April.

Late Registration Fee

Failure to register or preregister at the proper time incurs a \$25.00 penalty. Late registration is allowed only in cases of illness or emergency.

Change of "I" Grade Fee

A fee of \$15.00 must be paid to the Business Office before the change of grade will be processed.

Returned Checks

A \$10.00 fee will be charged for all returned checks.

Student I.D. Card	A cash fee of \$5.00 is charged to replace lost cards.
Student Christian League Fee	Every student registering pays \$50.00 for the support of the Student Christian League at the beginning of the semester (Mandatory Fee). Payable in full at registration.
UNCF	Every student registering pays \$10.00 for the United Negro College Fund at the beginning of the semester (Mandatory Fee). Payable in full at registration.
<i>ITC Journal</i>	Every student pays \$7.50 (1996-97); \$10.00 (1997-98); \$12.50 (1998-99) per semester for this publication (Mandatory Fee). Payable in full at registration.
Binding Fee	The cost of binding a M.Div. or M.A. Senior Critical Essay is \$10.00 per copy. Two (2) copies are required for the Woodruff Library.
Maintaining Matriculation Fee	A fee of \$25.00 will be charged each semester.
Transcript	Two (2) transcripts are furnished free; each additional one costs \$2.00.

BASIC EXPENSES FOR DOCTORAL PROGRAMS

Application Fee	\$25.00
Tuition	\$226.00 (1996-97); \$275.00 (1997-98, 1998-99) per credit
Registration Fee	\$30.00 per semester; \$30.00 summer
Library Fee	\$15.00 per semester; \$15.00 summer
Binding Fee	\$10.00 per copy
Graduation Fee	\$60.00
Maintaining Matriculation Fee	\$100.00 per year

Financial aid is available both through constituent denominations and through ITC's Financial Aid Office. All students interested in receiving financial aid should file an application with their administrative dean and the ITC Financial Aid Officer before April 1. Delay beyond this date may hinder their chances of receiving financial aid.

It is the aim of the ITC to provide financial assistance for every needy student. Aid is awarded on first-come, first-served basis. Financial assistance is made within the Center's resources together with those from federal and private agencies.

The major forms of financial aid to our students are provided by the federal government. These programs are Federal Work Study (FWS), Federal Perkins Loan, and William D. Ford Federal Direct Loan Program (formerly Federal Direct Loan Program).

Application (How to Apply)

Students who wish to receive financial assistance must complete the Free Application Federal Student Aid (FAFSA) form and mail directly to: **Federal Student Aid Programs** in the envelope provided in the FAFSA application.

A decision for financial assistance on a new student's application is made after admission has been approved to the Center.

Receipt of financial aid in one academic year does not automatically mean financial assistance will be given the following year. A student must complete a FAFSA application each year.

Types of Assistance

FWS—FEDERAL WORK STUDY--This is a program that provides part-time employment at the Center as well as off-campus community service employment. It is designed to assist students in their school expenses. The rate of pay varies but is at least equal to the minimum wages set forth in the Fair Labor Standards Acts.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM (formerly the Federal Direct Loan Program)--Loan funds for this program are received directly from the U.S. Department of Education to assist eligible students in the financing of their seminary education. A student may apply if he/she is enrolled or has been accepted for admission for at least a half-time student.

FEDERAL PERKINS LOAN--This program is funded by the federal government. Funds are available to both new and returning students. A student must be enrolled or have been accepted for enrollment in full-time or at least half-time studies and must demonstrate financial need. There are deferment and cancellation advantages with this program.

INSTITUTIONAL AID--Denominational gifts and grants are available through respective denominations. Please file an application with respective administrative dean.

HARRY V. AND SELMA T. RICHARDSON SCHOLARSHIP--This need-based scholarship is used to decrease the amount of educational loans given to a student. It is awarded based on the amount of other grants and loans packaged for a student.

UNITED NEGRO COLLEGE FUND ASSISTANCE--Every student who has completed the Free Application Federal Student Aid (FAFSA) form and has a 2.50 GPA is eligible to receive this source. A list of eligible students with educational unmet needs is submitted to UNCF twice a year. Recipients are selected by UNCF from the submitted list.

PERSONAL FINANCIAL ASSISTANCE RESEARCH--There are many scholarship dollars unused because the giving hands and the asking hands fail to touch. Therefore, the Office of Financial Services has established a Financial Resource Center equipped with financial aid directories and pamphlets. Students are encouraged to utilize the Resource Center to secure additional grants and scholarships. The directories may be checked out on Friday after 4:30 p.m. and returned the following Monday morning at 8:00 a.m.

PAYMENT PLAN--A student can also pay for a theological education through the use of the Center's sponsored payment plan. This plan allows a student who is taking at least six (6) credit hours to pay for his/her educational expenses in installments. The payment plan is applicable for first and second semesters only. The cost to utilize the plan is \$30.00 per semester.

REFUNDS AND WITHDRAWALS

Students who officially withdraw voluntarily or involuntarily from ITC within the time specified after the scheduled registration date may receive refunds. Board charges will be refunded on the basis of food costs only on the remaining unused portion. Student services fees and all other special fees are non-refundable. Formal application for withdrawal must be made to the Registrar and permission granted by the Vice President for Academic Services and the Director of Financial Services before students may leave ITC at any time during the semester. Students who withdraw unofficially at any time during the semester will be charged for the entire semester.

When students withdraw within the time specified, all unused financial aid will be returned to the appropriate federal and non-federal program sources and **not** refunded to students. Upon official withdrawal from ITC or dropping a course, refund of tuition and other refundable charges will be made according to the refund policy.

Refunds for first time students, who withdraw on or before the 60% point in the enrollment period, will be governed by the new pro rata calculation. Therefore, the refund will be based on the percentage of time remaining in the program after the student's last recorded day of attendance.

OFFICIAL WITHDRAWALS AND DROPPING OF COURSES

Refund Schedule

First and Second Semesters

	Percentage Refunded or Cancelled
Before the first day of class	100%
During first week of semester	80%
During second week of semester	50%
During third week of semester	15%
During fourth week of semester	5%
After fourth week of semester there will be NO refund	0%

Summer Session

Before or on the first day of class	100%
After first day of summer session there will be NO refund	0%

No deduction or refund is made for courses dropped after close of registration for the semester or summer session.





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Doing
Doing
After

CURRICULUM ORGANIZATION AND DEGREE PROGRAMS

CURRICULUM ORGANIZATION

The Interdenominational Theological Center 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; neither is more important than the other. The designation of "Area" is an attempt to organize and facilitate that process and, at the same time, to express the nature, purpose, and objectives of the Interdenominational Theological Center.

While focusing on the educational process of students, this organizational design attempts to place teacher and student in a position not only to be actualizer of Christian faith, but also to 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 teachers and students. All persons involved in the curriculum should view themselves as persons "in process," under the guidance of the Holy Spirit.

The four Areas provide an opportunity for group-related concerns, a forum for faculty with similar disciplines, and initial interdisciplinary teaching. 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.

===== AREA I - BIBLICAL STUDIES AND LANGUAGES (BSL)

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.

===== AREA II - PHILOSOPHY, THEOLOGY, ETHICS, AND HISTORY (TEH)

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. Further, students are taught the symbiotic relationship between theory

and practice. Students have an opportunity to develop and sharpen both reflective and critical thinking.

AREA III - PERSONS, SOCIETY, AND CULTURE (PSC)

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 MISSION (CAM)

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 concretized practices of study.

PROGRAMS OF STUDY

Six degree programs are offered at ITC: Master of Divinity; Master of Arts in Christian Education; Master of Arts in Church Music; Doctor of Ministry; Doctor of Theology in Pastoral Counseling; and Double Degrees: Master of Arts in Christian Education/Master of Divinity, Master of Arts in Church Music/Master of Divinity, and Master of Arts in Church Music/Master of Arts in Christian Education. 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 (ATA).

MASTER OF DIVINITY DEGREE (M.Div.)

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 the ITC with an interdisciplinary focus, thus providing basic graduate, professional education with which graduates engage in ordained ministry.

Objectives of the Program

The basic competencies for ministry include attitudes, knowledge, and skills that are summarized below.

- The ability to understand and use with competence the basic documents of the faith, such as scripture, denominational traditions, etc.
- The ability to appropriate Christian scripture and religious heritages and to communicate them orally and in writing in order that others may deepen their relationship with God and their care for God's creation and for human society, bear witness to their faith and commitment, and live out the gospel in liberating ways in contemporary situations.
- The ability to counsel and provide leadership in programmatic and administrative areas.
- The ability to understand in biblical and theological terms the sociological, ideological, and political content of the cultures in which the church ministers.
- The ability to practice one or more forms of ministry in an appropriate, professional manner.

Requirements for the Master of Divinity Degree

The minimum requirements for the Master of Divinity degree are 90 semester credits completed with a grade point average of not lower than 2.25. A grade of "**C-**" or below may not be received in more than nine (9) semester credits.

All requirements for the M.Div. must be completed within five years from the date of first registration. Those students who, for providential reasons only, are unable to meet this stipulation will apply for an extension of time not exceeding two years. Each request will be reviewed on a case-by-case basis.

The normal period for which part-time students are expected to complete the M.Div. program is seven years. Those who, because of their work situations, are

unable to meet this stipulation will apply for an extension of time not exceeding two years. Each request will be reviewed on a case-by-case basis.

Of the 90 semester credits required for graduation, 60 are distributed among the four Areas of the curriculum and constitute a core. This core must be taken by all candidates for the M.Div. degree. In addition, each student is required to elect an area of concentration among the four Areas of the curriculum. All courses in the concentration must be completed with a grade of "C" or better.

Distribution of Credits

M.Div. Core - Sixty (60) of the 90 credits required for graduation constitute the core curriculum as follows:

Foundations for Ministry (Three-phase Interdisciplinary)	4
Area I (BSL)	11
Area II (TEH)	16
Area III (PSC)	10
Area IV (CAM)	19
Total Credits	60

All core courses must be completed with a grade of "C" or better.

The core requirement for Biblical Exegesis is satisfied by taking one exegetical elective in either Old Testament or New Testament. Courses that satisfy the core exegetical requirement are designated in the catalog listings for Area I.

Denominational Course Requirements. Courses in denominational history, polity, and doctrine are required by ITC for the constituent denominations. International Presbyterian students are exempt from denominational requirements (History and Polity).

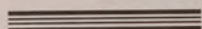
Concentration. In addition to the core, candidates are required to select an area of concentration among the four Areas. One might concentrate in Bible, Church History, Theology, Ethics, Missiology, Sociology of Religion, Homiletics and Worship, Christian Education, Music, Church Administration and Leadership, or Pastoral Care and Counseling, 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 (4) courses beyond the core. Concentrations in Bible require M.Div.

students to complete three upper-level elective courses in one Testament (either OT or NT) and one upper-level elective in the other Testament. A Bible concentration in Old Testament, for example, consists of three upper-level OT electives and one upper-level NT elective. Similarly, NT concentrations consist of three upper-level NT electives and one upper-level OT elective. All courses in the concentration must be completed with a grade of "C" or better.

Concentration and Biblical Languages. A student concentrating in one testament may use the full year of the corresponding biblical language of that testament (Old Testament/Hebrew - 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 and Vocation. The concentration requirement assures the student of an area of specialization in ministry. The areas in which students concentrate provide content in theory and practice to achieve vocational goals and aspirations.

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



First Semester

Foundations for Ministry	2
Introduction to Philosophy and Theology	3
Introduction to the Church Through Its Mission and Ecumenical Involvement	2
Introduction to Old Testament	4
(Biblical Languages)	(3)

Second Semester

Introduction to New Testament	4
Ethics and Society	3
Church History I	2
(Biblical Exegesis Elective/Biblical Languages)	(3)

Third Semester

Church History II	2
Systematic Theology	3

Clinical Introduction to the Psychology of Pastoral Care	3
Biblical Exegesis Elective	3
Preparation and Delivery of Sermons I (Biblical Languages and/or Denominational History or Polity)	3 (3/2)

Fourth Semester

Foundations of Christian Education	3
Christian Worship	3
Church Administration	3
History of the African-American Church	3
Professional Assessment in Theological Education (Biblical Languages and/or Denominational History or Polity)	1 (3/2)
Preparation and Delivery of Sermons II	3

Fifth Semester

Field Education Reflection	2
Religions of the World (Biblical Languages and/or Denominational Requirements)	3 (3/2)
Introduction to Christian Evangelism	2

Sixth Semester

Senior Integrative Seminar	1
Field Education Reflection (Biblical Languages and/or Denominational Requirements)	2 (3/2)

MASTER OF ARTS IN CHRISTIAN EDUCATION DEGREE (M.A.C.E.)

Goals of the Program

The Master of Arts in Christian Education degree is designed to meet the needs of those students whose vocational interest is in religious educational ministries in churches and on mission fields. This program has as its primary goal the developing of general theological understanding which all persons--lay

and ordained--need as the religious basis for their lives and work. The program is designed for, but not limited to, lay persons who wish to participate in the church's work and simultaneously pursue other careers informed by religious commitment or for church staff workers. The goals of the program are to enable the student to:

- Develop **biblical foundations** including appreciation and understanding of the Bible and skills for using the Bible appropriately and effectively in Christian religious educational ministries.
- Develop **historical foundations** including appreciation and understanding of Christian Church and Christian education traditions from Western and non-Western perspectives.
- Develop **theological foundations** including appreciation and understanding of meanings and roles of theology in the life of the Christian Church.
- Develop **socio-cultural foundations** including knowledge of socio-cultural context and issues that have import for the Christian Church and Christian religious educational ministries.
- Develop **psychological foundations** including appreciation and understanding of human development and maturation and their impact on ministry to persons.
- Understand the meaning and mission of the faith community and be an active participant in that community.
- Identify, create, and implement various models of Christian education.
- Gain insights into the undergirding role of Christian education in the total ministry of the Church.
- Understand and utilize **foundations of Christian education** including educational theory, curriculum development, implementation, and evaluation from contextual and denominational perspectives for all age groups.
- Develop skills in aiding church members to participate in and understand the formation of values and ethics within the Christian faith community.

- Aid persons to deal with change and conflict.
- Develop an understanding of teaching methodology for various age levels.
- Relate theory with practice in appropriate field experience.

Objectives of the Program

The student should develop knowledge of the Bible, what it contains and how it can be used in Christian education.

- Content
- Exegetical Tools
- Instructional Approaches

The student should develop knowledge of the kind of world in which she or he will do Christian education work.

- Socio-cultural
- Economic-political
- Population
- Different Values and Life Styles
- Multicultural, Multi-Ethnic and Religiously Plural

The student should have an understanding of the nature, function, and mission of the church as it exists in the world in which he or she lives.

The student should understand the historical beginnings and forces that have propelled Christian education to its present position.

- Biblical
- Medieval
- Reformation
- Renaissance
- Industrial Revolution
- Modern Period

The student should be familiar with the various models of Christian education and how to relate to them.

- Instruction
- Faith Community
- Liberation
- Developmental
- Interpretation

The student should have an understanding of the nature of the gospel as it molds and makes Christian education into what it ought to be.

- Theology
- Christology
- Ecclesiology
- Mission: Kerygma and Diakonia

The student should understand the sociological and psychological dimensions of persons and society.

- Family
- Education
- Religion

The student should be able to understand and employ different theories of education.

- Conditional Response
- Gestalt
- Developmental
- Existential

The student should be able to develop curricula and programs for translating the theory of Christian education to the local church.

- Contextual and Denominational Assessment
- Program Development and Organization
- Program Implementation
- Program Evaluation

The student should be able to plan, develop leaders, and lead persons to become disciples.

Terms of Admission

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 M.Div. program.

Requirements for the Master of Arts in Christian Education Degree

The minimum requirements are 60 semester credits completed with a grade point average of not less than **2.25**. Not more than six (6) semester credits may be a grade of "**C-**" or below. A minimum of 18 credits must be earned in Christian Education courses; 4 credits must be earned in Field Education: Teaching and 4 credits in Field Education: Administration.

A student transferring from another accredited seminary must complete his or her last 40 semester credits in residence or a year at ITC.

M. A. Project Option: A major research project will be required of all candidates for the Master of Arts degree in Christian Education. This could take the form of a master's thesis or one of the following:

- A critical essay reflective of current field involvement supervised by a faculty person in the discipline of the writing;
- The creation of a dramatic work, e.g., a play including its performance;
- The creation of a collection of poetry of publishable quality;
- The creation of a visual religious art form--painting, sculpture, etc.

All requirements must be completed within five years from the date of first registration. If a student returns after an absence of more than three years, his or her requirements will be those current at the time of re-entry.

Distribution of Credits

Area I - BSL	11
Introduction to Old Testament	4
Introduction to New Testament	4
Biblical Exegesis Elective	3

Area II - TEH		9
Introduction to Philosophy and Theology	3	
History of the African-American Church	3	
Elective	3	
Area III - PSC		8
Introduction to the Church Through Its Mission and Ecumenical Involvement	2	
Sociology of Religion	3	
Elective	3	
Area IV - CAM		32
The Church's Educational Ministry	4	
Christian Worship	3	
Field Education: Teaching	4	
Field Education: Administration	4	
Music in Christian Education or African-American Church Music	3	
M.A. Project Option	2	
Electives	8	
Administration and Leadership Development	4	
	Total Credits	60

**THE SCHEDULE OF M.A.C.E. COURSES
IN THE CORE BY SEMESTERS**

First Semester

Introduction to Philosophy and Theology	3
Introduction to Old Testament	4
Field Education: Teaching or Administration	2
Introduction to the Church Through Its Mission and Ecumenical Involvement	2
Electives	4

Total 15

Second Semester

Sociology of Religion	3
History of the African-American Church	3
Introduction to New Testament	4
Field Education: Teaching or Administration	2
Electives	3
Total	15

Third Semester

Christian Worship	3
The Church's Educational Ministry	4
Biblical Exegesis Elective	3
Field Education: Teaching or Administration	2
Electives	3
Total	15

Fourth Semester

Field Education: Teaching or Administration	2
Music in Christian Education or African-American Church Music	3
M.A. Project Option	2
Administration and Leadership Development	4
Electives	4
Total	15

MASTER OF ARTS IN CHURCH MUSIC DEGREE (M.A.C.M.)

Goal of the Program

The Master of Arts in Church Music degree program is designed with an awareness of the urgent need for church musicians who have a broad understanding of music ministry. The goal of the program is to meet the needs of persons who seek deeper theological, biblical, and liturgical understanding of the theory and practice of church music. A theological setting where church music degree candidates are provided opportunities to interact with persons

aspiring to the ordained ministry is most conducive to the effectiveness of the program.

Objectives of the Program

The curriculum is designed to equip the student for full responsibility for the music program of a local church and provide an academic foundation for further graduate study. In addition to the objectives of ITC, the following are the specific objectives for the church music degree program:

- To enable the student to relate biblical and theological views of ministry to the ministry of music in the local church;
- To enable the student to understand from biblical and theological perspectives the sociological, political, and ideological context of the cultures in which the church ministers;
- To involve students in creating social goals and structures which are guided by theological perspectives about the mission of the religious community in the world;
- To develop the student's acquired musical skills to the maximum level of efficiency so that his or her leadership abilities and teaching capacities can be utilized in each area of the ministry of music in the church;
- To enable the communication of the gospel and the Christian faith through music and to relate musical skills to the total program of the church;
- To lay foundations for and to promote the student's continued study and research in the ever-developing area of church music and its use in the ministry of the church;
- To enhance and encourage strong emphasis on music in worship and Christian education in the African-American Church, highlighting the importance of freedom and discipline in the music ministry of the local church;
- To provide an arena for practicing church musicians to enhance their awareness of the importance of interdisciplinary studies in music in a theological environment, so that there is communication and

understanding between musicians, pastors, and Christian educators;
and

- To facilitate denominational requirements for music ministries.

Objectives of the Program (Graduation Requirements)

The student must be able to profess proficiency and experience in each of the following areas, demonstrating maximum proficiency in at least one of them:

- Keyboard instrument, piano or organ, resonator bells, etc.
- String instrument(s)
- Handbells
- Voice
- Conducting
- Composing and/or arranging choral music for all vocal classifications

The student must be able to articulate and demonstrate an awareness of a variety of musical forms and styles, including the following specifics:

1. Knowledge of the history and practice of music for worship--vocal and instrumental:
 - Biblical
 - African
 - European
 - Euro-American
 - African-American
2. Knowledge of the history and practice of various vocal musical forms and styles:
 - a. Forms
 - Psalm
 - Hymn

- Anthem
- Spiritual (African-American/Euro-American)
- Gospel (African-American/Euro-American)

b. Styles

- Chant
- Hymn
- Spiritual
- Gospel

3. Knowledge of the history and practice of instrumental forms and styles:
 - Keyboard
 - Wind
 - String
 - Percussion
4. Knowledge of composers and arrangers of vocal and instrumental music appropriate for use in worship.
5. The application of historical foundations to contemporary practices with a view toward future directions.

The student must demonstrate an understanding of the use of music in worship by:

- planning a variety of worship services using appropriate music in a variety of liturgical settings (the Sacraments/Ordinances, weddings, funerals, and regular worship services);
- planning and providing music for services of worship appropriate to the seasons of the liturgical church year, based on scriptures from lectionary sources;
- planning worship services for at least two different cultural contexts; and
- planning music for worship in light of particular denominational forms of liturgy.

The student must demonstrate an understanding of the use of music in total church education by:

- planning and conducting workshops in area(s) of specialization;
- adopting biblical themes for various age levels, using appropriate music; and
- teaching new music to choirs and congregations.

The student must demonstrate an understanding of biblical and theological perspectives of the cultural context in which his/her ministry is to take place (sociological, ideological, and political).

The student will seek opportunities to participate in the creation of new forms and styles of music for worship and/or church education situations.

The student will demonstrate the ability to serve as minister of music, choir director, or music coordinator in field experiences, providing evidence of proficiency in:

- teaching new hymns, African-American gospel songs, anthems, and spirituals;
- teaching new music to the congregation, upon the request and approval of the minister;
- accompanying and conducting congregational singing at a variety of age levels;
- developing and maintaining rapport with music groups at a variety of age levels; and
- developing and maintaining rapport with pastor(s) and other church officers.

Terms of Admission

All persons seeking to enroll in the Master of Arts in Church Music degree program must be able to demonstrate a degree of proficiency in vocal music, instrumental music, or conducting and must:

- meet the same admission requirements as students applying to the M.Div. program;
- include at least one person among his/her references who can comment knowledgeably on the student's music abilities; and arrange a music audition through the head of the music department.

Requirements for the Master of Arts in Church Music Degree

The minimum requirements for graduation are at least 60 semester hours with a grade point average of not less than **2.25**. Not more than six (6) semester credits may be a grade of "**C-**" or below.

A minimum of 18 credits must be earned in music courses; 4 credits must be earned **EITHER** in the Field Education sequence--**CAM 807 (Field Education: Teaching)** and **CAM 808 (Field Education: Administration)** **OR** in the sequence--**CAM 841 (Field Education Reflection)** and **CAM 842 (Field Education Reflection)**.

All requirements must be completed within five years from the date of registration. If a student returns after an absence of three years, the requirements will be those current at the time of re-entry.

M. A. Project Option: A major research project will be required of all candidates for the Master of Arts degree in Church Music. This could take the form of a master's thesis or one of the following:

- A senior recital in the area of musical competency (solo performance or choral presentation);
- An original musical composition, either vocal or instrumental, with audio-visual recording for ITC files;
- A choreographed work or an interpretive dance composition and its performance;
- The creation of a choral dramatic work, including its performance.

The choice of the option must be approved and supervised by the music faculty of ITC. 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.

Distribution of Credits

Area I - BSL		11
Introduction Old Testament	4	
Introduction to New Testament	4	
Biblical Exegesis Elective	3	
Area II - TEH		9
Introduction to Philosophy and Theology	3	
History of the African-American Church	3	
Ethics and Society	3	
Area III - PSC		5
Introduction to the Church Through Its Mission and Ecumenical Involvement	2	
Sociology of Religion	3	
Area IV - CAM		35
Foundations of Christian Education	3	
Christian Worship	6	
Field Education	4	
Music	15	
M.A. Project Option	2	
Electives	5	
Total Credits		60

THE SCHEDULE OF M.A.C.M. COURSES IN THE CORE BY SEMESTERS

First Semester

Introduction to Old Testament	4	
Introduction to Philosophy and Theology	3	
Introduction to the Church Through Its Mission and Ecumenical Involvement	2	
Survey of Church Music	3	
Music Elective	3	
Total		15

Second Semester

Introduction to New Testament	4
Biblical Exegesis Elective	3
History of the African-American Church	3
African-American Church Music	3
Ethics and Society	3

Total 16

Third Semester

Foundations of Christian Education	3
Christian Worship	3
Field Education	2
Music Ministry	3
Sociology of Religion	3

Total 14

Fourth Semester

Field Education	2
Advanced Seminar in Worship and Liturgics	3
Exegetical Approach to the Use of Hymns, African-American Spirituals, and Gospel Songs	3
M. A. Project Option	2
Electives	5

Total 15

DOUBLE DEGREES

**MASTER OF ARTS IN CHRISTIAN EDUCATION/
MASTER OF DIVINITY (M.A.C.E./M.Div.)**

**MASTER OF ARTS IN CHURCH MUSIC/
MASTER OF DIVINITY (M.A.C.M./M.Div.)**

**MASTER OF ARTS IN CHURCH MUSIC/
MASTER OF ARTS IN CHRISTIAN EDUCATION
(M.A.C.M./M.A.C.E.)**

For those students who wish to pursue a double degree, the degree combinations listed above are available. The following stipulations apply:

1. M.Div. students who wish to enroll in either of the double degree programs must complete thirty (30) credits or a full year of work at ITC, eighteen (18) of which must be from the core, before declaring their intent.
2. The Master of Divinity concentration of four courses must be different from those taken for the M.A. degree.
3. M.A. students who wish to enroll in either of the double degree programs must complete twenty (20) credits or a full year of work at ITC, twelve (12) of which must be from the core, before declaring their intent.
4. Students who wish to enroll in either of the double degree programs which include the M.A.C.M. must arrange a music audition through the head of the music department.
5. Students enrolled in double degree programs must receive both degrees at the same time.

Required courses for each program are listed below according to degree. Advisement and flexibility are of utmost importance for students enrolled in these programs. During the pursuit of a double degree, students should remain mindful that sixteen (16) is the maximum number of credits per semester that a student may carry.

**Master of Arts in Christian Education (M.A.C.E.)/
Master of Divinity (M.Div.)**

M.A.C.E. Requirements

Field Education: Teaching	2
Sociology of Religion	3
Field Education: Administration	2
Field Education: Teaching or M.A.C.E. Elective	2
The Church's Educational Ministry	4
M.A. Project Option	2

Administration and Leadership	
Development	4
Field Education: Administration or	
M.A.C.E. Elective	2
African-American Church Music	3

M.Div. Requirements

Foundations for Ministry	2
Introduction to Philosophy and Theology	3
Introduction to the Church Through Its	
Mission and Ecumenical Involvement	2
Introduction to Old Testament	4
Introduction to New Testament	4
Ethics and Society	3
Church History I	2
Church History II	2
Systematic Theology	3
Clinical Introduction to the Psychology	
of Pastoral Care	3
Biblical Exegesis Elective	3
Preparation and Delivery of Sermons I	3
Preparation and Delivery of Sermons II	3
Professional Assessment in Theological	
Education	1
Foundations of Christian Education	3
Christian Worship	3
Church Administration	3
History of the African-American Church	3
Wesleyan Theology*	3
Reformed Theology ^	3
Denominational History	3
Denominational Polity	2/3
Field Education Reflection I	2
Field Education Reflection II	2
Religions of the World	3
Introduction to Christian Evangelism	2
Senior Integrative Seminar	1

*Required of Christian Methodist Episcopal and United Methodist students.

^Required of Presbyterian Church (USA) students.

The total number of required credits for the completion of the M.A.C.E./M.Div. is 120, including elective and concentration courses. The normal time of completion for this double degree is four years.

**Master of Arts in Church Music (M.A.C.M.)/
Master of Divinity (M.Div.)**

M.A.C.M. Requirements

Survey of Church Music/Hymnody	3
African-American Church Music	3
Music Ministry	3
Sociology of Religion	3
Advanced Seminar in Worship and Liturgics	3
Seminar: Exegetical Approach to the Use of Hymns, Spirituals and Black Gospel Songs	3
M. A. Project Option	2
Field Education: Teaching	2
Field Education: Administration	2

M.Div. Requirements

Foundations for Ministry	2
Introduction to Philosophy and Theology	3
Introduction to the Church Through Its Mission and Ecumenical Involvement	2
Introduction to Old Testament	4
Introduction to New Testament	4
Ethics and Society	3
Church History I	2
Church History II	2
Systematic Theology	3
Clinical Introduction to the Psychology of Pastoral Care	3
Biblical Exegesis Elective	3
Preparation and Delivery of Sermons I	3
Preparation and Delivery of Sermons II	3
Professional Assessment in Theological Education	1
Foundations of Christian Education	3

Christian Worship	3
Church Administration	3
History of the African-American Church	3
Field Education Reflection I	2
Field Education Reflection II	2
Wesleyan Theology*	3
Reformed Theology ^	3
Denominational History	3
Denominational Polity	2/3
Religions of the World	3
Introduction to Christian Evangelism	2
Senior Integrative Seminar	1

***Required of Christian Methodist Episcopal and United Methodist students.**

^Required of Presbyterian Church (USA) students.

The total number of required credits for the completion of the M.A.C.M./M.Div. is 120, including elective and concentration courses. The normal time of completion for this double degree is four years.

**Master of Arts in Church Music (M.A.C.M.)/
Master of Arts in Christian Education (M.A.C.E.)**

The normal time for completion of the M.A.C.M./M.A.C.E. is three years. The total number of required credits for the completion of this double degree is 90, including electives.

M.A.C.M. Requirements

Introduction to Old Testament	4
Introduction to New Testament	4
Introduction to Philosophy and Theology	3
Introduction to the Church Through Its Mission and Ecumenical Involvement	2
Biblical Exegesis Elective	3
Ethics and Society	3
Survey of Church Music/Hymnody	3
African-American Church Music	3
History of the African-American Church	3
Field Education Reflection I	2
Field Education Reflection II	2
Christian Worship	3

Foundations of Christian Education	3
Sociology of Religion	3
Music Ministry	3
Advanced Seminar in Worship and Liturgics	3
Seminar: Exegetical Approach to the Use of Hymns, Spirituals and Black Gospel Songs	3
M. A. Project Option (Church Music)	2
Electives (Music)	5
Music in Christian Education/Music Elective	3

Master of Christian Education Requirements

The Church's Educational Ministry Administration and Leadership Development	4
Field Education: Teaching	2
Field Education: Administration	2
M.A. Project Option (Christian Education)	2
Electives (Christian Education)	16

DOCTOR OF MINISTRY DEGREE (D.Min.)

The Doctor of Ministry degree program is offered to qualified men and women currently engaged in ministry, through the Atlanta Theological Association (ATA), which is composed of the Interdenominational Theological Center, Candler School of Theology, Columbia Theological Seminary, Erskine Theological Seminary, and the Georgia Association for Pastoral Care.

Objectives of the Program

Nature and Purpose

1. The Doctor of Ministry program is designed to continue the education of persons for their ministry in the church and in related institutional settings.
2. It is intended to provide an advanced, yet flexible, education for those whose vocation as servants of people and servants of Jesus Christ

implies their further disciplined reflection upon and possibly their further specialization within their own ministry.

Basis of the D.Min. Program

1. 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.
2. A distinctive feature of the D.Min. degree is the doctoral project, which focuses that exploration upon an aspect of the future professional work of the student.
3. As a doctoral degree, the D.Min. differs from the Ph.D. and the Th.D. in its professional character and in its design to prepare persons for ministries other than for research and teaching in institutions of higher education.

Integration of Ministry

The two major aims of the program are: (1) the achievement of an integrated understanding of ministry from biblical, historical, theological, social, and personal perspectives; and (2) to focus academic and experiential learning around those tasks of ministry significant to the ongoing ministry of the student.

Complexity of the D.Min. Program

The D.Min. objectives are complex because they touch several levels of an educational process concerned not only with disciplines but also with persons and institutions. Governing all goals, however, is the aim that the program directly strengthen a student's own ministry of service. All other purposes lose their significance unless that intention is understood and honored.

The program features undergird the basic D.Min. aim: to strengthen the ministry of its students.

Special basic features of the program may help fulfill that objective.

- The program is a continuing education program, and its students already have extensive experience in ministry. They are expected to deepen that experience, and are selected with this potential in mind.

- As an ecumenical program, the D.Min. course ranges throughout the household of God. Essential to living in that household is the servanthood Christ gave his followers.
- The D.Min. is a missional program. Witnessing to Christ in word and act forms the most exacting proof that theological education has taken place.
- The program is called a Doctor of Ministry course because it intends that its graduates will be, literally, "teachers of ministry." It presumes that the bearer of this degree will so understand her or his personal stake in ministry that its essence will be learned by those whom the minister serves.

Operational Goals

The program has two complementary goals, each addressing the same realities, and the two are to be thoroughly integrated. Neither precedes the other nor is considered mere preparation for the other. Both are integral to ministry of service. Inactivity within any major realm of either goal would be regarded as foreshortening of what should be expected of a "teacher of ministry."

1. The first goal concerns understanding.
 - a. Understanding of the human person:
 - oneself (who I am, how I came to be, who I intend to be);
 - others (who they are, how they came to be so, who they intend to be); and
 - alternative theological, psychological, and sociological theories of personhood.
 - b. Understanding of human society:
 - historical and sociological understanding of contemporary society;
 - ▶ the role of religion in that history and in that society; and
 - ▶ the relation of the Christian movements in history;

- major sources of change, strain, and crisis in contemporary society, as perceived through:
 - ▶ social-scientific analysis;
 - ▶ theological-ethical analysis; and
 - ▶ the integration of these and their meaning for the mission of the church.
- c. Understanding of human cultural symbol systems:
- major historical options for meaning in human societies;
 - ▶ the general history of ideas and history of religion; and
 - ▶ major world-meaning systems in modern culture.
 - the Christian perspective:
 - ▶ biblical and historical theology;
 - ▶ contemporary systematic theology; and
 - ▶ constructive theology--the student's personal and corporate theological affirmations, as understood in the context of other options listed above.
2. The corresponding goal toward which the Doctor of Ministry program works is the development of skills for ministry. Once again the student is concerned with persons, human society, and cultural symbols. Only from this aspect is the emphasis upon care rather than understanding.
- a. Skills for articulating the gospel:
- by preaching, teaching, liturgy, or symbolic action;
 - by facilitating the dialogue between basic contemporary ideas or meaning, as they appear to various persons for whom the minister has responsibility. This requires both the detection and articulation of these options, as well as the enabling of their holders to formulate their own theological affirmations and convictional structure.

- b. Skills for effecting social change and for ministry through social structures:
- identifying the areas or issues of ministry that should be action priorities in given contexts, both in the church and in society at large;
 - facilitating the development of life-styles of churches appropriate to mission; and
 - forming and maintaining social organizations that fulfill the needs of human beings.
- c. Skills for the care of persons/communicating to other persons:
- their value to God and to other people;
 - their sources of security as persons;
 - their deficiencies calling for change; and
 - their resources for effecting change.

Terms of Admission

Applicants who would strengthen the proficiency of their ministry may apply for admission into the Doctor of Ministry program. Formal application documents, submitted in duplicate, must include biographical data, academic records, and a personal statement of not more than ten (10) typed double-spaced pages describing the applicant's interest and goals for his or her D.Min. program. These data will be assessed by the Doctoral Programs Committee who will make its recommendation for admissions to the faculty. Applications may be requested from the Director of the Doctor of Ministry Program or the Director of Admissions.

General Requirements

Applicants must hold the M.Div. degree from an accredited school with a superior academic record and/or professional performance. One year of involvement in professional ministry must have elapsed between receiving the M.Div. degree and applying for admission to the D.Min. program. Applicants who have three or more years of professional experience in the ministry will be given preference.

Thirty-six (36) semester credits are required for the completion of the Doctor of Ministry program. Of the thirty-six credits, fifteen (15) are fulfilled in elective course work in one of the ATA Schools of Theology. The remaining twenty-one (21) credits are comprised of a D.Min. Seminar on Ministry, an approved Supervised Ministry Experience, and a concluding Doctoral Project/Dissertation. Program requirements can be spread over a four-year period to enable occasional part-time study. However, the program is designed to provide the student with the opportunity of completing the degree in three years.

Electives

The fifteen (15) seminar credits of elective courses are chosen by the student with the counsel of his or her advisor, in light of personal needs and interests and as determined by the student's overall intentions for the program. Care must be taken, however, to include some work from each of three basic study areas: Normative, Empirical, and Functional. As much as six (6) semester credits may be fulfilled in accredited institutions of graduate education outside the ATA, with permission of the student's advisor and the Director of the D.Min. Program.

D.Min. Seminar on Ministry

Early in the program all students are expected to participate in a seminar on ministry which seeks the interchange of disciplinary perspectives around particular issues of contemporary ministry and professional development. The seminar is team taught by faculty from several curriculum areas, and students themselves are responsible for much of the seminar's content. One specific aim of the seminar is to aid the student's formation of his or her own model of ministry. Another is to provide a forum in which the three basic study areas of the program--normative, empirical, and functional--can be experienced.

Supervised Ministry Experience

One semester of supervised ministry experience is required. An additional semester may be elected by those for whom this is applicable and approved, based on a special need or interest. These may take place in settings as diverse as a teaching hospital (administered under the Clinical Pastoral Education Program), a business, governmental or voluntary agency, or in a church agency where appropriate supervision and learning opportunities are available. One important feature of the supervised ministry experience is that it takes place in a setting outside the student's ordinary work situation, to enable him or her to achieve some new perspectives on self and profession and the relation of both to the needs of other persons and institutions.

Doctoral Project

The above three elements of the study program are intended to converge in the development of a doctoral project. Proposals for the project are welcomed at any time in the student's progress through the program, and such proposals can serve as an integrating focus for the individual's overall study program design. Plans for the project are not considered final until the other parts of the program are completed. Ordinarily, the project is to be undertaken in the setting where the student is carrying on his or her own ministry. Scheduling completion of the project is flexible.

DOCTOR OF MINISTRY SPECIALTY IN PASTORAL COUNSELING DEGREE

Purpose

The Doctor of Ministry Specialty in Pastoral Counseling degree meets the needs of students who want a specialization in Pastoral Counseling within the D.Min. program. The concerns of Pastoral Counseling and the broader interdisciplinary dimensions of the D.Min. program are correlated.

Qualifications

In addition to the general admission qualifications for the Doctor of Ministry program, the applicant must have completed at least two successive quarters of CPE at an approved site. Additional qualifications include at least one course in each of the following areas at the M.Div. or graduate level: pastoral counseling, marriage and family counseling, and personality theory.

Overview of Program

Four basic components make up the Doctor of Ministry Specialty in Pastoral Counseling:

- | | |
|----------------------------------|------------|
| 1. Seminar on Ministry | 6 credits |
| 2. Pastoral Counseling Practicum | 6 credits |
| 3. Basic Courses | 15 credits |
| 4. Project/Dissertation | 9 credits |

Pastoral Counseling Practicum

The pastoral counseling practicum consists of regular counseling and supervision in a counseling center for an entire year. The student is expected to carry a counseling load of at least four (4) counselees and attend staffings, group

supervision, and individual supervision. This experience will involve at least 1½ days a week for 30 weeks. Supervision will include didactic sessions in pastoral counseling.

DOCTOR OF THEOLOGY IN PASTORAL COUNSELING DEGREE (Th.D.)

Purpose

The purpose of the degree, Doctor of Theology in Pastoral Counseling, is to prepare persons for the specialized ministry of pastoral counseling at a doctoral level of competence. The degree is intended to be an equivalent for the Ph.D. 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 and the American Association of Marriage and Family Therapists. It may, therefore, be used to meet the supervisory hours required for AAPC and AAMFT membership.

Administration

The degree is offered through the Atlanta Theological Association (ATA) by Interdenominational Theological Center, Columbia Theological Seminary, and Candler School of Theology. Each student will enroll in and receive the degree from the school of his/her choice. The Executive Board of the Atlanta Theological Association has responsibility for the degree program in terms of policy and administration. An interseminary Th.D. Field Committee, responsible to the ATA Board and to the Advanced Professional Studies Committees of the seminaries, has oversight of the program and its administration.

Program of Studies

Studies included within the program will assist the student:

- To gain an advanced understanding of appropriate theological and theoretical concepts;
- To 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 guidance; and

- To design and execute a research project appropriate to his or her professional practice, which will give evidence of his or her aspect of pastoral counseling.

Four basic components make up the Th.D. program:

1. Four core seminars	12 credits
2. Pastoral counseling practicum	18 credits
3. Elective courses	18 credits
4. Research seminar	6 credits

Thus, participation in a total of at least fifty-four (54) semester hours of academic and clinical work are required. When the student has completed the required academic and clinical work, he or she may apply to take the field examinations which test his or her competence in both content and performance areas of pastoral counseling.

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

- Theology, with particular foci upon theological method and doctrinal areas related to the practice of pastoral care and counseling;
- Personality, Psychology, and Psychotherapy, including particular theories of personality and development, psychodynamics of behavior and religious experience, theories of counseling and psychotherapy;
- Pastoral Care, including the history of pastoral care, ministry theory, pastoral guidance at passage points of life, crisis ministry, and referral;
- Social and cultural studies which pertain to pastoral counseling; and
- An area of the student's choice, usually the student's project area.

The performance arenas in which the student will be examined include:

- The student's actual practice counseling; and
- His or her ability to interpret that practice and discuss it in terms of particular psychotherapeutic theory.

The student will engage in an approved research project which will demonstrate his or her ability to utilize theological and theoretical knowledge in relation to some problem of his or her professional practice, and contribute useful findings and insights to this area of theological investigation. Upon completion of this project/dissertation, he or she will be certified as having satisfied all requirements for the degree of Doctor of Theology in Pastoral Counseling and thus eligible for being 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, references, and other materials supplied with the application;
- A personal interview arranged with the director of the program and conducted by the Th.D. Admissions Committee;
- That the student have had significant experience in ministry (usually not less than three years full-time employment after completion of the first theological degree); and
- That the student have had significant experience in clinical pastoral education (usually not less than four consecutive units).

COURSE DESCRIPTIONS

**INTERDISCIPLINARY COURSES
(INT)**

001. Interdisciplinary Directed Study

1, 2, 3 credits

008A. Foundations for Ministry

008B. Professional Assessment in Theological Education

008C. Senior Integrative Seminar

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GOAL

Foundations for Ministry, Professional Assessment in Theological Education, and Senior Integrative Seminar comprise a basic three-phase interdisciplinary course required of all candidates for the Master of Divinity degree. The first phase, Foundations for Ministry, normally occurs at the beginning of the students' first year. The second phase, Professional Assessment in Theological Education, occurs during the second semester of the middler year. The third phase, Senior Integrative Seminar, occurs during the last semester of the senior year.

This three-phase interdisciplinary course has as its major goal the introduction of 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.

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OBJECTIVES

INT-008A. Foundations for Ministry

The various components of ministry--human, societal, and spiritual--will be introduced, examined, and evaluated. Each student will:

1. Participate in a personal assessment of Christian ministry.
2. Explore the heritage of ministry.
3. Share in an evaluation of Christian ministry, all within the context of theological education for the professional ministries of the church.

This course will contain a reflective component, with each student being given a permanent group assignment. The group will be led in a reflective discussion/assessment of the formal presentations made during the sessions. Attention will be given to human relations, spiritual development, and the significance of the academic disciplines for Christian ministry.

This phase is structured to normally include seven modules of instruction as follows:

- The Call to Ministry
- Theological Research and Methodology
- The Theological Curriculum: An Introduction
- The Theological Curriculum Continued
- Personal Spiritual Journey
- Christian Thought: Issues of Doctrine and Faith
- Religious Pluralism and the Protestant Church in the Twentieth and Twenty-first Centuries

INT-008B. Professional Assessment in Theological Education

During the middler year, each student will participate in a Professional Assessment in Theological Education which consists of a series of sessions with advisor and members of the Foundations for Ministry group. Specifically, the sessions will allow for an examination of the competencies developed: determine strengths, deficiencies, obstacles to and support for the candidate's ability to function authentically in ministry, and the extent to which the student has integrated subject matter in the curriculum. Each student will be advised following the final session as to the assessment by peers and advisors.

INT-008C. Senior Integrative Seminar

The interdisciplinary closure for M.Div. students at ITC will seek to involve students in the process of summing up and making integrative sense of their journey here. From whence did they come to this place? How do they reflect upon their theological education, in their senior year, in all of its variations --intellectually, socially, personally, inter-personally, and spiritually? Where do they seek to go from here?

COURSE MEETINGS

INT-008A. Foundations for Ministry

The course will be taught during the summer session and in two seven-week sessions during the first semester if student enrollment so warrants.

2 credits

INT-008B. Professional Assessment in Theological Education

This course will be listed in the schedule of courses available during the second semester of each school year.

1 credit

INT-008C. Senior Integrative Seminar

This course will be listed in the schedule of courses available during the second semester of each school year.

1 credit

FOUNDATIONS FOR MINISTRY TEACHING FACULTY

A lead/coordinating professor will oversee the summer session of Foundations for Ministry, with at least one assigned professor assisting. One lead/coordinating professor will oversee both seven-week sessions of Foundations for Ministry, with four assigned professors, two of whom will share each seven-week session.

The faculty advisor will facilitate his or her group's middler year Professional Assessment in Theological Education phase, as well as the Senior Integrative Seminar phase.

009n. 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 experience are expected to be participants-observers in the context, and be prepared on return, to be interpreters of their experiences for a variety of audiences. This course may be used by any discipline for the development of a travel seminar.

3-6 credits

010. 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 the 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

011. M.A. Project Option

A major research project will be required of all candidates for the Master of Arts degree in Christian Education and the Master of Arts degree in Church Music. This could take the form of a master's thesis or one of the following:

Master of Arts in Christian Education (M.A.C.E.)

- A critical essay reflective of current field involvement supervised by a faculty person in the discipline of the writing;
- The creation of a dramatic work, i.e., a play including its performance;
- The creation of a collection of poetry of publishable quality;
- The creation of a visual religious art form-- painting, sculpture, etc.

Master of Arts in Church Music (M.A.C.M.)

- A senior recital in the area of musical competency (solo performance or choral presentation);
- An original musical composition, either vocal or instrumental, with audio-visual recording for ITC files;
- A choreographed work or an interpretive dance composition and its performance;
- The creation of a choral dramatic work, including its performance.

The choice of the option must be approved and supervised by the Christian education (M.A.C.E. candidates) or 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

012. 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 students' 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



**AREA L. BIBLICAL STUDIES AND
LANGUAGES (BSL)**

===== **OLD TESTAMENT**

501n. The Old Testament: An Introduction

An introduction to the literature and thought of the Old Testament with emphasis placed on the significance of various critical methods for the understanding of the Old Testament. **Required of M.Div. and M.A. candidates.**

4 credits

503. Introduction to Biblical Hebrew (1)

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

3 credits

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: BSL 503.**

3 credits

505n. Intermediate Biblical Hebrew

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

3 credits

506n. Biblical Hebrew Exegesis

An exegesis of a particular book of the Old Testament using the Masoretic Text. **Prerequisites: BSL 505n and an exegetical elective.**

3 credits

507n. Pentateuch

An exegetical study of one or more of the books or documents in the Pentateuch. This course fulfills the exegetical requirement. **Prerequisite: BSL 501n.**

3 credits

508x. Historical Books

An exegetical study of one or more of the Historical Books of the Protestant Canon excepting Ruth (Joshua, Judges, I & II Samuel, I & II Chronicles, Ezra, Nehemiah). This course fulfills the exegetical requirement. **Prerequisite: BSL 501n.**

3 credits

510n. The Major Prophets

An exegetical study of one of the major prophets: Isaiah, Jeremiah, or Ezekiel. This course fulfills the exegetical requirement. **Prerequisite: BSL 501n.**

3 credits

511n. 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. This course fulfills the exegetical requirement. **Prerequisite: BSL 501n.**

3 credits

512n. Meggiloth

An exegetical study of one or more of the Meggiloth (Ruth, Esther, Daniel, Lamentations, Song of Songs). This course fulfills the exegetical requirement. **Prerequisite: BSL 501n.**

3 credits

513n. The Prophets

A survey course on the books of the prophets, with special attention to the origin of prophecy and the different forms it took. An analogical study of prophecy in the ancient Near East and that of ancient Africa will be made. **Prerequisites: BSL 501n and an exegetical elective.**

3 credits

514n. Psalms

This exegetical study of the Book of Psalms will deal with a select number of Psalms, paying attention to their theologies and implications for the liturgies of the Black Church. **Prerequisites: BSL 501n and an exegetical elective.**

3 credits

515n. 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. **Prerequisites: BSL 501n and an exegetical elective.**

3 credits

520n. 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 extrabiblical materials from ancient Africa and the ancient Near East as they relate to these issues. Special attention will also be given to the debates within Hebrew canon scholarship about these issues. **Prerequisites: BSL 501n and an exegetical elective.**

3 credits

521n. Black Peoples and Personalities in and of the Bible

This course examines Black peoples and personalities of the biblical world as they appear in the Bible and in extrabiblical literature, both ancient and modern. Special attention is given to the roles of racist ideology and hermeneutics in the history of the interpretation of the Bible with reference to Black people in both ancient and modern times. **Prerequisites: BSL 501n and an exegetical elective.**

3 credits

522n. Seminar: Women and the Hebrew Canon

This seminar explores subjects such as the portrayals of women in the biblical text, the historical and sociological questions of women in the ancient world, feminist/womanist biblical scholarship, and the roles of androcentric and misogynist interpretations in the history of interpretation of the Bible with reference to women in both ancient and modern times. **Prerequisites: BSL 501n and an exegetical elective.**

3 credits

523n. Problems in the History, Literature, and Religion of Israel

This course will take the form of a seminar and will deal with various topics of current scholarship. Topics will be announced a semester in advance. **Prerequisites: BSL 501n and an exegetical elective.**

3 credits

528n. Apocalypticism and Other Early Jewish Literature

A study of Jewish apocalypses and other writings from about 300 B.C.E. - 100 C.E. which are not in the Hebrew canon, such as Enoch and Jubilees. Emphasis is on theological and literary motifs, their relations to the history of the Jewish people, and their meaning for early Christianity. **Prerequisites: BSL 501n and an exegetical elective.**

3 credits

529. Old Testament Theology

This course will trace the theology of the 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.

Prerequisites: BSL 501n and an exegetical elective.

3 credits

530. Directed Study in the Old Testament

This directed study is done with the consent of the instructor. **Prerequisites: BSL 501n and an exegetical elective.**

2 or 3 credits

===== **NEW TESTAMENT**

531. Introduction to the New Testament

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

4 credits

533. Introduction to New Testament Greek (1)

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

3 credits

534. Introduction to New Testament Greek (2)

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

3 credits

535n. 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: BSL 534 or equivalent.**

3 credits

536. Greek Exegesis

Exegesis of a New Testament writing in the original language. Emphasis is upon exegetical methodology. This course fulfills the exegetical requirement. **Prerequisite: BSL 535 or equivalent.**

3 credits

537. Readings in Hellenistic Greek

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

3 credits

538. Jewish Context of the New Testament

A study of Judaism in the Hellenistic period and its influence on Christian origins. Reading of primary documents in English translation, e.g., Rabbinic writings, Dead Sea Scrolls, Jewish Gnostic texts, Greek Jewish authors, including Philo and Josephus. **Prerequisite: BSL 531.**

3 credits

539. Greco-Roman Context of the New Testament

An investigation of the historical, cultural, and religious influences of Hellenism upon the development of early Christian institutions, literature, and theology. **Prerequisite: BSL 531.**

3 credits

542n. Exegesis of the Synoptic Gospels

English exegesis of one of the Synoptic Gospels with emphasis on exegetical methodology. This course fulfills the exegetical requirement. **Prerequisite: BSL 531.**

3 credits

543n. Critical Issues in the Synoptic Gospels

An examination of selected topics in the Synoptic Gospels. Topics are announced a semester in advance. **Prerequisites: BSL 531 and an exegetical elective.**

3 credits

544n. Life and Teaching of Jesus

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

3 credits

545n. The Gospel of John

English exegesis of the Fourth Gospel with attention to the social background of Johannine theology. This course fulfills the exegetical requirement.

Prerequisite: BSL 531.

3 credits

546. The Johannine Epistles

English exegesis of 1 John and, time permitting, the other Johannine epistles. Special attention is given to literary structure and social context and their implications for theological interpretation. **Prerequisites: BSL 531 and an exegetical elective.**

3 credits

547. The Book of Acts

English exegesis 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: BSL 531 and an exegetical elective.**

3 credits

550n. Pauline Literature

English exegesis of one of the letters of Paul with emphasis on exegetical methodology. This course fulfills the exegetical requirement. **Prerequisite: BSL 531.**

3 credits

551n. Deutero-Pauline Literature

English exegesis of the Epistles to the Colossians and Ephesians or the Pastoral Epistles with emphasis on exegetical methodology. This course fulfills the exegetical requirement. **Prerequisite: BSL 531.**

3 credits

552. Issues in the Interpretation of Paul

An examination of the life, letters, and thought of Paul. The latter part of the course will focus on hermeneutical issues of particular significance for African-American churches. **Prerequisites: BSL 531 and an exegetical elective.**

3 credits

555. The Epistle to the Hebrews

English exegesis of the Epistle to the Hebrews. This course fulfills the exegetical requirement. **Prerequisite: BSL531.**

3 credits

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: BSL 531 and an exegetical elective.

3 credits

570. Issues in Biblical Interpretation

This course examines issues in the history of biblical interpretation, contemporary developments in exegetical methodology, and hermeneutics in the context of an interdisciplinary seminar. Topics are announced a semester in advance.

Prerequisites: BSL 501n, 531 and an exegetical elective.

3 credits

571n. Directed Study in the New Testament

This directed study is done with the consent of the instructor. **Prerequisites:** BSL 531 and an exegetical elective.

2 or 3 credits

**AREA II. PHILOSOPHY, THEOLOGY,
ETHICS, AND HISTORY (TEH)**

=====
PHILOSOPHY AND THEOLOGY

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

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. candidates. Prerequisite: TEH 601.**

3 credits

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

607. Wesleyan Theology

The distinctive doctrines of John Wesley are considered in their historical setting and present significance. **Required of students in the Christian Methodist Episcopal and United Methodist denominations.**

3 credits

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 (U.S.A.) M.Div. candidates.**

3 credits

611. A History of Black Theological Thought in America

An effort to introduce the student to the theological heritage of Black Christians, focusing upon the theological contributions during the 18th, 19th, and 20th centuries.

3 credits

613. Advanced Seminar in Theology

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

3 credits

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

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.

2 credits

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.

2 credits

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

618. Contemporary Theology

Modern movement and trends in Christian theology are examined and interpreted in the light of their relevance to the Black Christian experience. This course is offered frequently, each time with a different content; therefore, it may be taken more than once.

3 credits

620. Directed Study in Theology

This course is designed for the student who wants to pursue a special interest in theology.

3 credits

ETHICS

621. Ethics and Society

This course introduces students to a general knowledge of the development of the literature of Christian ethics. It focuses on such questions as "How do social and political transformations impact upon 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: TEH 601. Required of M.Div. candidates.**

3 credits

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 an ethic of economic development for the oppressed. **(A Doctor of Ministry elective).**

3 credits

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

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 victims of technology to being guardians of its use?

3 credits

627. Moral Strategies and African-American Religious Leadership

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

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

630. Major Contemporary Protestant and Catholic Theologians and Ethicists

A study of such thinkers as Barth, Rahner, Kuhn, Moltmann, and Gustafson.

3 credits

632n. 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

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

This course focuses on the plethora of problems surrounding the issues of public policy. It helps the Black church leader ask deliberative, ethical, and theological questions about the nature, presuppositions, and goals of policy decisions.

Required for D.Min. candidates.

3 credits

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

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

640. Directed Study in Ethics

For specially qualified seniors who desire to pursue intensive research in Ethics.

3 credits

===== **CHURCH HISTORY**

Basic Church History courses are Church History I, Church History II, and African-American Church History.

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.**

2 credits

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: TEH 641. Required of M.Div. candidates.**

2 credits

643n. Religious-Ethnic Conflicts

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, Serbian-Croatian conflict in the former Yugoslavia, as well as Protestant-Catholic conflict in Northern Ireland.

3 credits

645. Seminar: Women in the History of Christianity

A seminar designed to enhance the 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 to Black and other minority women.

3 credits

646. Seminar: Martin Luther

A seminar of the life and work of Luther, with student presentations taken from Luther's writings. **Prerequisites: TEH 641 and 642.**

2 credits

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: TEH 641 and 642.**

2 credits

648. The Radical Reformation

A study of the free church movement beginning with the 16th century expression of Anabaptism and concluding with the lineal and spiritual descendants of the 20th century in America.

3 credits

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, Perpetus, and Origen. Particular attention is given to the contributions these figures might have to offer to ministry in the contemporary African-American Church. **Prerequisites: TEH 641 and 642.**

3 credits

650. Seminar: 18th Century Wesleyan Revival

A seminar stressing social and religious conditions in 18th 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

651n. 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

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

653. History of the African-American Church

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

3 credits

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 impact on the Christian tradition and the contribution he might make to ministry to the contemporary African-American Church. **Prerequisites: TEH 641 and 642.**

2 credits

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., and their relationship to the modern Civil Rights Movement. This course seeks to expose students to the broad historical compass out of which he and the movement emerged, and to explore the context in which Dr. King sought to live out his ideals.

3 credits

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

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: TEH 652 or 653. For majors in the Area and selected D.Min. students.**

2 credits

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:**

- a. African Methodist Episcopal
- b. Baptist
- c. Christian Methodist Episcopal
- d. Church of God in Christ
- e. Presbyterian (U.S.A.)
- f. United Methodist

2 credits

659. Practical Ecumenism

A team-taught course which 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

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: TEH 641 and 642. For majors in the Area and selected D.Min. students.

2 credits

**AREA III. PERSONS, SOCIETY
AND CULTURE (PSC)**

=====
EVANGELISM, MISSION, AND ECUMENICS

Evangelism

680n. An Introduction in Christian Evangelism

A study of the nature, history, theology, motivation, and goals of evangelism in the mission of the church. Analytical studies are made of selected important evangelistic movements of the past and present in light of their social, economic, and political contexts. **Required of M.Div. candidates.**

2 credits

682. Seminar: Contemporary Modes of Evangelism

Recent developments in evangelism as they relate to contemporary culture and technology. Study is directed toward the way changed styles of contemporary life (urban anonymity, high density population areas, suburban loneliness, inner city decay, etc.) dictate different methods of evangelism and an evaluation of new and innovative modes of evangelism (electronic media, arts, etc.).

2 credits

684. Evangelism, Church Growth, and Contextualization

An intensive study of the planting, nurturing and developing of new churches in contemporary culture. The study includes an evaluation of the modern church growth movement and the critique of it from a Two-Thirds World perspective.

3 credits

Missiology and Ecumenics

695. Introduction to the Church Through Its Mission and Ecumenical Involvement

This course begins with the biblical and theological basis for the mission of the church. It continues with the study of selective models of ministry within the U.S.A. and outside, with special reference being made to ministry among and by

Black churches; identification of current issues confronting the church in mission; and the growth in ecumenism, especially as related to African-American Christians. **Required of M.Div. and M.A. candidates.**

2 credits

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 a cultural situation where the culture remains predominantly shaped by a Western thought pattern.

3 credits

697. Ministry in Global Perspectives

The course concentrates on opportunities and challenges open to ITC students to 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 which takes into account the history, geography, socio-economic-political situation and ethics of the culture of the region. Persons from the areas studied supplement the instructor's work by serving as lecturers and resource persons. Linkages with subsequent study tours and internships in other countries and cultures are planned.

3 credits

698. The Christian Mission in History

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

3 credits

699. Directed Study in Missiology and Ecumenics

3 credits

738. Special Topics in Missiology/Religions of the World

(See description below)

3 credits

SOCIOLOGY OF RELIGION

701. Sociology of Religion

An introduction to the theories and methods of the social sciences which 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.

Required of M.A. candidates.

3 credits

702. Church and Community Analysis and Organization

A comparative analysis of the dynamic relationship between the African-American church and community, using a variety of social science data and methods for analysis. The course will highlight some of the ways one can give effective leadership in the community, grounded in an intentional analysis of the church and community.

3 credits

703. Church Involvement in Community Life

The 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

704. Religion, Society, and Social Change

This course enables students to develop a critical understanding of the dynamic relationship between society and religion, as seen in the light of social movements and social change. Sociological theory and analysis will be employed to examine religious involvement and its relationship to the status quo, social cohesion, social conflict and social change. The overriding application of this exploration will be viewed, in general, in terms of the varied experiences of the African-American church and community. Finally, models of transformation will be examined for application in the church and community.

3 credits

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 in the area of religion and society are 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

706. Rural Life and the Mission of the Church

This course is designed to enable students to develop an understanding of and appreciation for rural life. Students will explore ways in which the rural

economic, political, educational, environmental, religious, social, and familial institutions influence and are influenced by the local congregation. Particular attention is given to the African-American church and community--in town and country settings.

3 credits

707n. Religious Leadership and Community Organization

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

3 credits

708n. Directed Research: Heritage and African American Religious Concepts

This course is designed as a systematic study of the concepts in African-American religious beliefs and practices from the cultural patterning beginning in Africa and extending into the African World (Black Diaspora). Studies target primary sources in both oral and literary African and Africa-American spirituality in religions.

3 credits

709. Directed Research: Heritage and African-American Religious Movements

This course directs either comprehensive or in-depth research on religious factors in socio-historical movements of African-American religions in North America as well as some options for travel research experiences in selected areas of Africa and the African World Diaspora. Studies target founders, leaders, events, organized movements, and institutions from initiatives of African people in religions of the world.

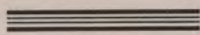
3 credits

710. Directed Study in Sociology of Religion

For the individual student who desires to pursue the special study of selected areas of theoretical/critical aspects of sociology of religion at the advanced level.

For those concentrating in the Area.

3 credits



715. Special Topics in Psychology of Religion and Pastoral Care

This course is designed as an umbrella to provide flexibility in presenting special topics that have 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

716. Psychology of Religion

A study of psychological approaches to understanding the religious life explorations of the meaning of behavior in religious experience, human development, growth, crisis, worship, and mental health in the life cycle. Emphasis is given to individual skills development in integrating theology and the practice of ministry.

3 credits

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 upon conceptualizing one's ministry to persons and families in practical situations utilizing group dynamics, case study method, and other methodologies.

3 credits

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. The course consists 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 also 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 and those who are dying. This course is not required of persons concentrating in Psychology of Pastoral Care.

3 credits

719. Case Method Approach to Pastoral Care

A group conference in which students present pastoral care situations and pastoral incidents. Students must be involved in some practice of ministry.

3 credits

720. Clinical Pastoral Education

The Clinical Pastoral Education (C.P.E.) program requires the full time of the student for ten to twelve weeks. The student functions in the role of chaplain. An intensive laboratory experience provides contacts, pastoral conversations, clinical seminars, self-insights, individual and group supervision. The teaching and learning process aids students of theology in developing professional competence and in the responsible integration of theology and pastoral work. Georgia Mental Health Institute and other health service centers offer an alternative plan to the full-time quarter's C.P.E. training over the school year, all day Monday and an additional half day per week, the latter time to be arranged. The student is expected to register each semester for four (4) credits, receiving the grade of "NG" for the first semester. The final grade will be submitted when the C.P.E. experience is completed during the second semester. Demands of the C.P.E. experience require that no student will be permitted to take more than sixteen (16) credits in any given semester, inclusive of the four (4) hours of CPE. **Required of students who concentrate in Psychology and Pastoral Care.**

8 credits

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, teen-age pregnancy. Other pertinent areas of discussion will be the single life, one-parent families, and sexual preference among men and women (homosexuality, bisexuality, transvestism, and transsexualism).

3 credits

723. Introduction to Pastoral Counseling and Psychotherapy

A comprehensive study of basic psychotherapeutic traits in selected theories/methods of therapy, the clinical interview, the theological dimensions of pastoral counseling and the scope of human needs through relational humanness.

3 credits

724. Pastoral Counseling Practice

Limited counseling practice with supervision, utilizing theories and principles of counseling, establishing rapport as a fundamental basis for helpfulness to individuals, couples, families, and groups. **Requisite: PSC 723.**

3 credits

725. Pastor and Family Life

This course is designed to introduce students to the dynamics of marriage and family life, children and adolescents, the issues of aging, and how these dynamics

can inform the church's counseling and nurturing ministry to couples and family systems.

3 credits

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: PSC 718 or 720.**

3 credits

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: PSC 718 or 720.**

3 credits

728n. Advanced Pastoral Therapy with Groups

This course is a continuation of PSC 727. Participation is limited to students who participated in PSC 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: PSC 727.**

3 credits

729n. Theory and Practice of Marriage and Family Therapy

The course is designed to introduce the student to the theory and practice of premariage, marriage and family counseling. Premariage, marriage and family counseling are explored in systems, transgenerational and life cycle perspectives. Different schools and approaches will be presented.

3 credits

730n. Seminar: Theology and Psychology of Pastoral Care: An Interdisciplinary Dialogue and Methodology

This seminar purports to engage particular theological and in-depth psychological perspectives in terms of their implications for pastoral care. Various methodologies will be presented with a focus on the varied levels of dialogue that may be engendered between these disciplines. Moreover, the seminar seeks to help students become more proficient in reflecting upon pastoral events from an interdisciplinary perspective. The seminar will be team taught utilizing lecture

presentations in conjunction with class dialogue. Specific perspectives engaged in the seminar include the psychology of self object relations, 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 Care candidates.**

3 credits

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 the 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 natural models of care are correlated with contemporary behavioral science theories that augment them. These contemporary theories are community mental health, support systems, and systems approaches to families and extended families.

3 credits

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

733. Ethics and Pastoral Care

This course is intended to explore the ethical dimensions of pastoral care. There is concern for exploring the ethical and religious structure of meaning for pastoral care and counseling. The course also explores the meaning of professional ethics and the norms that are 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 religio-ethical vision. There is an effort to help the student develop the skills of practical moral reasoning. Of considerable importance are ethical issues in a multicultural perspective (gender, race, age, social class, violence, violence-abuse, and sexual orientation).

3 credits

734. Pastoral Care As Preventive Medicine

This course seeks to make theological students and others better informed on ways that religion and pastoral care can have 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 make sense of data, decision-making, and human behavior.

3 credits

735n. Directed Study in Psychology 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 of courses.

3 credits

RELIGIONS OF THE WORLD

736n. 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 African Conference of Churches (AACC) and the spiritual vanguard of Pan-Africanism linking Pan-African Christianity.

3 credits

737. The Bhakti Experience: Devotional Religions in Various Contexts

A comparative study of the development and character of devotional religion (Bhakti) in a number of settings. With Hinduism as the starting point, the phenomenon is examined in Japanese Buddhist sects and American Christianity, especially Black churches. The common marks of devotional religion in all these settings are identified, and the characteristics and tendencies which this type of religion generates are examined. **Meets Religions of the World core requirement.**

3 credits

738. Special Topics in Missiology/Religions of the World

This course is open to students with some background in Missiology or Religions of the World. An intensive examination of selected topics in the area of Missiology and Religions of the World. Topics vary according to interest, currency, and resource availability. Topics such as Revolution and Missions in Latin America or The Church in the South African Crucible are examples of topics which might be offered.

3 credits

739. Post Biblical Judaism

A frontline investigation of the literature and religion of Rabbinic Judaism from the first century (C.E.) 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 practice, such as the Sabbath and prayer. **Meets Religions of the World core requirement.**

3 credits

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 minority group in its journey. **Meets Religions of the World core requirement.**

3 credits

741. African and Middle Eastern Religions

A survey of the origins, histories, teachings, and practices of African traditional religions, Judaism, Christianity, and Islam. Consideration is given to the relationship of African traditional religions to Islam and Christianity in Africa and a background for Islam among African Americans. **Meets Religions of the World core requirement.**

3 credits

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. **Meets Religions of the World core requirement.**

3 credits

743n. Islam and Muslim-Christian Relations

An extensive survey of the worldwide Islamic faith system and of its relations with Christianity. The faith, practice, history, and culture of Muslims in Asia, Africa, 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 under God are identified.

3 credits

744n. 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. **Meets Religions of the World core requirement.**

3 credits

745n. 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 Area III is required.**

3 credits

746. History and Ministry of the Ecumenical Movement

This course on ecumenism--past and present--is designed to help students break through the limited perspective and experiences that persons have of Jesus Christ's church to understandings and realities of His church that are motivated by a will to fulfill Christ's prayer "that they may all be one."

3 credits

AREA IV. THE CHURCH AND ITS MISSION (CAM)

CHRISTIAN EDUCATION

801. Foundations of Christian Education

This course examines the biblical, theological, philosophical, psychological, and socio-cultural foundations of Christian education, and identifies the roles of the pastor and the director in the church's educational ministry. **Required of M.Div. and M.A. in Church Music candidates.**

3 credits

802. The Church's Educational Ministry

This course seeks to understand the meaning and significance of the church's educational ministry and undertakes to help the student learn how to plan, develop leaders, organize, and develop curricula and programs for the local church. **Required of M.A. in Christian Education candidates.**

4 credits

803. Administration and Leadership Development

This course seeks to understand the fundamental principles which govern the organization and administration of the church's educational ministry, explores the developing functions of leadership in the local church or the Christian community, and examines current programs for the development of leaders for the church's educational ministry. **Required of M.A. in Christian Education candidates.**

4 credits

804. The Bible in Christian Education

The course involves an exploration of uses of the Bible in Christian education. Emphasis is on the analyses of purposes and methodologies for presenting biblical material in the Christian 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.

2 credits

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 show how the needs and contributions of persons in each developing stage can be addressed through Christian ministry. 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 with persons. The course is offered each semester with emphasis on one of the four developmental stages: children, youth, adults, or older adults.

3 credits

807. Field Education: Teaching

Field work provides an opportunity for important Christian service and occasion for the student to put theory into practice. Work is pursued by students in the M.A. in Christian Education program under proper on-field and faculty supervision. Weekly conferences are provided to support the student's personal and spiritual formation, shared ministry, and teaching competency as well as to foster critical reflection on the student's life experience and practice of educational ministry. **Two semesters required of M.A. in Christian Education degree candidates.**

2 credits

808. Field Education: Administration

A continuation of Field Education: Teaching with second-year students usually serving in an administrative capacity. **Two semesters required of M.A. in Christian Education degree candidates.**

2 credits

810. Christian Education and the Black Church

An examination of the origin, extent, influence, potential and direction of religious education in the Black church.

3 credits

811. The Christian Educator As Change Agent

This course includes the theory, ways, and means that the Christian educator can engage in planned change in the local church or other related settings through the discovery of need, diagnosis, goal setting, planning strategies, and evaluation. The course also centers on the Christian educator functioning as a change agent and his or her relationship with those with whom he or she works.

2 credits

812. The Campus Ministry

This course is concerned with the historical development of campus ministry and the philosophical and methodological problems of campus religious work. There is also a study of contemporary work being done to make the life of the church more relevant to the university.

2 credits

813. The College Teaching of Religion

This course is concerned with the theories, practices, and methods of teaching religion on both private and public college campuses.

2 credits

815. Seminar: The Teaching-Learning Process

An intensive study of the teaching-learning process as an area of the Christian education curriculum, new dimensions of learning, theories of communication, learning situations, factors affecting learning, and freeing capacity to learn.

3 credits

816. Seminar: Problems and Trends in Christian Education

Participants engage in a rapid survey of the history of Christian education and make critical analysis of the major cultural, psychological, and theological problems and trends. The content includes religion and public education, curriculum planning, programs for the development of leaders, and interdenominational cooperation.

2 credits

817. Special Topics in Gerontology

The goal of this course is to create awareness and sensitivity to specific areas of concern of older adults. The course aims also to equip clergy and laypersons to develop programs and initiatives that address the issues and areas of concern in their congregations and communities. Emphasis is on building collaborative relationships between churches, families, and community agencies that can address holistically the concerns of older adults.

3 credits

818. Ministry, Theology, and Gerontology

This course gives multidisciplinary attention to pertinent issues concerning needs of the burgeoning aging population. The current state of mental health, the economic plight of living on fixed incomes, the social limitations and restrictions, the educational and religious needs, and resources of the aging are examined and discussed.

3 credits

825. Directed Study in Christian Education

2-4 credits

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 | 2 credits |
| b. Baptist | 2 credits |
| c. Christian Methodist Episcopal | 2 credits |
| d. Church of God in Christ | 2 credits |
| e. Presbyterian (U.S.A.) | 2 credits |
| f. United Methodist | 3 credits |

827n. Parish Administration

The minister's role in planning and directing the work of the local parish; developing principles and procedures for providing relevant programs, structures, and resources; the development of effective lay workers; the guidance of staff workers; and the development of theological and spiritual values are studied as means of developing purposeful and meaningful administration. **Required of M.Div. candidates.**

3 credits

828. Ministerial Leadership

Techniques of leadership for ministers. Attention is given to such subjects as the elements of effective leadership and methods of self-analysis and self-improvement for leaders. The course also offers training in conducting group discussions and demonstrations, and consulting as a leadership method.

2 credits

830n. Seminar: Church Administration

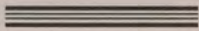
A study of selected problems in local church administration, along with administrative requirements, procedures and abilities operative beyond the local level, such as in annual conferences, associations, conventions and councils of churches. **Prerequisite: CAM 827n.**

2 credits

832. Institute of Church Administration and Management Seminar

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. **Prerequisite: CAM 827n.**

3 credits

**845. Directed Study in Homiletics and Worship**

Students may pursue a specialized area of study. The course will be offered at the discretion of the professor. **Prerequisite: CAM 846n.**

2 credits

846n. Preparation and Delivery of Sermons (1)

This course is designed to wed the theoretical and practical aspects of sermonizing. Students explore a theological understanding of preaching, a psychological-sociological analysis of the formal elements of sermon development, construction, and delivery. Students write and deliver sermons in a clinical experience. There is evaluation and discussion in peer situations, so as to aid the student to gain effectiveness in using the sermon as a liberating force in contemporary times. **Credit will be given only when CAM 847n is completed. Required of M.Div. candidates.**

3 credits

847n. Preparation and Delivery of Sermons (2)

This course is a continuation of CAM 846n. **Prerequisite: CAM 846n. Required of M.Div. candidates.**

3 credits

848. The 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.

3 credits

849. Liturgical Preaching and Worship

This is an advanced seminar for middler and senior students who want 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 in this approach, 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. This seminar is facilitated by a team of two teachers. **Prerequisite: CAM 846n or CAM 852n.**

3 credits

850n. 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 areas 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.

Prerequisites: CAM 846n and CAM 847n.

3 credits each

WORSHIP (LITURGY)

849. Liturgical Preaching and Worship

(See description above)

3 credits

852n. Christian Worship

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-American church traditions. Special attention is given to the Sacraments/Ordinances of denominations represented at the ITC through study and research. The student gains an in-depth understanding of the theology and practices of worship of the student's particular denomination in an ecumenical context, as well as the common faith and socio-cultural roots of other denominations. A practicum phase allows students to participate as worship planners, leaders, and evaluators. **Required of M.Div. and M.A. candidates.**

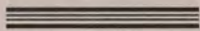
3 credits

853. Advanced Seminar in Worship and Liturgics

This seminar is designed to deepen the student's understanding of the history and theology of worship in general and worship in African-American congregations and denominations in particular. Students participate in the design of the course by sharing their specific areas of concern, which are then incorporated into the content of the course. Extensive student research and writing are required.

Required of M.A. in Church Music candidates.

3 credits

**860. Communications**

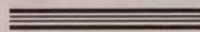
A course designed to improve skills relating to oral and written English, theme organization, and reading comprehension. A student's time in the course may be extended on the recommendation of the instructor. **Required of first-year students found deficient in basic communications skills.** The two credits received for this course are **not** applicable toward a M.Div. or M.A. degree. However, quality points are computed toward the total cumulative average.

2 credits**862. The Pastor As Liberating Communicator**

A course which 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 the 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.

2 credits**863. Advanced Speaking**

A study of principles of public speaking together with practice on developing speaking skills. Designed to help pastors in their church and community leadership other than preaching. 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**870n. 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. **Required of M.A. in Church Music candidates.**

3 credits

871. African-American Church Music

An in-depth study of religious music, vocal and instrumental, growing out of African and African-American religious experiences, as well as music composed and arranged by African Americans. Emphasis is on comparative analysis of forms, styles, and theological themes reflected in the various musical expressions. Attention is given to the importance of African-American church music to contemporary African-American church life. Extensive student research is required. **Required of M.A. in Church Music candidates.**

3 credits

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. The Center Chorus provides leadership in worship, participates in community activities, and renders concerts. **Prerequisite: Individual Audition.**

1 credit

873. Music Theory: Fundamentals

This course is designed to help students review basic elements of music notation, develop both listening and singing skills, discover the method of writing some of the music that he or she hears, and to assist students in further understanding written and keyboard harmony. The level of advancement is determined by the qualifications of the students enrolled.

3 credits

874. Music in Christian Education

A study of the creative use of music in Christian education, in curriculum content related to music, in the selection and use of music for all age levels, and in musical training for church school teachers. **Required of M.A. candidates.**

3 credits

875. 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-Adult), congregational sizes, in special situations (varying physical and mental abilities), with a 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, and committees with oversight of music in the church are examined. Participation in a laboratory practicum and in observations of several effective

music programs supplement class lectures and experiences. **Required of M.A. in Church Music candidates.**

3 credits

876. 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 text are explored. Song texts are carefully analyzed using the methods of textual, historical, linguistic/literary, form, tradition, theological, and contemporary criticisms. The compatibility of music and poetry is studied through analysis of the meter and mood of the poetry. **Required of M.A. in Church Music candidates.**

3 credits

877. 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.

2 credits

878n. 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. **For Church Music degree candidates and M.Div. music concentration candidates. Prerequisites: CAM 870n or CAM 871.**

3 credits

879. 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. **For Church Music degree candidates and M.Div. music concentration candidates. Requirement: Approval of Instructor.**

3 credits

880n. Directed Study in Church Music

Opportunities for individual advancement in areas of specific concerns and directed research are provided. Students work closely with music faculty and are

required to present a scholarly paper and/or a major recital as a result of serious research.

2 or 3 credits

881n. Directed Study in Center Chorus

This course is designed for students who want credit for Center Chorus but cannot register for it because of conflicts in scheduling. **Requirement: Approval of Choral Director.**

1 credit

===== **LITURGICAL DRAMA**

890n. Liturgical Drama Workshop

A workshop course that includes an investigation of the historical relationship of drama and worship, the reading of a variety of plays suitable for use in and by the church, introduction to the techniques of acting and directing, and suggestions for meeting the special technical problems (scene design and construction, lighting, costuming, make-up, etc.) encountered in church productions. An integral part of the course is participation in a play which is to be performed publicly. Students share in two lecture periods per week, plus practicum time involved in rehearsals, shopwork, etc.

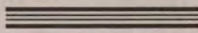
1 or 2 credits

891n. Theological Dimensions of Contemporary Plays

A study of selected contemporary plays which reflect ethical and theological questions of our time. Plays such as "The Elephant Man," "Whose Life Is It Anyway?," "Waiting for Godot," "After the Fall," and "J.B."

2 credits

**DOCTOR OF MINISTRY AND
DOCTOR OF THEOLOGY COURSES**



DOCTOR OF MINISTRY

The Doctor of Ministry curriculum consists of advanced courses and seminars, professional and graduate, provided by the participating schools.

ATA-401. Seminar on Ministry

Basic seminar on ministry theory and career analysis planned and led by a teaching team representing several disciplines. The student is exposed to the nature and forms of ministry today. **Required of all students at the beginning of the D.Min. program.**

6 credits

ATA-467. D.Min. Supervised Ministry Experience

The supervised ministry experience requirement may be met through completion of an accredited clinical pastoral education program or through a self-developed ministry experience which meets the requirements of supervised ministry programs at ITC. **Either experience must be approved prior to registration by the Director of the Doctor of Ministry Program.**

6 credits

ATA-470n. D.Min. Seminar: The Normative Basis for Ministry

The seminar utilizes the biblical, historical, ethical, and/or theological literature for the grounding of the practice of ministry.

3 credits

ATA-480. D.Min. Seminar: The Empirical Basis for Ministry

The seminar explores certain aspects of the disciplines of the behavioral sciences to undergird ministry practice.

3 credits

ATA-489. D.Min. Directed Study

Variable credits

ATA-490. D.Min. Seminar: The Operational Basis for Ministry

The seminar builds upon the functional aspects of ministry such as counseling, preaching, teaching, and/or administration for ministry.

3 credits

ATA-495. D.Min. 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 his/her plans for the identification of topic, project design and dissertation writing.

3 credits

ATA-496. D.Min. Project Design

The course is designed for the student who has completed ATA-401, ATA-467, ATA-495 and twelve (12) credits of the elective courses requirement in the D.Min. program. In consultation with the student's project/dissertation committee, he/she selects a topic of study, submits a project design, completes the necessary qualifying examinations, and obtains approval for the project design.

3 credits

ATA-498. D.Min. Project Supervision

Under the supervision of the project/dissertation committee, the D.Min. student executes the project in his/her ministry setting.

3 credits

ATA-499. D.Min. Dissertation Supervision

Under supervision of the project/dissertation committee, the D.Min. student completes the writing of his/her dissertation.

3 credits

ATA-000. Administrative Fee (Maintaining Matriculation Fee)

No credit

**DOCTOR OF MINISTRY SPECIALTY IN PASTORAL
COUNSELING**

In addition to required ATA Doctor of Ministry courses, the curriculum will include the following courses which are described in the course listings for Area III:

- 730n. Seminar: Theology and Psychology of Pastoral Care: An Interdisciplinary Dialogue and Methodology** **3 credits**
- 731. Pastoral Psychology and the African-American Experience** **3 credits**
- 733. Ethics and Pastoral Care** **3 credits**

The remaining courses may be taken in any Area of the curriculum in the normative, functional, or empirical areas.

DOCTOR OF THEOLOGY

The Doctor of Theology (Th.D.) curriculum consists of approved advanced professional and graduate courses and seminars available in the participating schools. The following have been developed especially for the Th.D. program.

- ATA-463. The Development of Modern Pastoral Counseling**
 Modern history of pastoral counseling; its roots in theology, psychoanalysis, existential and humanistic psychology. **3 credits**
- ATA-471. Seminar in Personality Theory**
 Contemporary personality theories reviewed to assess their relevance for pastoral counseling. **3 credits**
- ATA-473. Diagnosis and Change**
 Process of evaluation and change considered from both pastoral and psychological perspectives. **3 credits**
- ATA-475. Pastoral Theological Method**
 Attempts to develop a pastoral theology consistent with both systematic theology and pastoral practice. **3 credits**
- ATA-477. Seminar in Pastoral Supervision**
 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 ATA-477a and ATA-477b.**

2 credits

ATA-478. Group Therapy: Theory, Process, Application

Students register for ATA-478a, ATA-478b, and ATA-478c.

2 credits

ATA-481n. Th.D. Project/Dissertation Supervision

Designed to demonstrate the student's ability to engage in professionally-oriented research and to utilize his/her ability in bringing theological and other theoretical knowledge to bear upon the professional practice of pastoral care and counseling.

Students register for ATA-481n A and ATA-481n B as often as needed for a total of 6 credits.

6 credits

ATA-485. Counseling Practicum

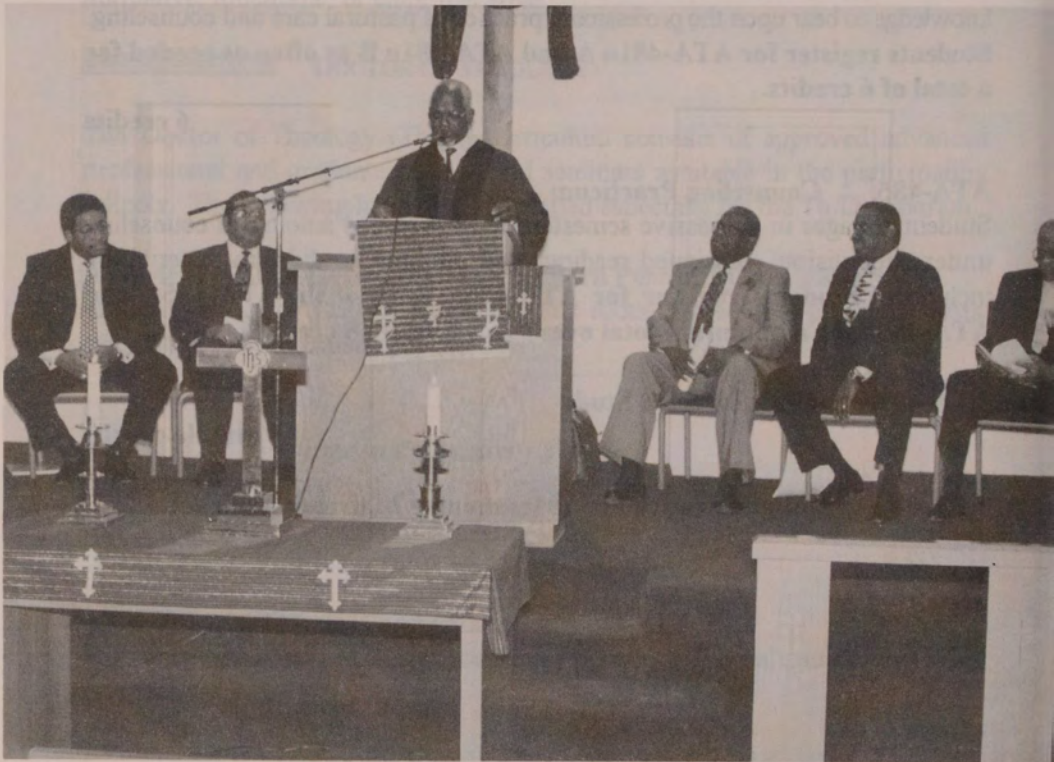
Student engages in successive semesters of an assigned amount of counseling under supervision. Assigned readings and appropriate didactic material are included. **Students register for ATA-485a, ATA-485b, ATA-485c, and ATA-485d for a minimum total over two years of 18 credits.**

ATA-489n. Th.D. Directed Study

Variable credits

ATA-000. Administrative Fee (Maintaining Matriculation Fee)

No credit



ATA-475: Pastoral Theological Method

Integrates theological reflection with practical ministry in pastoral practice.

ATA-477: Seminar in Pastoral Supervision

Provides doctoral students in pastoral counseling and general ministry with the experience of pastoral supervision under the guidance of clinical supervisors.

HONORS AND AWARDS

Gamma Phi Beta

AWARDS

HONORS AND AWARDS

The following honors and awards are available to qualified students.

HONOR SOCIETY

International Society of Theta Phi is an Honor Society for theological students, scholars in the field of Religion, and outstanding religious leaders without distinction of creed, race or sex. Membership is by invitation only to Seniors in the upper 10% of their class in academic standing, and to Middlers in the upper 5% of their class in academic standing with at least a 3.50 cumulative grade point average. Students who meet the academic qualifications must have been full-time the last two consecutive semesters as well as full-time when the invitation is offered. Students working toward advanced degrees are also eligible.

The Interdenominational Theological Center

The Faculty Honor Award is given to the M.Div. candidate who has achieved the highest academic record during his/her seminary career.

Dean's List - Those full-time students whose semester grade point average is 3.50 - 4.00.

Honors' List - Those full-time students whose semester grade point average is 3.00 - 3.49.

Superlatives - Those full-time students whose cumulative grade point average is 3.50 - 4.00.

Honor Graduates - Those students who achieve a cumulative grade point average of 3.50 - 4.00 may graduate "with honor." A 4.00 cumulative grade point average is "highest honor."

Elected Benjamin E. Mays Fellows

Gammon Theological Seminary

ACADEMIC AWARDS

The Bishop L. Scott Allen Scholarship Award is a scholarship grant awarded annually to a Gammon student in his/her first year of study. It is

designed to recognize the student's academic performance at the undergraduate level, i.e., the student with the highest cumulative grade point average, 3.00 or above, at the college or university level. It is renewable if the student maintains a 3.00 average. It is awarded to M.Div. candidates only whose primary interest is parish ministry.

The Joseph Benjamin Bethea Academic Achievement Award. This award is given each year to a United Methodist student, preferably of the North Carolina Annual Conference, who maintains both a cumulative and a semester average above 3.00. The student must be oriented toward the pastoral ministry and in preparation for the same with a strong emphasis in developing effective skills in communications.

The Frank W. Clelland Award is to be presented each academic year to the United Methodist Master of Divinity candidate maintaining the highest academic record above 3.00.

The Bishop Charles F. Golden Merit-Social Vision Scholarship Award is given to the Gammon student who has achieved the highest scholastic average above 3.00 while participating in community affairs and civil rights actions, both on and beyond the campus of the Interdenominational Theological Center.

The Bishop Charles F. Golden Senior Honors Award is given to the United Methodist student who enters his or her senior year having maintained the highest academic average during his or her junior and middler years.

The Ben Hill United Methodist Church Internship Award is awarded to the Gammon Seminary student selected as a year or a summer intern by the Ben Hill United Methodist Church pastor and/or the Pastor/Parish Relations Committee, in consultation with the Administrative Board. The person selected should maintain an average of 3.00 and above.

The Edith Hines African Student Award is given each year to a United Methodist student enrolled in the Interdenominational Theological Center through Gammon Theological Seminary from the continent of Africa. He or she should have a cumulative average of 3.00 or above.

The Willis J. King Award in Old Testament is an academic award presented annually to the two most outstanding students in the field of Old Testament studies during each current academic year. One of the awards should be presented to a United Methodist student with the highest average in Old

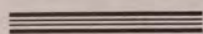
Testament studies above 3.00. The other award may be presented, regardless of denomination, to the student with an average above 3.00.

The C. C. Maloney Memorial Award is a biblical exegetical award given annually to a student in a Bible core course who submits the best exegetical essay. Judging is done by the faculty of Area I (Bible). The award alternates from Old Testament to New Testament.

The Maveety Award. Each year Gammon Theological Seminary will offer three Maveety Awards to a junior, a middler, and a senior United Methodist student. The junior must be entering the seminary with a grade point average of 3.00 and above. The middler must have a current average of 3.50 and above, and the senior must have a cumulative grade point average of 3.50.

The Dr. Gerald O. McCulloh Church History Award should be given to the United Methodist student who maintains the highest average in Church History over and above 3.60.

The Amy and Phylemon Titus Academic Award is given to the highest ranking United Methodist student(s), preferably from the Texas Annual Conference. In the event there are no currently enrolled students from the Texas Annual Conference, the second preference would be a high-ranking United Methodist student from another Annual Conference with a 3.00 or above average.



NON-ACADEMIC AWARDS

The Gayland Arnold Memorial Award is given to the United Methodist junior student whose college undergraduate grade point average, upon admission, was 2.50 and above and who expressed a prior genuine interest in entering the seminary to prepare for parish ministry. The award is to be given to a student from Stanley United Methodist Church, the Chattanooga District, or the Holston Annual Conference; or a student from another conference if there are no students from Stanley United Methodist Church or the Holston Annual Conference.

The Jones United Methodist Church and United Methodist Women's Scholarship Award. This award is given in honor of the late Reverend Booker T. Anderson who, until his death, was pastor of Jones Memorial United Methodist Church, San Francisco, California. The award is given to a United Methodist student preferably from Jones Memorial United Methodist Church, maintaining an average of 2.50 and above, who expresses a genuine interest in the parish ministry and strong support for the United Methodist Women's plans and programs.

The Gregory Keith Jordan Gammon Memorial Scholarship. A candidate must have completed at least three semesters at Gammon Theological Seminary. He/She must be actively pursuing a degree in that area of the Christian ministry which ultimately leads to his/her becoming a minister or clergyperson of the United Methodist denomination. (A) First choice: The candidate is to be a member of Bethany United Methodist Church, New Orleans, Louisiana. (B) Second choice: When a qualified student is not forthcoming from (A), a candidate will be selected from another church which is in the same district at Bethany United Methodist Church. (C) Third choice: When a candidate is not qualified from (B), a candidate will be selected who is a resident of the state of Louisiana and who meets the above qualifications. The candidate, in all cases, is to be a member of the African-American race.

The James S. and Emma E. Todd Award is given to the United Methodist Senior student who has consistently manifested Christian character, academic growth, gifts and graces essential to the Christian ministry, while maintaining an average of 2.85 or above.

The Ada S. Watters Award is granted to the United Methodist Senior student who has excelled in his or her preparation for the parish ministry by maintaining a 2.50 average or above.

Mason Theological Seminary

The O. T. Brown, Sr. Fellowship Award is given to the student(s) who make(s) outstanding contributions toward unity within the Mason Fellowship.

The Dean's Honor Award is given by the Dean of Mason Seminary to the students who make the greatest contributions to the Seminary through the use of their skills and spiritual resources during the academic year.

The Oliver J. Haney, Sr. Preaching Award is given to the student who has distinguished him/herself in the preaching ministry.

The Gracie Tugerville Haney Women in Ministry Award is given to the female student who has a strong interest and commitment to evangelism.

The O. T. Jones, Sr. Leadership Honor Award is presented to the student who demonstrates outstanding traits and qualities of leadership either on campus, in a local ministry or in the church community at-large.

The C. H. Mason Award is given to students with the highest academic achievements during the current academic year.

The Dr. Mattie McGlothen Women's Leadership Honor Award is given to the female student with a grade point average of 3.00 or above, who also demonstrates interest in and sensitivity to women's leadership roles in the Church of God in Christ ministry.

The J. O. Patterson Leadership Honor Award is awarded to the student who demonstrates leadership skills in church administration and ecumenical involvement.

The Pioneer Scholarship Award is awarded both for significant academic achievement and for outstanding contribution to the Church of God in Christ through Mason Seminary, local congregation, jurisdiction or national church.

The James L. Whitehead Perseverance Award is given to the student who excels in his/her academic pursuits in spite of difficult circumstances.

Morehouse School of Religion

The Antioch Baptist Church North of Atlanta Award is given to students who have distinguished themselves academically, and who have contributed to the overall well-being, growth and development of the Morehouse School of Religion.

The Antioch Baptist Church of San Antonio, Texas Award is given to the student(s) with a grade point average of 3.00, who is (are) active in the church and the community. The student(s) should be from the state of Texas.

The Ruby Bolden Award is given to two students annually, with first preference given to the president of the Fellowship, and second preference to a student who has served either as an officer of the Fellowship and/or has shown a commitment to the welfare and well-being of fellow seminarians.

The Billy J. Carter Award is given to a Middler who is married with children and has a "C" average and is in need.

The Victor Thomas and Edith Messer Glass Award was established in honor of Victor and Edith Glass in recognition of their years of ministry and concern for racial reconciliation. The scholarship is given to a student(s) who has

(have) excelled academically and who has (have) shown interest in missions and ministries of racial reconciliation.

The Thomas E. Huntley Award is given to students of high academic achievement and distinction who have demonstrated leadership and interest in the parish ministry, and who blend their religious leadership with a strong interest, commitment and participation in civic and political-government affairs.

The Barry Jackson Scholarship Award is given to the student who has demonstrated a strong commitment to academic excellence as well as financial need.

The Martin L. King, Sr. Award is given to a student of outstanding academic achievement and commitment to the pastoral ministry, and who has demonstrated a cooperative and loving spirit for the well-being and uplift of the Morehouse School of Religion.

The Metropolitan Baptist Church of Memphis Award is given to a student who has demonstrated outstanding academic achievement and leadership ability, and who is interested in the pastoral ministry as well as the counseling ministry of the church.

The Forrest and Louise Parker Memorial Award (*In memory of Mrs. Mary Parker Wheeler's parents*) is given to a Senior or Middler who has demonstrated industry, integrity and a commitment to the Christian ministry while a student at the Morehouse School of Religion.

The Robert E. Penn Memorial Award is given to a student who has demonstrated unusual academic achievement and progress in Field Education.

The Sandy F. Ray Memorial Award is given to a student who has demonstrated excellent academic achievement and a potential for a distinguished ministry with integrity as its hallmark, and who demonstrates outstanding gifts and skills in the area of homiletics.

The Solomon B. and Mary O. Ross Scholarship Award is given to a male or female Middler with a family of one or more children, and a grade point average of 2.50 or above, who shows a commitment to the Baptist ministry or Christian Education.

The Charles J. Sargent Award is given annually to a student who has distinguished him/herself academically at the grade level of "B" and above and who has demonstrated integrity in his/her deportment and aptitude for administration.

The Charles J. Sargent Fund shall be awarded each year to a student chosen by the faculty of the Interdenominational Theological Center for excellence in ability to publicly read scripture.

The L. M. Tobin Award is given to a student who has high academic performance and achievement, and who has labored to distinguish him/herself in preparation for ministry against odds while maintaining a hopeful and optimistic outlook about life and its future possibilities.

The Joseph Wheeler and Fannie L. Wheeler Award (*In memory of Dr. Edward L. Wheeler's mother and in honor of his father*) is given to a student whose Christian spirit has helped to promote a sense of family among the Baptist students on campus and whose efforts have helped to promote the work of the Morehouse School of Religion.

The Marcus W. Williams Memorial Award is to assist a needy Morehouse College graduate who is pursuing a Master of Divinity degree at Morehouse School of Religion.

Phillips School of Theology

The Administrative Dean's Award is awarded to students of Phillips who have demonstrated remarkable improvement in their academic, personal and professional commitment to ministry as a student.

The Administrative Support Award, established by Phillips School of Theology (PST), is granted to the student(s) who has (have) demonstrated unsolicited support to the administration of PST and who has (have) also maintained a 2.50 grade point average or above.

The Alumni Award, established by the Phillips School of Theology Alumni, is awarded to each full-time PST/ITC student with the highest cumulative grade point average of 3.00 and above.

The W. Y. Bell Scholarship Award is awarded to a full-time PST student (Junior or Middler) with a cumulative grade point average of at least 3.00. The

applicant must write a six to eight page paper on the subject, "The Significance of Theological Education in the Black Christian Methodist Episcopal Church" and demonstrate a commitment to the pastoral ministry in the Christian Methodist Episcopal Church.

The Henry C. Bunton/Chester R. Kirkendoll Annual Scholarship Fund, established respectively by Bishops Bunton and Kirkendoll in 1990, is awarded annually to a student of Phillips who demonstrates in character and commitment excellence for ministry as well as who exemplifies an ecumenical spirit in the ITC community and the larger community.

The Joseph C. Coles, Jr. Scholarship Award, named in memory of the late Bishop Joseph C. Coles, Jr. (an outstanding pastor, preacher, teacher and social prophet), is given to a student who is committed to the parish ministry, demonstrates great potential for being a scholarly pastor with a prophetic imagination, and who maintains at least a 3.00 grade point average.

The A. T. McNair Scholarship Award, named in memory of the late Alfred T. McNair (an outstanding pastor and presiding elder in Georgia), is given to a student who is committed to the parish ministry, demonstrates creditable skills in relating to and motivating people, and who maintains at least a 3.00 grade point average.

The R. B. Shorts Award is given to the full-time PST/ITC student-pastor who travels the farthest distance over 75 miles round-trip to his/her charge and maintains the second highest cumulative grade point average over 2.50.

The P. Randolph Shy Scholarship Award, named in memory of the late Bishop Peter Randolph Shy (an outstanding preacher and advocate for the mission to and training of ministers in Africa), is given primarily to an African student who is committed to returning to Africa to train and promote other ministers and laity to receive theological education. The recipient must maintain a 3.00 or above grade point average.

The Taggart Honor Award, established in the names of Earnest W. and Essie B. Taggart, is awarded to a PST/ITC student with the highest cumulative grade point average over 3.00.

Johnson C. Smith Theological Seminary

Arthur H. George Tuition Award given annually to a rising Senior Presbyterian student who has excelled in student pastoral ministry, and gives promise of good future service to the life of the church.

W. Eugene Houston Memorial Scholarship Award is given to a full-time, male student who is a member of the Presbyterian Church (USA), is under the care of a presbytery, is in good academic standing, and has displayed an interest in Presbyterian Polity.

Clarence Eugene Lennon Award is given annually by the Presbyterian Women of Crerar Memorial Presbyterian Church of Chicago to a second or third year needy Presbyterian student who is committed to pastoral ministry and demonstrates an interest in the love and care of God's people.

Thomas Euric Sears Scholarship Award-qualifications to be provided.

Johnson C. Smith Seminary Achievement Award is given to a Johnson C. Smith Seminary graduating senior with the highest academic average.

Raymond Worsley Award is given to a student of outstanding academic achievement and commitment to the pastoral ministry, and who has demonstrated a cooperative and loving spirit for the well-being and uplift of Johnson C. Smith Seminary.

Turner Theological Seminary

The Bishop John Hurst Adams Award is given to the student with an academic average of 3.00 or above who has demonstrated exceptional leadership ability in the area of family life with special concern for the black male.

The James H. Clark Memorial Preaching Honor Award is given to Seniors and Middlers who have shown the most progress in the Homiletics Department, and who have achieved academically in other areas of study at the seminary as well.

The Josephus R. Coan Award is given to a student of outstanding academic achievement and commitment to the pastoral ministry.

The E. D. Curry Memorial Award is given to an AME Senior who has contributed significantly to ecumenical cooperation on campus while maintaining a 3.00 grade point average.

The T. J. Davis Award is given to the AME Middler who has excelled academically, and contributed to the growth and development of Turner Theological Seminary.

The Dean's Award is given to the M.Div. candidate with the highest cumulative grade point average and commitment to the pastoral ministry.

The Bishop William Alfred Fountain, Sr., and the William Alfred Fountain, Jr. for Academic Excellence Award is awarded to a Senior who has a 3.00 average or above, and demonstrates exceptional ability in Christian Education.

The Samuel Hopkins Giles Award is given to the AME student, a Middler, with the highest academic average above 3.00.

The Daniel Lott Jacobs Award is given to a student of Turner Theological Seminary who has achieved a high academic average and demonstrated exceptional leadership ability.

The John A. Middleton Memorial Award is given to a student having achieved a high academic record at Turner Theological Seminary, so as to free the recipient to excel as a scholar.

The Bishop Donald George Kenneth Ming Award is given to the full-time Junior enrolled in the M.Div. program with the highest grade point average and committed to the pastoral ministry.

The Bishop Frank Madison Reid, Jr. Scholarship is given by The Reverend Dr. Frank Madison Reid, III. It will be awarded to an entering AME student in the Master of Divinity degree program with a 3.50 grade point average or better. Awards will be made to the Middler or Senior who has the highest cumulative grade point average.

The Bishop Frederick Hilborn Talbot Award is given to a student of Turner Theological Seminary who has achieved a high academic average above a cumulative average of 3.00, and who has contributed significantly to the promotion of Turner Theological Seminary.

The Bishop William R. Wilkes Memorial Award is given to a member of the Senior Class and a member of the Junior Class at Turner Theological Seminary who have high academic achievements, have contributed significantly to the life of the Seminary community, and have demonstrated leadership and responsibility in matters of financial obligation, personal adjustment, and Christian growth.

SPECIAL HONORS AND AWARDS

The President's Merit Scholarship Award (*Sponsored by the ITC Chapter of Theta Phi*) is awarded to Theta Phi members who are graduating

seniors, have exhibited outstanding leadership ability and have been involved in community service. One Middler and one doctoral student may also be chosen. The doctoral student must have completed two-thirds of the degree requirements. The Middler and doctoral student must have the highest grade point average in his or her class and must meet the community service criterion.

The Edith D. Thomas Incentive Scholarship Award (*Sponsored by the ITC Chapter of Theta Phi*) is given to a student with the most improved grade point average since entering ITC. The student must have been full-time for two consecutive semesters prior to the current one, with at least a 3.5 grade point average and 24 semester credits.

The Barbara C. Holton Memorial Scholarship (*Sponsored by The Association of Professional Support [TAPSJ]*) shall be awarded to an ITC full-time Master's degree-seeking student who has made a significant contribution to the community life at ITC and has a cumulative grade point average of not less than 2.50.

The BEM/UNCF/ITC Scholarship Award - recommended by the ITC faculty to a deserving person who has a cumulative grade point average of 3.50 or above and who has been matriculating at ITC for at least one academic year to receive a scholarship of \$1,000 for the academic year.

The G. Murray Branch-Charles B. Copher Award in Old Testament-given by the Area I (Bible) faculty to the graduating senior with the most distinguished record of achievement in the area of Old Testament.

The R. C. Briggs Award in New Testament - given by the Area I (Bible) faculty to the graduating senior with the most distinguished record of achievement in the area of New Testament.

The James H. Costen Leadership Award - given by the class of 1984 to the person who best exemplifies the ITC ethos of "Honesty, Integrity, Industry, and Commitment" as defined and explicated by Dr. Costen.

The Melva W. Costen Honor Award is given to those students who have provided musical leadership at the ITC through the ITC Center Chorus for two or three consecutive years and who have maintained high academic records in music as well as other areas of the curricula.

The Milner L. Darnell Memorial Award is given to a student on the basis of academic achievement, character and personality, who demonstrates outstanding potential for an effective Christian ministry.

The Alvin L. Dopson Memorial Award is given to a student having high academic achievement, and who has done much to promote good will and well-being on the ITC campus.

The Benjamin E. Mays Fellowship in Ministry Honor Award, administered by the Fund for Theological Education, Inc., is designed to provide financial assistance to outstanding Black North American men and women who are committed vocationally to one of the ordained ministries of the Christian Church, and who are in pursuit of the Master of Divinity degree or its equivalent.

The Joseph D. McGhee Memorial Award is given to a graduating senior who has done the most in public relations for the ITC while still having achieved academically.

The Henry Edwin and Florence Shike Millikan International Student Award is given annually to the student or students (dependent on amount available) enrolled in ITC on an F-1 student visa, who has (have) adjusted to life here with the ability to contribute significant participation and leadership in the ITC community and beyond, make satisfactory academic progress, and share homeland culture and experience in a meaningful way to sensitize others to their values.

The National Association of Ministers' Wives and Ministers' Widows Honor Award given to two students who have made high academic achievements.

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C	Congregational	S	Johnson C. Smith
CC/DC	Christian Church/Disciples of Christ	SD	Student Designate
CHM	Charles H. Mason	T	Turner
CME	Christian Methodist Episcopal	UM	United Methodist
E	Episcopal	YE	Year Elected
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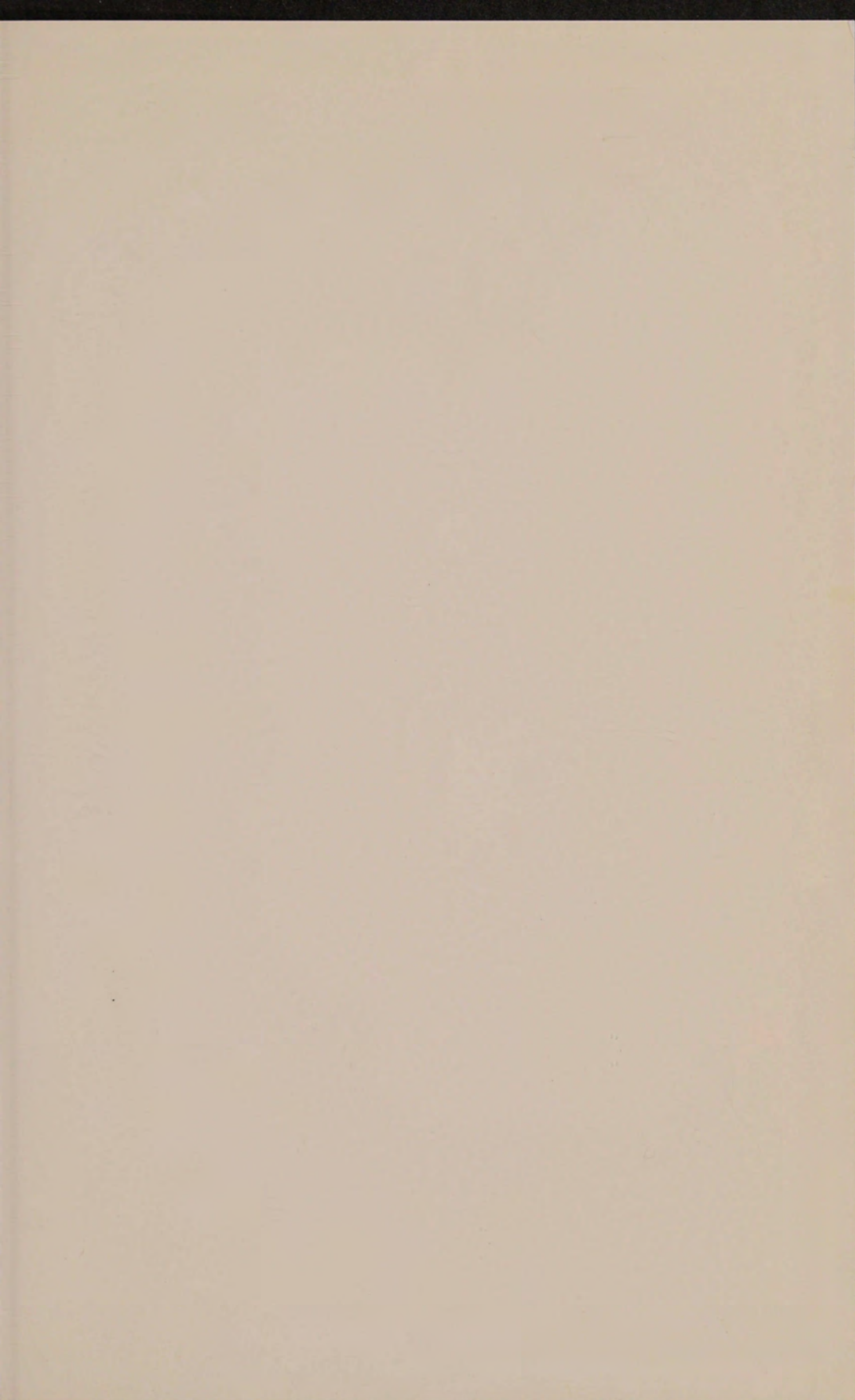
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