A stylized graphic of a church building on the left side of the cover. It features a green steeple with a gold cross on top, a purple rectangular section below it, a red triangular roof, a blue main body with three yellow arched windows, a light blue horizontal band, and a purple base with a red semi-circle. The entire graphic is outlined in gold.

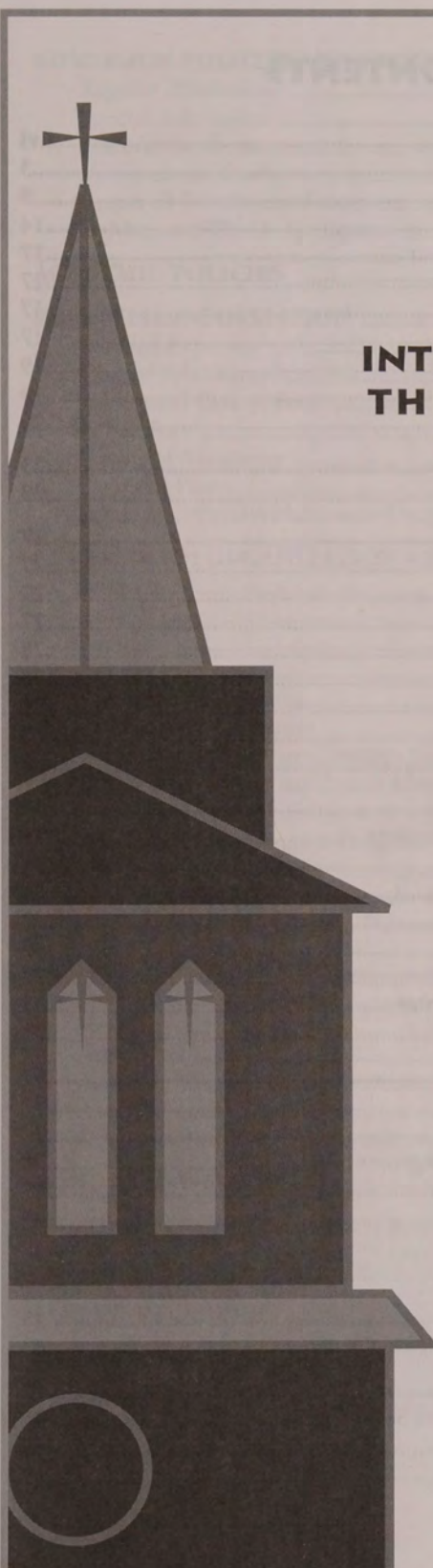
**INTERDENOMINATIONAL
THEOLOGICAL CENTER
ATLANTA, GEORGIA**

**1999-2002
ACADEMIC
CATALOG**



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

The officers of The ITC believe the information contained herein is accurate as of the date of publication (August 1999). The ITC reserves the right to withdraw any subject, to change its rules affecting the admission and retention of students and the granting of credit or degrees, to alter its fees and other charges, and to make other changes as deemed appropriate and in the best interest of the Institution.



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THEOLOGICAL CENTER
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ACADEMIC
CATALOG**

**VOLUME XXXI
AUGUST 1999**

The Interdenominational Theological Center (The ITC) is a member institution of The Atlanta University Center, Inc., the United Negro College Fund, and the Atlanta Regional Consortium for Higher Education. The ITC is fully accredited by The Association of Theological Schools in the United States and Canada and the Commission on Colleges of the Southern Association of Colleges and Schools.

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INTERDENOMINATIONAL THEOLOGICAL CENTER

An Ecumenical Professional Graduate School of Theology

Robert M. Franklin, Ph.D., *President*

CONSTITUENT SEMINARIES

Gammon Theological Seminary

United Methodist

Walter H. McKelvey, D. Min., D.D., *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., Th.D., *Administrative Dean*

Johnson C. Smith Theological Seminary

Presbyterian Church (USA)

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

Turner Theological Seminary

African Methodist Episcopal

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

At-Large Constituency

Interdenominational

Monifa A. Jumanne, Ph.D., *Administrative Dean*



ROBERT M. FRANKLIN, Ph.D., President

ACADEMIC CALENDAR

FALL SEMESTER

ACTIVITY	1999-00	2000-01	2001-02
Pre-Semester Skills Management Seminar	Aug. 16-20	Aug. 14-18	Aug. 13-17
Residences Open Orientation Begins	Aug. 18	Aug. 16	Aug. 15
ITC Registration	Aug. 23-24	Aug. 22	Aug. 21
Classes Begin/Late Registration Fee Applicable	Aug. 25	Aug. 23	Aug. 22
Last Day to Add Courses AND Last Day to Drop Courses without "W"	Sept. 3	Sept. 1	Aug. 31
Labor Day Holiday	Sept. 6	Sept. 4	Sept. 3
Fall Convocation	Sept. 16	Sept. 18	Sept. 17
ITC Board Meets	Oct. 4-6	Oct. 12	Oct. 11
Mid-Term	Oct. 18-22	Oct. 16-20	Oct. 15-19
Last Day to Drop Courses with "W"	Nov. 5	Nov. 3	Nov. 2
Registration for Spring Semester	Nov. 8-12	Nov. 13-17	Nov. 12-16
Application Deadline Spring Semester	Nov. 15	Nov. 15	Nov. 15
Thanksgiving Recess Begins at End of Scheduled Classes	Nov. 24	Nov. 22	Nov. 21
Classes Resume	Nov. 29	Nov. 27	Nov. 26

FALL SEMESTER

ACTIVITY	1999-00	2000-01	2001-02
Deadline for First Draft of D.Min. Project/Dissertation	Dec. 2	Nov. 30	Nov. 29
Liquidation of Student Account Balances	Dec. 3	Dec. 1	Nov. 30
Study Time	Dec. 3	Dec. 1	Nov. 30
Cross-Registration Application Deadline	Dec. 5	Dec. 5	Dec. 5
Semester Exams	Dec. 6-11	Dec. 4-9	Dec. 3-8
Semester Ends	Dec. 11	Dec. 9	Dec. 8

SPRING SEMESTER

ACTIVITY	1999-00	2000-01	2001-02
Pre-Semester Skills Management Seminar	Jan. 3-7	Jan. 2-6	Jan. 2-5
Residences Open	Jan. 3	Jan. 2	Jan. 2
Orientation Begins	Jan. 10	Jan. 8	Jan. 7
Incomplete ("I") Assignments Due from Fall Semester	Jan. 10	Jan. 8	Jan. 7
ITC Registration	Jan. 12	Jan. 10	Jan. 9
Classes Begin/ Late Registration Fee Applicable	Jan. 13	Jan. 11	Jan. 10
Martin Luther King, Jr. Birthday Holiday Observance	Jan.17	Jan. 15	Jan.21
Last Day to Add Courses AND Last Day to Drop Courses without "W"	Jan. 21	Jan. 19	Jan.18

SPRING SEMESTER

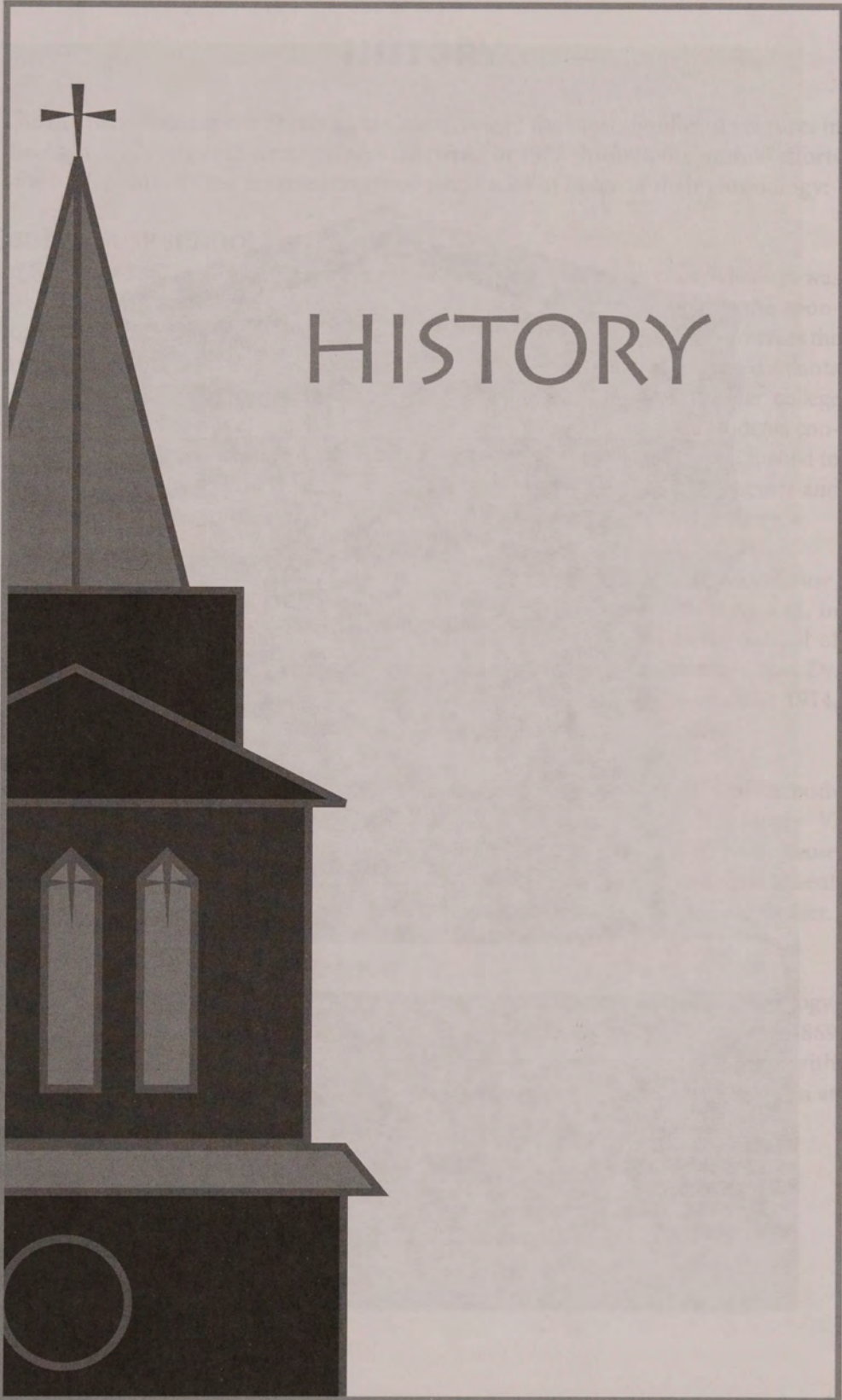
ACTIVITY	1999-00	2000-01	2001-02
Conference on Ministry	Jan. 19-21	Feb. 7-9	Feb. 13-15
Mid-Term	Mar. 6-11	Mar. 5-10	Mar. 4-9
Spring Recess	Mar. 13-17	Mar. 12-16	Mar. 11-15
Classes Resume	Mar. 20	Mar. 19	Mar. 18
Last Day to Drop Courses with "W"	Mar. 31	Mar. 30	Mar. 29
Deadline for Final Draft of D.Min. Project/Dissertation	Apr. 6	Apr. 5	Apr. 4
Spring Convocation	Apr. 7	Apr. 6	Apr. 5
Charter Day	Apr. 7	Apr. 6	Apr. 5
ITC Board Meets	Apr. 13-14	Apr. 5-6	Apr. 11-12
Good Friday and Monday Holiday	Apr. 21 & 24	Apr. 13 & 16	Mar. 29 & Apr 1
Classes Resume	Apr. 25	Apr. 17	Apr. 2
Registration for Fall Semester & Summer Session	Apr. 10-14	Apr. 9-13	Apr. 8-12
Middlers Declare Concentration	Apr. 10-14	Apr. 9-13	Apr. 8-12
Deadline for Summer CPE & Internship Application	Apr. 14	Apr. 13	Apr. 12
Study Time	Apr. 28	Apr. 27	Apr. 26
Liquidation of Student Account Balances	Apr. 28	Apr. 27	Apr. 26
May Graduates' Exams	Apr. 24-29	Apr. 23-28	Apr. 22-29

SPRING SEMESTER

ACTIVITY	1999-00	2000-01	2001-02
Senior Grades Due	May 1	Apr. 30	Apr. 29
Semester Exams	May 1-6	Apr. 30-May 5	Apr. 29-May 4
Application Deadline Summer Session	May 1	May 1	May 1
Cross-Registration Application Deadline	May 5	May 5	May 5
Commencement	May 13	May 12	May 11

SUMMER SESSION

ACTIVITY	1999-00	2000-01	2001-02
Incomplete ("I") Assignments Due from Spring Semester	May 29	May 28	May 27
ITC Registration/ Classes Begin	June 5	June 4	June 3
Last Day to Change Courses	June 6	June 5	June 4
Application Deadline Fall Semester	July 1	July 1	July 1
Independence Day Holiday	July 4	July 4	July 4
Cross-Registration Application Deadline	July 5	July 5	July 5
Summer Session Ends	July 21	July 20	July 19



HISTORY



HISTORY

The Interdenominational Theological Center, one of the most significant ventures in theological education in America, was chartered in 1958 through the mutual efforts of four denominations, representing four seminaries in order of their chronology:

MOREHOUSE SCHOOL OF RELIGION

In February 1867, a school for the training of ministers and other church leaders was organized in the Springfield Baptist Church of Augusta, Georgia, under the sponsorship of the American Baptist Home Mission Society. This school was known as the Augusta Institute until its move to Atlanta in 1879, whereupon it was renamed Atlanta Baptist Seminary. Twenty years later, the Seminary was authorized to offer college work and the name was changed to Atlanta Baptist College. Theological students continued to outnumber liberal arts students until 1923-24. In 1904, attention 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 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 The 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 at Clark University for the 1869-70 academic year. In February 1872, Clark Theological Seminary was opened with twenty-six students. The Reverend L.D. Barrows was selected to head 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 relocated in 1883.

A Department of Theology was established at 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 Reverend 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 the 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 Seminary 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 served as the first president.

When Mr. Gammon died on July 3, 1891, he had willed the Seminary sufficient additional funds to bring his total gift to more than a half million dollars. In his plans, he intended the Seminary to be a central theological school of the Methodist Episcopal Church for the entire South, open to students of all races and all denominations. The Seminary offered, without distinction of race, to all students for the Christian ministry, a thorough, extensive, and well-arranged course of study which is now the exclusive function of The ITC. Gammon maintains a lectureship and varied activities in relation to its denomination from which she derives resources in addition to the 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.

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

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

PHILLIPS SCHOOL OF THEOLOGY

Phillips School of Theology is the only seminary of the Christian Methodist Episcopal (CME) 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, which entitled Phillips to the financial support of the denomination. Early enrollments at Phillips were across denominational lines.

When Dr. U. Z. McKinnon was elected the second president of Phillips in 1954, an extension program was added to the curriculum of the Seminary. 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 The 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. In conjunction with the Seminary's Founders' Day observance, a Pastors' Conference is held annually for ministers of the CME Church.

Graduates of Phillips serve effectively at every level of ministry in the Christian Methodist Episcopal Church — as 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 holding a degree in medicine. He also donated the first \$5,000 towards establishing Phillips as a seminary.

JOHNSON C. SMITH THEOLOGICAL SEMINARY

Johnson C. Smith Theological Seminary is one of the ten 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, 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, North Carolina, to Atlanta as Johnson C. Smith Theological Seminary. Through official action of the Johnson C. Smith University Board of Trustees and the 182nd General Assembly of the Presbyterian Church (USA), the Seminary became a part of the consortium of the six Protestant seminaries known as the Interdenominational Theological Center.

CHARLES H. MASON THEOLOGICAL SEMINARY

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

In April 1970, the General Assembly authorized the Charles H. Mason Theological Seminary, named in honor of the founder of the Church, to become a constituent seminary of 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. Dr. Oliver J. Haney, Jr., has served as dean of the Charles H. Mason Theological Seminary since 1974.

INTERDENOMINATIONAL THEOLOGICAL CENTER

The first four seminaries identified above came together to form one school of theology in cooperation as an ecumenical cluster and were joined by the additional three. The Center's actualization was greatly helped by some magnificent grants from philanthropic foundations, especially the Sealantic Fund and the General Education Board. The ITC has been accredited by the Association of Theological Schools since 1960 and the Southern Association of Colleges and Schools since October 1984.

The Absalom Jones Theological Institute became a part of The ITC following the unanimous endorsement of the Episcopal Church's Board for Theological Education and Seminary Deans on March 30, 1971. The proposal for affiliation was submitted by the Reverend Robert A. Bennett for the Directors of the Union of Black Episcopalians. The Seminary, which was named to honor the first African-American ordained priest in the Episcopal Church, closed in 1979.


ITC 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.

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 and served through June 1997. Dr. Robert Michael Franklin became president in July 1997.

The 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 institutional policies, and oversee the management of the physical and financial resources of the Center.

AT-LARGE CONSTITUENCY

Since its inception, The ITC has welcomed into its enrollment students who were members of denominations other than the six constituent denominations. These students are designated as "At-Large." This constituency is under the leadership of the administrative dean for At-Large Students. At present, more than fifteen different denominations are represented among this population, including Disciples of Christ (Christian Church), United Church of Christ, African Methodist Episcopal Zion, Lutheran, Episcopal, and Roman Catholic, as well as students who are non-denominational. Currently, At-Large students make up the fourth largest of the individual student segments at The ITC; they participate fully in the life of the institution. The At-Large Student Fellowship elects officers annually and undertakes a full calendar of programs, services, and activities.

A stylized, dark-colored graphic of a church tower on the left side of the page. It features a tall, pointed spire topped with a cross, a smaller gabled roof below it, two arched windows, and a circular element at the base. The graphic is composed of solid dark shapes with some lighter gray highlights.

MISSION STATEMENT

The mission of the Interdenominational Theological Center is to educate for the Church and the global community Christian leaders who are committed to and practice a liberating and transforming spirituality, academic discipline, justice and peace, an appreciation of religious, gender and cultural diversity, and a desire to engage the public arena for the common good.



HARRY V. RICHARDSON, Ph.D.
Founder and First President of The ITC

NATURE

The Interdenominational Theological Center is a Christian, ecumenical, graduate professional school of theology. 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 The ITC discover a deep sense of individual and communal purpose which creates a shared commitment to learning. At The ITC, students experience a depth and intensity which leads to personal and intellectual growth and liberation. The 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, and community facilitators, ITC graduates foster liberation of persons and institutions, in obedience to God in Jesus Christ.

The ITC specializes in the education of women and men who serve the African-American Church and the world community. There is special recognition of the role of denominations, not as the basis of division but as the foundation for ecumenism.

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

The ITC is a 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 African-American student populations in the world.

The 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 dual 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 Atlanta Regional Consortium for Higher Education (ARCHE); a consortium of nineteen colleges, universities, and other institutions of higher learning located in the Atlanta, Georgia region.

OBJECTIVES

The objectives of The Interdenominational Theological Center are:

1. To embrace a context of openness, honoring both our similarities and differences, to enhance our individual and common good.
2. To maintain an environment in which a Christian spiritual formation is encouraged and supported for participation in civic life.
3. To create an awareness of African, African-American, and other traditions of religious expressions, and to instill a deeper sense of appreciation for their forms and expressions.
4. To provide the necessary resources for personal competence and leadership development in Christian ministry in traditional and nontraditional settings.
5. 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 of the African-American Church and the church universal.
6. 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.
7. 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.
8. To provide support for the ongoing struggle for the liberation of oppressed peoples and to provide a context for those who seek reconciliation, justice, and peace.

9. 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 diverse races, cultures, classes, sexual orientations, abilities, and world views.
10. To affirm contributions of women in the Church and society through its curriculum and documentation of women's experiences.
11. 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.
12. To provide a critique of Euro-American, male theological education which is informed by the perspectives and contributions of African-American and other global interpretations.
13. To contribute to ecumenical movements and programs, nationally and internationally, by active participation of ITC faculty and students in such programs.

Thus, The 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.

INSTITUTIONAL VISION

The ITC embarks upon the twenty-first century with a two-fold vision that honors its historic mission and embraces its promising future. The first facet of the vision builds on a century-old commitment initially established by the constituent seminaries. With an international reputation for producing outstanding clergy and a long-standing tradition of community outreach, The ITC is committed to academic excellence in training leaders, teachers, pastors, and preachers with an exceptional dedication to serving the church and society.

The ITC is dedicated to producing public theologians—men and women who are intellectually keen, politically sophisticated, economically savvy, culturally sensitive, family friendly, technologically literate, and spiritually astute. A key role of these public theologians is to serve as liaisons—facilitators of new alliances—between America's churches and other nonprofit organizations, corporations, foundations, and government entities.

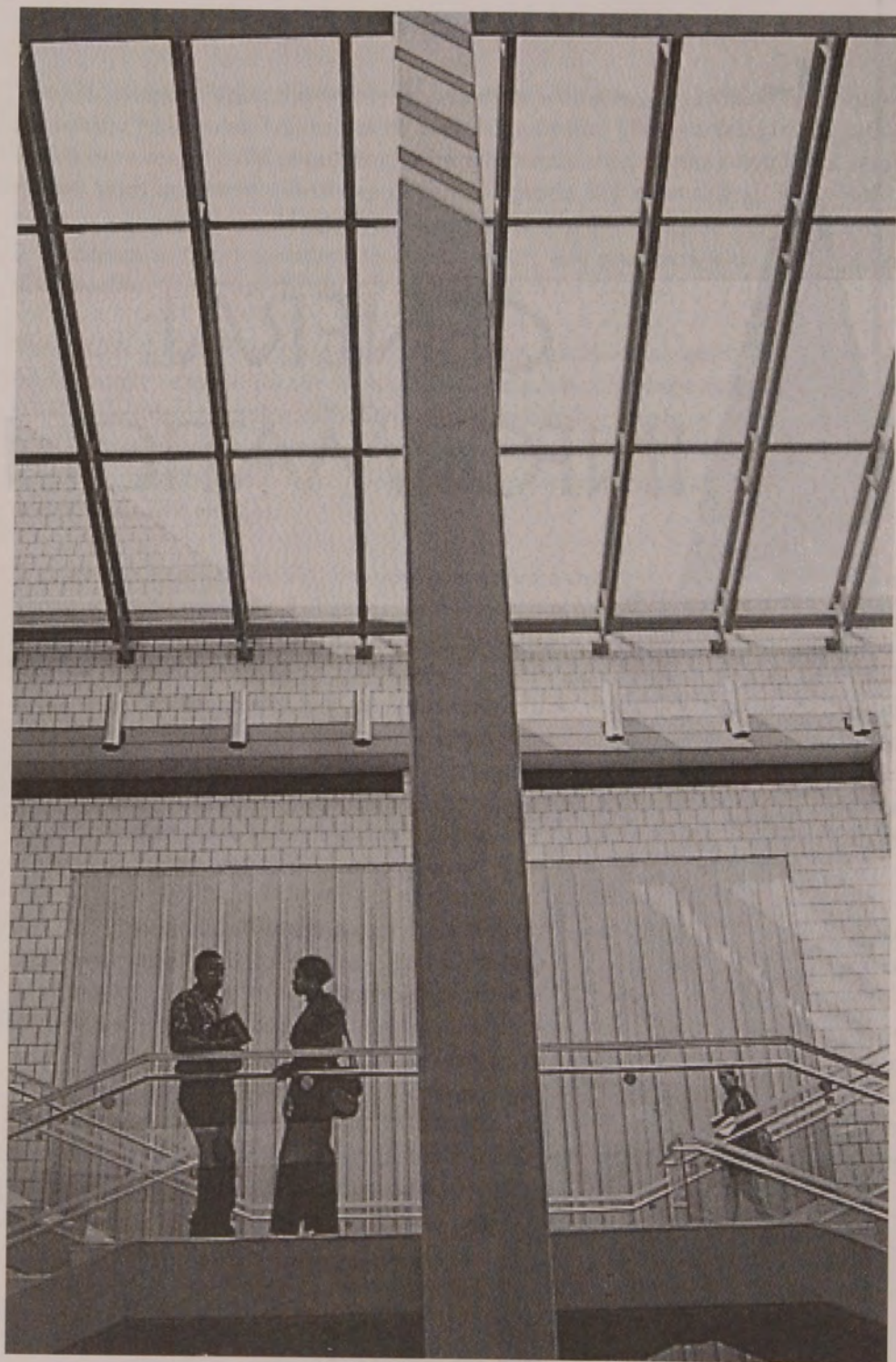
The second facet of The ITC's vision is to expand the variety and effectiveness of partnerships to meet the challenges confronting our nation's communities. The ITC is establishing itself as a nationwide resource on the Black Church's role in the renewal of American society. The program, which includes a research center, think tank, and clearinghouse, will compile data, analyze issues, develop leadership, inform the public, and encourage faith-based solutions to community problems. Through this initiative, The ITC will bring together leaders from the church, academia, secular nonprofit organizations, corporations, foundations, government, and communities to share insights and develop solutions to address the social and moral crises plaguing the nation's communities.

The ITC understands that the church must assume a more aggressive leadership role in the renewal of American society. Toward this end, the African-American Church, in particular, must forge new partnerships that undergird and energize the Church's historic and pivotal leadership in the communities it serves. Only by doing so can we help neighbors to strengthen their capacity to provide a higher quality of life for themselves and their families. The ITC welcomes the participation of all on this historic journey—a journey of faith, good works, and community—a journey to meet the unprecedented challenges we must face in the society we share today—a journey to make a lasting difference in the society we will share tomorrow.



GENERAL INFORMATION

ALABAMA UNIVERSITY
1988



ATLANTA UNIVERSITY CENTER
Robert W. Woodruff Library

GENERAL INFORMATION

THE ENVIRONMENT

The ITC is located in Atlanta, Georgia—the educational, cultural, business, and recreational capital of the Southeast. Located on Martin Luther King, Jr. Drive in the historic West End area of the city, The ITC is adjacent to the five other member institutions that comprise the Atlanta University Center (AUC)—Morehouse, Spelman, and Morris Brown colleges, Clark Atlanta University and the Morehouse School of Medicine. This consortium of historically Black colleges and universities represents the world's largest center of African-American higher education.

Atlanta's reputation is virtually synonymous with African-American aspiration and achievement. As the cradle of the Civil Rights Movement and the birthplace of Martin Luther King, Jr., Atlanta is home to many national and international public figures who continue to undergird the effort to build one of the fastest growing and most progressive cities in the world.

Atlanta is also a regional and national center of trade, transportation, and commerce. And, as the site of the 1996 International Centennial Olympic Games, the city is rapidly becoming a world-class international metropolis. Located less than a mile west of downtown Atlanta and approximately eight miles from Atlanta Hartsfield International Airport, The ITC is within easy walking distance to the citywide MARTA bus and rapid rail lines.

THE CAMPUS

The ITC campus contributes to the unique sense of community that is the hallmark of the institution. Set among its neatly manicured grounds and red-brick walkways are the ten major buildings that form the core of the ITC campus: the Harry V. Richardson Administration Building, the Classroom Building, the L-section Building, the Chapel, the Dining Room, the James H. Costen Lifelong Education Center, Gammon Theological Seminary, Phillips School of Theology, Turner Theological Seminary, and the Morehouse School of Religion (Bennett Hall). Johnson C. Smith Seminary and C. H. Mason Seminary maintain administrative offices in the James H. Costen Lifelong Education Center.

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. 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 eighty-six and one-half 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 library materials during these hours.

The Library's collection totals approximately 1,476,497 items. Of this total there are approximately 353,592 volumes (including Circulation, Special Collections, and Curriculum Materials Center); 788,365 microforms (including government document microforms); 263,870 government documents; 15,992 theses and dissertations; 49,744 bound periodicals; 4,913 Compact Discs (CD ROM Serials) excluding government publications; 21 databases. Current subscriptions total 2,303. In addition, there are 6,916.5 cubic feet of archival collections.

The Woodruff Library includes important archival and special collections such as: The Henry P. Slaughter Collection of books on Black history and manuscripts related to slavery and the abolitionist movement; The Countee Cullen-Harold Jackman Memorial Collection documenting African Americans' contributions to literature and the arts; The John Henrik Clarke Africana Collections of books by and about people of African descent; The Hoyt Fuller Papers and books on the Black Experience in the latter half of the twentieth century; The C. Eric Lincoln Papers, including his research files and writings on the Black Church; the complete set of Howard Thurman Meditation Tapes; The Harry V. Richardson Papers (president of Gammon Theological Seminary, 1948-1959 and The ITC, 1959-1968); and the Freedmen's Aid Society Papers on the Methodist Episcopal Church's activities in establishing schools and colleges for African Americans in the South at the end of the Civil War. The Library archival holdings are also strong in documenting race relations, including the records of the Southern Regional Council, the Southern Conference for Human Welfare, and the Commission on Interracial Cooperation. The historical records of the Atlanta University Center schools are housed in the archives of the Woodruff Library, including the theses and dissertations from the graduate schools.

Woodruff Library is automated and most resources can be accessed online in the Library and with passwords at remote locations. The automated resources are: GALILEO, a "cost-effective connection" through the University System in Georgia which allows the Library to have universal access to a core level of material and information services through a state-wide hook-up with academic and public libraries and state of Georgia documents. Georgia State University serves as the host for an electronic union catalog of all system library holdings, and the University of Georgia serves as the host for the Georgia Union List of Serials. Patrons have access to First Search, Netscape and Windows through GALILEO. The Library also participates in an active interlibrary loan service conducted with libraries throughout the United States and abroad, and an interlibrary use program, which permits graduate students and faculty access to the collections of nineteen other libraries that participate in the Atlanta Regional Consortium for Higher Education. The Library offers a planned program of user education that teaches students and other users to utilize its resources.

The building has a seating capacity for approximately 1,500 users at any given time. There are four conference rooms on the Main Level for student-group study, one conference room, the Internet training lab, and the Virginia Lacy Jones Exhibition Hall on the Upper Level for workshops, seminars, art exhibits, etc.; 138 individually locked carrels for those involved in serious research; 468 open-study carrels; and special facilities for disabled persons.

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

Members of the capable library staff encourage library users not to leave the library without receiving needed information. If the information cannot be found in the rich Woodruff Library collections, it can be obtained from another source.

THE BOOKSTORE

The ITC/Cokesbury Bookstore, where many of the required textbooks for classes may be purchased, is located on the ground floor of Gammon Theological Seminary.

FACILITIES

Three computer laboratories are available for ITC student use—two are located in the Woodruff Library and a new, fifteen-station computer lab is located on the lower level of the Classroom Building. The Calvin O. Pressley Distance Learning Center, established in 1999, features satellite broadcast capability and is located on the main floor of the James H. Costen Lifelong Education Center.



JAMES H. COSTEN, D.D., President Emeritus

THE JAMES H. COSTEN LIFELONG EDUCATION CENTER

Named in honor of the fifth president of The ITC, the James H. Costen Lifelong Education Center is a multi-use facility that houses administrative offices, classroom space, meeting rooms, guest rooms, and an attractive and spacious atrium that serves as the venue for a variety of campus and community functions. Housed also in the Costen Center are programs that provide ongoing educational opportunities for the ITC community and the community-at-large: the Office of Continuing Education/Extension Program, the Thomas J. Pugh Pastoral Counseling Center, the Isaac R. Clark Preaching Laboratory, the Institute of Church Administration and Management, the Lutheran Theological Center in Atlanta, and the administrative offices of ITC/FaithFactor, Johnson C. Smith Seminary, and C. H. Mason Seminary.

RELIGIOUS LIFE

RELIGIOUS LIFE





RELIGIOUS LIFE

STATEMENT OF THE PHILOSOPHY OF THE ITC CHAPEL

The Chapel experience, held twice weekly, is one of the most important aspects of life in 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.

Chapel activities reflect usage of both inclusive leadership and inclusive language. In keeping with the mission of The ITC, leaders during chapel activities include females and males, demonstrating a sensitivity to gender, racial, denominational, and community diversity. In an ongoing effort to eliminate oppression, the generic usage of masculine nouns, pronouns, and adjectives as representative of all subjects is not applicable.

In the context of the Chapel experience, 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 The 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 administrators;
- 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.

RELIGIOUS LIFE

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CAMPUS LIFE

CAMPUS LIFE





CAMPUS LIFE

STUDENT AND COMMUNITY LIFE

The Office of Student and Community Life has administrative oversight for student affairs. Its primary goals are to promote the spiritual, academic, and personal well-being of all persons in the ITC community, and to enhance the overall esprit de corps at The ITC. The Office of Student and Community Life coordinates the rental of ITC apartments, disability support services, and production of the Annual Community Calendar. This Office serves as administrative advisor to the Student Christian League, the Senior Class, and Women Seminarians. In addition, it is the conduit for the establishment of new-student organizations.

The Office of Student and Community Life coordinates a wide range of services and programs, including a bowling league, Children's and Youth Worship Service, Friends and Neighbors Day, Lunch and Learn Series, and Community Kwanzaa. This Office also collaborates with sister seminaries, the United Negro College Fund, and schools within the Atlanta University Center to offer programs and activities that complement the theological education experience.

STUDENT GOVERNMENT

The Student Christian League (SCL) is the official student government organization at The ITC. It is responsible for promoting school spirit and positive leadership activities with the Dean for Student and Community Life acting as a liaison between the students and student organizations with particular concerns. Student representatives serve on several institutional committees as well as the ITC Board of Trustees.

ITC CAMPUS HOUSING

The ITC maintains thirty-two apartments (eight one-bedroom apartments and twenty-four efficiencies) for the purpose of providing housing for married seminarians with children and the single female population. Applications are received and processed by the Office of Student and Community Life on a first-come, first-served basis. All units are furnished, and the cost per unit includes utilities. Occupants must vacate housing within five days after the last day of each semester, unless the term of occupancy has been renewed.

ITC CAMPUS HOUSING POLICIES

Students enrolled for twelve or more credit hours are eligible to apply for campus housing. Because of the demand for housing, students may occupy campus housing for a maximum of three consecutive academic years.

A deposit of one month's rent in advance serves as the reservation fee required for on-campus housing. A key deposit of \$10.00 is also required. Housing deposits remain on file while students are assigned to campus residences and are refunded only if living quarters are left in an acceptable condition, as determined by the Office of Student and Community Life.

SEMINARY HOUSING

Constituent seminaries provide dormitory housing for their single seminarians, married seminarians, and undergraduates. All applications for housing in the constituent seminary dormitories are received and processed by the seminary's housing director. Constituent seminary dormitory accommodations are furnished, and all fees include the cost of utilities.

COMMUNITY-BASED HOUSING

The Office of Student and Community Life maintains a list of available community-based housing. Seminarians are assisted in locating housing by this Office or the administrative dean of the student's constituent seminary. However, the student is responsible for negotiating all financial arrangements with the landlord.

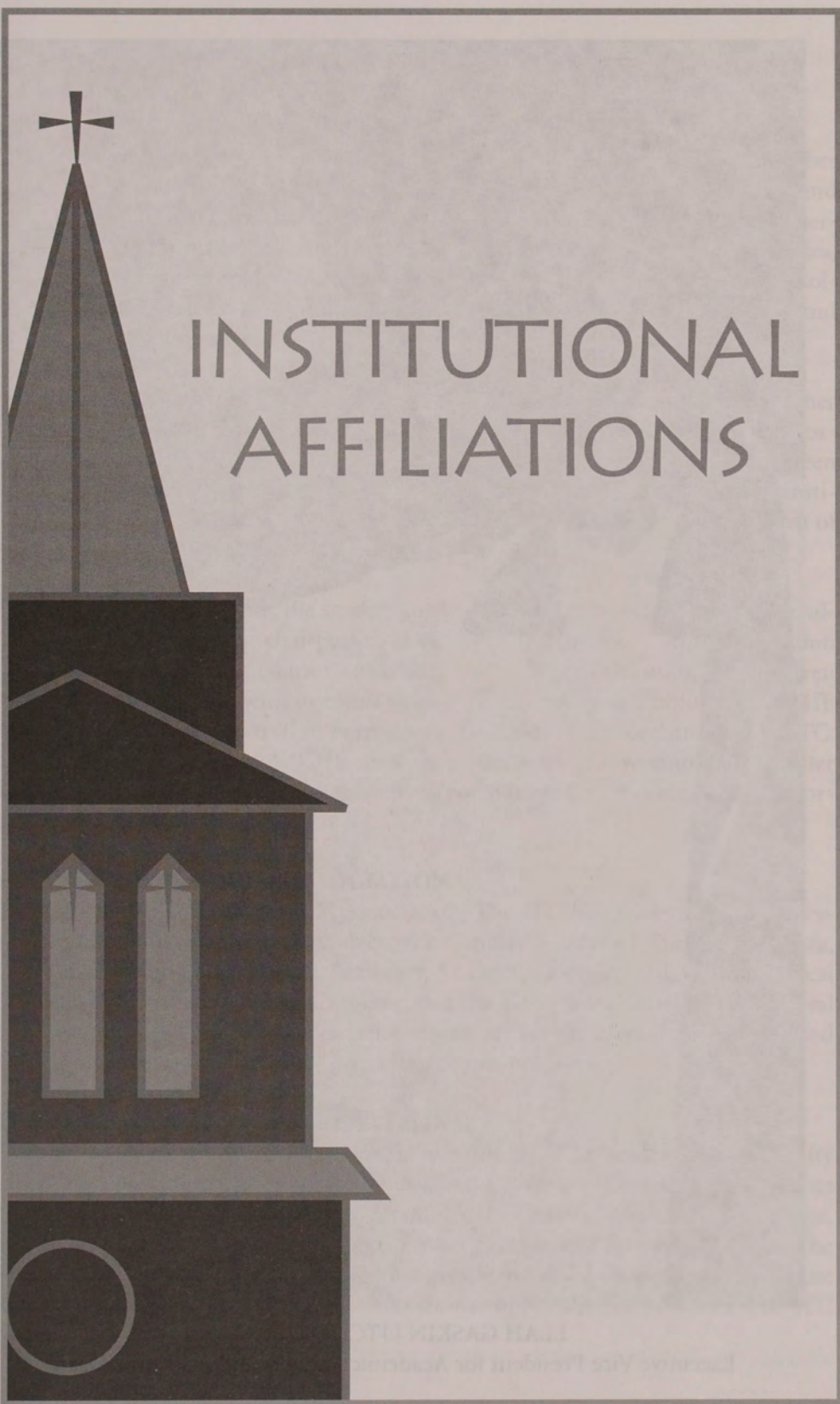
BOARD/FOOD SERVICE

The ITC provides food service for the entire ITC community in the campus dining hall. Breakfast, lunch, and dinner are served Mondays through Fridays during the academic year. Food service is not available on weekends. Students may elect to purchase a meal plan on a semester or monthly basis; or, if they wish, they may purchase their meals on a meal-by-meal cash basis.

HEALTH SERVICES

Each student is required to maintain an accident and health insurance policy during the entire period of enrollment. An ITC-approved accident and health plan is available to those students who are not enrolled in privately held, employer-supported, or constituent seminary/denominational plan.

Students may elect to receive medical services at the West End Medical Center, located at 868 York Avenue, SW. All services of this facility are provided at a minimal cost to ITC students.



INSTITUTIONAL AFFILIATIONS

LEAH GASKIN DUE
Executive Vice President for Academic Affairs



LEAH GASKIN FITCHUE, Ed.D.,
Executive Vice President for Academic Services and Academic Dean

INSTITUTIONAL AFFILIATIONS

ATLANTA REGIONAL CONSORTIUM FOR HIGHER EDUCATION

The ITC is a member institution of the Atlanta Regional Consortium for Higher Education (ARCHE)—a consortium of nineteen public and private colleges and universities in the Atlanta area that offers a combination of reciprocal academic services. ARCHE members include liberal arts colleges, major research universities, comprehensive undergraduate/graduate universities, a school of medicine and a college of art, faith-related institutions, historically Black colleges and universities, and single-gender colleges.

Students officially enrolled in ARCHE institutions may elect to cross register at other member institutions. 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 ARCHE institutions 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 not available on their own campuses.

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. ITC students who wish to enroll in courses at member institutions of ARCHE may obtain a Cross-Registration Form from the Office of the Registrar at The ITC. Students enrolled at other ARCHE-member institutions who wish to cross-register at The ITC may obtain a Cross-Registration Form from the cross registration coordinator at their home institutions.

ATLANTA THEOLOGICAL ASSOCIATION

Through the Atlanta Theological Association, The ITC has academic and professional affiliations with Emory University's Candler School of Theology, Atlanta, Georgia; Columbia Theological Seminary, Decatur, Georgia; Erskine Theological Seminary in Due West, South Carolina; and the Georgia Association for Pastoral Care. Among the significant cooperative endeavors are the Doctor of Ministry and Doctor of Theology in Pastoral Counseling degree programs.

THE 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 The ITC shares.

GEORGIA ASSOCIATION FOR PASTORAL CARE, INC.

The Georgia Association of Pastoral Care (GAPC) was founded in 1962 as a cooperative endeavor of Columbia Theological Seminary, Emory University's Candler School of Theology and School of Medicine, The ITC, and the Christian Council of Metropolitan Atlanta. GAPC is a non-profit, ecumenical organization that provides pastoral counseling to individuals, couples, families, and groups. As an accredited Samaritan Center, GAPC is a part of a nationwide interfaith network of counseling centers.

Pastoral counseling at GAPC serves people of all faiths as well as those who profess no religious belief. The therapists at GAPC understand that effective pastoral counseling respects the individual beliefs of each person. The Association is committed to serving persons of every gender, race, creed, sexual orientation, and ethnic background, and seeks to make its services affordable to all.

GERONTOLOGY INITIATIVE

The ITC is a participant in a Multidisciplinary Center for Gerontology on Minority Aging Project. Established by the Morehouse School of Medicine, this 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 initiates a successful alliance among academia, the community, and the aging network.

THE LUTHERAN THEOLOGICAL CENTER IN ATLANTA

The Lutheran Theological Center in Atlanta (LTCA) began as an enrichment program of Trinity Lutheran Seminary in Columbus, Ohio, and Lutheran Theological Southern Seminary in Columbia, South Carolina, in 1988. As such, it provided an opportunity for students from both seminaries to come to Atlanta and take courses at the Atlanta seminaries towards the graduation requirements of Trinity and Southern. In 1997, the Center moved to the ITC campus to strengthen both the Center's relationship to The ITC and the commitment of the Evangelical Lutheran Church in America (ELCA) to African-American leadership development in the ELCA.

The program has always had a particular emphasis on African Americans and others seeking to serve the Church in the African-American community. Currently, the Center, through its relationship to The ITC, provides opportunities for students enrolled at any of the eight ELCA seminaries to come to Atlanta and pursue course work towards the graduation requirements of their home seminaries. While enrolled through the Center, students have access to the Woodruff Library and participate in

the life and mission of The ITC. Student grades are reported to the Center from the ITC registrar and are subsequently reported to students' home seminaries. Currently, the ELCA, through the seminaries, is encouraging its students to consider coming to the Center for one to two years, particularly those African Americans and others who are seeking to serve the Church in the African-American community.

THE THOMAS J. PUGH PASTORAL COUNSELING CENTER

The Thomas J. Pugh Pastoral Counseling Center was founded in 1992 and named in honor of Dr. Thomas J. Pugh, professor of Counseling and Pastoral Care at The ITC for more than twenty years. Its mission is to provide a ministry of pastoral care, pastoral counseling, and psychotherapy to individuals, families, couples, and children.

The Pugh Center operates as a satellite of the Georgia Association of Pastoral Counseling. It is an ecumenical, non-profit organization that provides pastoral counseling through its central office and satellite centers. Pastoral counselors at the Pugh Pastoral Counseling Center are ministers educated in theology and trained in psychotherapy for individuals of all ages, couples, and families.

UNITED NEGRO COLLEGE FUND

The United Negro College Fund (UNCF) is the nation's oldest and most successful African-American higher education assistance organization. It is a consortium of thirty-nine private, accredited, four-year historically Black colleges and universities. UNCF offers programs designed to enhance the quality of education for America's brightest young minds and is committed to providing financial assistance to deserving students through the raising of operating funds for member colleges and universities. Additionally, UNCF provides technical assistance to member institutions.



SPECIAL PROGRAMS

For more information, contact the
Theological School



SPECIAL PROGRAMS

BLACK WOMEN IN CHURCH AND SOCIETY

This is a program at The ITC with local and national foci, seeking to enhance the participation and function of women in the church and society. The focus is church structures and seminary/theological education, using education and re-education as tools for constructive and positive change. 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 Dialogue; the Biannual Seminar; the Mid-Year Institute; the Research/Resource Center, and the Leadership Training Program. The program involves a variety of educational, research, and training ventures.

CONTINUING EDUCATION PROGRAM

Continuing education opportunities endorsed by the ITC community are varied and diverse, enabling students to earn Continuing Education Units (CEUs) in multiple ways and in different settings:

Founders' Day Lectures: All of the constituent seminaries of The 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 The ITC.

Denominational Academies: The 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 CEUs to be issued by The ITC.

The Institute of Church Administration and Management (ICAM) offers several seminars for seminary graduates, lay leaders, and other persons. Through special arrangements with the ITC's Office of Continuing Education, ICAM seminar participants may earn CEUs to be issued by The ITC.

Other Continuing Education Events: The ITC administration, faculty, and staff members who provide primary leadership for special continuing education events, on and away from the ITC campus, may request CEUs for participants who meet certain prearranged criteria. Among these events are the Seminary/Community Dialogue Project Seminars, the Minnie Martha Turnipseed Moore Memorial Lectures, the "Eggs and Issues" Quarterly Breakfasts, and the Black Women in Ministry Summer Course. All CEUs are granted according to the guidelines of the Association of Theological Schools.

THE CERTIFICATE PROGRAM was instituted at The ITC in 1990 to serve the needs of religious practitioners who need to participate in a structured program of theological studies, but do not envision the possibility of enrolling in a degree program. Certificate Program sites are located in a number of cities on college campuses and in local churches, public schools, and community centers.

The Certificate Program has two basic foci: to provide theological education for African-American clergy who are engaged or expect to engage in ministry but lack formal theological training, and to provide theological education for laypersons who desire to more effectively serve in the work of the Church.

This program consists of twelve courses: 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 in spring 2000.

The Certificate Program does not require enrollees to have a college degree. Upon successful completion of the program, a Certificate in Theology is awarded by The 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 twenty-first century. In order to accomplish this goal, ICAM has formulated leadership development activities to specially target the Black Church's senior executives, pastors, officers, and lay persons.

Through a combination of week-long seminars and three-day workshops, the Institute currently offers seventeen courses which focus a broad range of topics including: financial management and fiscal accountability, institutional development, long-range planning, management of human resources, personal and institutional liability, and computer technology. ICAM also offers seminars for the spouses of church leaders and has recently developed a National Church Management Crisis Team that provides assistance to congregations as they search for appropriate ways to resolve institutional problems.

ICAM offers Skill Enhancement Seminars to the ITC community and at five other theological institutions: Howard University School of Divinity; Virginia Union Samuel D. Proctor School of Theology, Hood Theological Seminary; Payne Theological Seminary, and Garrett Evangelical Seminary. 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 experience (one week each semester) earns three credit hours.

ITC/FAITHFACTOR

ITC/FaithFactor is a faith-based community revitalization initiative of The ITC that offers a practical program of research, technical assistance, and collaboration for church leaders and their congregations to respond to the many social crises impacting urban and rural communities, such as AIDS, unemployment and underemployment, substandard education, technological illiteracy, and family and community violence. The academic and program staff of The ITC, in collaboration with other theologians and notable practitioners, provides the foundational expertise for ITC/FaithFactor's commitment to help congregations launch effective, sustainable, and relevant faith-based community revitalization ministries.

Comprised of four interrelated and interdisciplinary components (a *think tank*, *research center*, *clearinghouse*, and *training and technical assistance division*), ITC/FaithFactor provides research, policy analyses, and practical program information that acknowledge and capitalize on the unique role and mission of Black churches in providing social ministry.

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 Emory University's Candler School of Theology and The ITC. Offering its first term of classes in spring 1990, the Center has now provided training and continuing education for more than 1000 United States missionaries mainly of the United Methodist Church, not to mention thousands of Volunteers in Mission. It has also trained persons of other churches and countries as well as the ecumenical community.

In 1994, the Center became the location of the coordinating center for the medical and psychological screening of all missionaries of the Board's then World Division, now known as the Mission Personnel Program Area. The Center implements this 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 and The ITC. On occasion, 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 The 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 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. The tasks of this project are: to gather data and publications concerning the African and African-American religious and cultural heritages; to research and actively engage issues and challenges facing the Black Church and oppressed peoples; and to plan, promote, and implement intercultural dialogues, conferences, and research travel experiences.

WOMANIST SCHOLARS PROGRAM

The Womanist Scholars Program recognizes and promotes the scholarly activities of academicians in the area of Black women, religion, and spirituality. This program enables womanist scholars to pursue a research project of the individual's design. Scholars also engage in teaching, lectureships, and consultation on issues affecting Black women and religion and Black women and spirituality. To accomplish this, the program invites Black women engaged in scholarly work in these areas who are seeking sabbatical support or support for a specific research project. The Womanist Scholars Program invites two Black female scholars annually to conduct research in residence at The ITC, teach a course in the scholars' research area, and develop a publishable contribution to womanist works. The position is a one-year, full-time appointment. Scholars who possess a doctorate or its equivalent in the fields of religion, other humanities, or social sciences may apply.

FACULTY PUBLICATION

THE JOURNAL
OF THE

INTERDENOMINATIONAL THEOLOGICAL CENTER

FACULTY
PUBLICATION



...and classroom activities are located in the Graham Theological Center and Willie L. King Buildings. The Mission Resource Center Office for ... chapel.

RELIGIOUS HERITAGE OF THE AFRICAN WORLD



FACULTY PUBLICATION

THE JOURNAL OF THE INTERDENOMINATIONAL THEOLOGICAL CENTER

The Journal of the Interdenominational Theological Center (JITC), published biannually, is dedicated to the advancement of theological education with a special emphasis on the African-American perspective. This reflects an objective of the ITC mission statement, namely, "to provide a critique of Euro-American, theological education which is informed by the perspectives and contributions of African-American and other global interpretations." Published articles are written by ITC faculty and students as well as scholars from national and international theological schools and universities.

The ITC Press is the publishing component of the *JITC*. As such, it oversees the production of the Black Church Scholars Series (seven volumes to date) and Occasional Publications (two volumes to date), reflecting the current state of scholarship in African-American studies. The *Journal's* website (www.jitc.com) provides access to holdings from 1973 to the present.

FACULTY PUBLICATION

THE JOURNAL OF THE

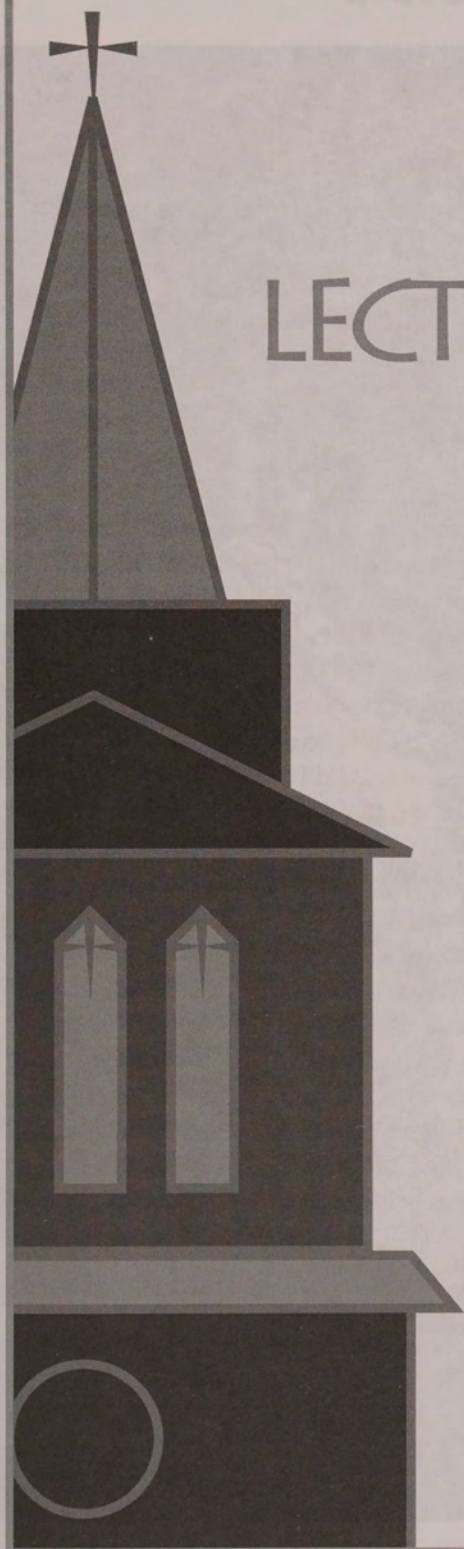
INTERDENOMINATIONAL THEOLOGICAL CENTER

The Journal of the Interdenominational Theological Center (ITC) published biannually is dedicated to the advancement of theological education with a special emphasis on the African-American perspective. This reflects an ongoing commitment to provide a forum for the exchange of ideas and information among scholars from various denominations and backgrounds. The journal's content is primarily concerned with the study of the Bible and the Christian faith, and it is particularly interested in the study of the African-American church and the role of the church in the development of the African-American community. The journal's content is primarily concerned with the study of the Bible and the Christian faith, and it is particularly interested in the study of the African-American church and the role of the church in the development of the African-American community.

The journal is published by the Interdenominational Theological Center, a non-profit organization dedicated to the advancement of theological education with a special emphasis on the African-American perspective. The journal's content is primarily concerned with the study of the Bible and the Christian faith, and it is particularly interested in the study of the African-American church and the role of the church in the development of the African-American community. The journal's content is primarily concerned with the study of the Bible and the Christian faith, and it is particularly interested in the study of the African-American church and the role of the church in the development of the African-American community.

LECTURESHIPS

LECTURESHIPS





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 ITC. This lecture series is now named in honor of Dr. Charles B. Copher, who for many years served ITC in the dual capacity of Professor of Biblical Studies (Old Testament) and Languages 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*
1998 Marsha Snulligan Haney, Ph.D., *Associate Professor, Missiology and Religions of the World*
1999 Rosetta E. Ross, Ph.D., *Assistant Professor, Ethics and Public Policy*

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 and 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, discussion, 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 and pastors' conference. Prior to being elected the twenty-third 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.

Thirkiel-Jones Lectures

Shortly after the death of Bishop Wilbur P. Thirkiel, the alumni and friends of Gammon Theological Seminary announced the provision in his will for the establishment of the "Thirkiel Lectureship on Preaching, Social Services and Interracial Goodwill." Members of Bishop Thirkiel's family, through his eldest son (Gilbert Haven Thirkiel), made the necessary funds available for the Lectures to begin in 1937-1938. 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 Thirkiel Lectureship in Preaching were combined in 1947. The Thirkiel-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 (AME) 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 twelfth bishop of the AME Church in 1880. An extraordinary man, he became the first Black person 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, that person delivers an inaugural lecture to the ITC community and the community at-large. This lecture is an opportunity for the honoree to share with colleagues and friends the thrust of 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 ITC community and interested persons. 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.

Henry Melville Turner lectures
The Henry Melville Turner lectures began under the sponsorship of Henry Melville Turner in 1881, which was the episcopal year of the African Methodist Episcopal Church in Georgia and chairman of the Board of Trustees of Morehouse College. At that time Turner secretary was a part of the

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INSTITUTIONAL LECTURES
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ADMISSION

ADMISSION POLICIES AND PROCEDURES





ADMISSION

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

Persons seeking admission should secure an application from the Office of Recruitment and return the documents with a \$25.00 nonrefundable fee to:

*Office of Admission
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 in addition to the application form to the Office of Admission on or before the appropriate deadline. Applicants will be admitted at the beginning of the fall, spring, or summer terms.

- An official transcript of all college, university, or seminary records, showing all courses pursued, grades received, and degree(s) earned must be sent by the issuing institution directly to the Office of Admission. A bachelor's degree with a minimum grade point average of 2.25 on a 4.0 scale or its educational equivalent from an accredited college or university is required. The degree should represent a broad liberal arts background with courses such as English, world history, philosophy, languages and literature, the natural sciences, the social sciences, music and other fine arts, and religion.
- 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 The 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 Office of Admission 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, and communicable disease condition of the applicant.
- A transfer student must present a letter of good standing with the transcript. The student is also required to submit copies of syllabi for all courses to be considered for transfer credit.

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

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

SPECIAL ADMISSION

Undergraduate: An applicant who lacks not more than six credits of completing an undergraduate degree with a minimum grade point average of 3.0 on a 4.0 scale 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 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 Equivalent: 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 sixty semester hours or ninety quarter hours of credit from an institution accredited by an agency recognized by the Commission on Recognition of Postsecondary Accreditation, and 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 the knowledge, academic skill, and ability generally associated with persons who hold the baccalaureate degree. College coursework must represent a broad liberal arts background with credits in the following areas: English, world history, philosophy, languages and literature, the natural sciences, the social sciences, music and other fine arts, and religion. Admission is reserved for applicants of mature years with life experience that has prepared them

for theological study at the graduate level. Not more than 10 percent of the students in a given degree program will be admitted under this category. **Applications will be sent by the Office of Admission after a recommendation from the respective dean has been given.**

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 The ITC and taking courses elsewhere for credit at The ITC; a student taking courses at The ITC for credit elsewhere.

Non-Credit Study/Auditors: Persons who do not qualify academically for admission to a degree program, or, 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 or by the dean for At-Large Constituency. 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.

Former Students: Students who are returning after one semester of absence are not required to update any admission material. Students who are returning after more than one academic year, 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 admission 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 will be subject to the requirements of the current catalog.

All former students seeking readmission should contact the Office of the Registrar in writing, indicating the intended semester of return.

TRANSFER STUDENTS

A student transferring from another accredited graduate theological school must complete at least the last sixty semester credits in residence at The ITC to earn the M. Div. degree, the last forty semester credits for the M. A. degree, and the last eighty semester credits for the dual M. Div./M. A. degrees. Students may be granted a maximum of twenty-nine transfer credits for the M.Div and dual degrees and a maximum of twenty transfer credits for the M.A. degrees.

Transfer credit for courses taken within the past seven years at an accredited graduate theological school may be accepted provided they are comparable to courses in the ITC curriculum. Grades earned in such courses must be "C" or higher and are used to compute the total cumulative average. 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 at The ITC. Applicants should forward copies of course syllabi with application materials.

INTERNATIONAL STUDENTS

The ITC 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 at The ITC will be required before the application will be reviewed. An international applicant whose native language is not English is required to take the Test of English as a Foreign Language and Test of Written English as administered by the Educational Testing Service of Princeton, New Jersey.

It is strongly recommended that international students begin the admission process at least six months to one year prior to the application deadline, following 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 Office of Admission by the deadline dates provided in the Academic Calendar.

2. Before the admission/visa process can be completed, evidence of ability to finance the full period of study at The ITC must be submitted. The student must include with the application a statement for financing both tuition and living expenses for the length of the degree program. If families are to accompany the student, adequate financial, health care, schooling, and transportation provisions must be included for their support.
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.

REQUIRED ENROLLMENT EXAMS

All students who have been admitted at the master's level will be administered a battery of tests and measurements which include the Sequential Test of English Placement, and an English proficiency examination during Orientation. Students found deficient in English will be required to take Communications (CAM 865) within their first year. Credits earned for this course may not be used toward the degree program; however, quality points are used to compute the total cumulative average. Students who fail to take the Writing Proficiency Exam or enroll in CAM 865 within their first year may have a hold placed on their registration.

D.MIN. AND TH.D. APPLICANTS

Applicants who wish to 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. For additional information on doctoral studies see page 104.

and living expenses for the length of the degree program. The amount of the award must include with the application a statement for funding both tuition and living expenses for the length of the degree program. The amount of the award must include with the application a statement for funding both tuition and living expenses for the length of the degree program. The amount of the award must include with the application a statement for funding both tuition and living expenses for the length of the degree program.

Students who are not currently enrolled in a U.S. college or university must provide a statement of financial support from a sponsor. The sponsor must be a U.S. citizen or permanent resident and must have sufficient funds to support the student's education. The sponsor must also provide a statement of financial support from a sponsor. The sponsor must be a U.S. citizen or permanent resident and must have sufficient funds to support the student's education.

Students who are currently enrolled in a U.S. college or university must provide a statement of financial support from a sponsor. The sponsor must be a U.S. citizen or permanent resident and must have sufficient funds to support the student's education. The sponsor must also provide a statement of financial support from a sponsor. The sponsor must be a U.S. citizen or permanent resident and must have sufficient funds to support the student's education.

The amount of the award must include with the application a statement for funding both tuition and living expenses for the length of the degree program. The amount of the award must include with the application a statement for funding both tuition and living expenses for the length of the degree program.

1. Complete and submit the application form and all requested materials to the Office of International Education, U.S. Department of Education, 400 ...

ACADEMIC POLICIES

standing/Shared Credits in Degree Programs: Students who have earned a degree for post-secondary work at an accredited theological school may be granted a maximum of twenty-five semester hours toward the M.Div. degree. Students who have completed courses below a Master's degree in divinity from an accredited institution may be granted a maximum of ten hours toward the M.Div. degree. Courses to be accepted at a particular standing must be approved by the faculty.

ACADEMIC POLICIES





ACADEMIC POLICIES

Advanced Standing/Shared Credit in Degree Programs: Students who have earned a degree for postgraduate work at an accredited theological school may be granted a maximum of twenty-nine 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 hours** toward the M.A. degree in Church Music. Courses to be transferred as Advanced Standing must have been taken within seven years of matriculation.

Application for Admission to Candidacy: Students who plan to graduate from The ITC must file an application for admission to candidacy by January 1 of the year of intended graduation. A list of candidates for graduation is then forwarded to the faculty in March and Board of Trustees in April of each year for approval for the ceremonies in May and July.

Classifications:

1. Candidates for the M.Div., M.A, or dual degrees with fewer than twenty-eight credits are classified as Juniors.
2. Candidates for the M.Div. and dual degrees who have completed twenty-eight credits are classified as Middlers.
3. Candidates for the M.Div. degree and dual M.A. degree who have completed fifty-eight credits, candidates for the dual M. Div. degrees who have completed eighty-eight credits, and candidates for the M.A. degree who have completed twenty-eight semester credits are classified as Seniors.

Course Load/Time Status: A student who is enrolled for twelve or more credits toward a degree is considered full-time. The maximum number of credits for a full-time student is sixteen. Students whose cumulative grade point average is 3.00 or above may be allowed to register for an overload of up to eighteen credits. When students are enrolled in the second part of the Institute of Church Administration and Management Seminar during the Spring Semester, this overload may be extended to twenty-one credits. A student enrolled for fewer than twelve credits is considered part-time.

Cross-Registration: ITC students in good standing may register for approved courses at any one of the ARCHE, Atlanta Theological Association, or Atlanta University Center institutions and receive credit, while paying tuition costs to The ITC. Students may visit the Office of the Registrar for application and course offering information.

Degree Program Change: All requests for a change in degree program must be made in writing. The request must be signed by the denominational dean.

Degrees in Absentia: Degrees will be granted in absentia only upon formal application by April 1 for the Spring Commencement or June 1 for the Summer Commencement and approval of the Executive Vice President for Academic Services.

Directed Study: In the M.Div. and M.A. programs, Middlers or Seniors who maintain an average of "3.00" 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 for any given semester or ten during the student's total program.**

Dismissal Criteria:

1. Any student whose performance at the end of the first year or two consecutive semesters is below a cumulative average of **2.00** will be dismissed.
2. Any student whose performance at the end of the middler year is less than **2.25** may be subject to dismissal.
3. **A student dismissed for academic reasons (failure to maintain the required grade point average) will not be readmitted.**

Exemptions: Where a transcript indicates that a student has certain courses that parallel ITC's required (core) courses, the student may request an examination in such area(s). Upon the successful completion of such examination(s) the student is exempted from the course(s) and will be permitted to take advanced courses. It is to be noted that no credit hours will be given for courses from which the student has been exempted.

Family Educational Rights and Privacy Act (FERPA): In accordance with FERPA, students of The ITC are hereby informed of their right of access to their official records as described in the Act. The Act further provides that certain information about the student designated as directory information may be released by The ITC unless the student has informed The ITC that such information should not be released. Any information other than that listed below will not be released unless specifically authorized by the student or as permitted by the Act.

The ITC considers the following to be directory information: name, address, telephone number, photograph, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees, awards and recognition received, previous and current educational agencies and institutions attended by the student.

A student who desires that any or all of the above-named information not be released must submit a written request to the Office of the Registrar within ten working days after the first day of class. All requests for non-disclosure will be honored by The ITC until and/or unless the Registrar receives direct authorization from the student to do otherwise.

Grading System: At the close of each semester, each instructor reports the grades of each student 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 and 865

INT 409 and 411

ATA 901, 967, 977, 985, 989, 996, 998 and 999.

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 “**B**” or better. Only the better grade will be used in computing the Grade Point Average (GPA) although both grades remain on the transcript.

The credits from a grade of "C-" or below in one course that meets the exegetical or World Religions requirement may be used as elective credits if the repeated course for the exegetical or World Religions core requirement is not the same course in title and content. In this case both grades remain on the transcript and all quality points are used in computing the grade point average. Students desiring to exercise this option should notify the Registrar in writing. Otherwise, only the better grade will be used in computing the grade point average and the credits for the first course will be excluded from the degree.

The grade point average is computed by dividing the total credits for which a student is officially enrolled into the total number of quality points earned each semester.

A grade of "C-" or below may not be received in more than nine (9) elective credits of the 89 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.** 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 vii and ix).

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

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 and within the first year. Students who fail to complete these requirements within the first academic year may have a hold placed on their registration.

Probation is automatic when a student's cumulative average is below "2.00" It may be imposed by the Curriculum and Educational Policies Committee or the Academic Dean. Academic probation limits a student's course load to twelve semester credit hours during a regular semester. A student placed on academic probation has one semester to be removed from probation. If, at the end of the second semester, the student is still on academic probation, the Academic Dean may request the student to take an academic leave of absence or dismiss the student.

Registration: Registration should be made on the day announced in the calendar. A course may not be entered after the first week except with the approval of the Executive 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 after the student has secured the approval of the student's advisor.

Regular: A student who has met all academic requirements for admission, and who is enrolled for credits toward a degree.

Regular Sessions and the Unit of Credit: The academic year includes two semesters of sixteen weeks each. The unit of credit is the semester credit.

Satisfactory Progress: A student making satisfactory progress is expected to complete six credit hours by the end of the first academic year. As stated under **Dismissal Criteria**, 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. A student is expected to complete fifteen credit hours by the end of the second year, at which time the student whose performance is the cumulative average of 2.00 will be placed on **Probation** (refer to Probation above). A student is expected to complete thirty credit hours by the end of the third year and fifty-seven hours by the end of the fourth year, at which time the student whose performance is below the cumulative average of 2.25 may be subject to dismissal. A 2.25 average must be maintained for the duration of the student's stay at the Institution.


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 credits, a maximum of twelve being allowed. The summer term consists of two- and three-week intensive sessions that meet daily. Students are eligible to drop or add a course during Summer Term only on the first day of each session. After the first day of each session, students are only eligible to withdraw (W) from a course.

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

The normal period within 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 not exceeding two years. Each request will be reviewed on a case-by-case basis.

Veteran Students: For information regarding current Veterans Administration regulations, veterans should contact the Enrollment Certifications Assistant 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 procedures 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 vi and viii). 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,** noting 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.**

A stylized, dark grey illustration of a church tower on the left side of the page. It features a tall, pointed spire topped with a cross, a smaller gabled roof below it, two arched windows, and a circular window at the base. The illustration is composed of simple geometric shapes and lines.

FINANCIAL INFORMATION



THE COST OF EDUCATION AT THE INTERDENOMINATIONAL THEOLOGICAL CENTER

The ITC is aware that the cost of an education is a major expense for a family and makes every effort to keep its tuition and fees as reasonable as possible without sacrificing the quality of its program. The tuition and other fees paid cover only a small portion of the cost to provide quality theological education. The balance of the cost is met through gifts from individuals, foundations, and friends of the institution. A major portion of the cost is paid through affiliation fees by its constituent seminaries. The ITC has an endowment that has been invested for the purpose of earning income. This income is also applied toward the cost to provide a quality theological educational experience.

STUDENT EXPENSES

Student expenses at The ITC are moderate. The fees mentioned in this Catalog are subject to change by action of the Administration and/or the Board of Trustees. Any changes will become effective as of the date set by the Administration or the Board, and students will be informed in writing concerning the changes.

PAYMENT POLICY

The registration of a student signifies the assumption of a definitive obligation among student, constituent seminary, and The ITC. It is an agreement by all parties to fulfill the terms of the registration contract. **A student's registration is not complete until satisfactory financial arrangements are made for the payment of charges with the Business Office.**

Payment of expenses may be met in a variety of ways, such as institutional and/or denominational tuition grant, other grants or loans, cash payment, institutional payment plan, or through a financial service agency that will ensure that the balance due at registration is forthcoming. If other grants or loans are anticipated, written verification of these funds from their sources must be presented at registration.

All outstanding bills and current charges for The ITC are payable in full at the beginning of each semester.

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

1999 - 2000	BASIC EXPENSES (Master's Programs)		
	Fall	Spring	Total
	Full-Time Tuition		
*+ Constituent	\$2826.00	\$2826.00	\$5652.00
*+ Non-Constituent	3526.00	3526.00	7052.00
	Part-Time Tuition		
**+ Constituent	\$ 295.00 Per Semester Credit		
**+ Non-Constituent	411.00 Per Semester Credit		
	Registration Fee (Payable in full at time of registration)		
	\$30.00	\$30.00	\$60.00
	Library Fee (Payable in full at time of registration)		
	\$15.00	\$15.00	\$30.00
	Housing		
Furnished Efficiency (Utilities Included)	\$1769.70	\$1769.70	\$3539.40
Furnished 1-Bedroom (Utilities Included)	2041.88	2041.88	4083.76

Additional housing and dormitories are operated by member seminaries, and fees are paid to the respective housing director.

* Full-time tuition covers the cost for the degree-seeking student who carries a schedule of 12 to 16 semester credits.

(**Part-time tuition covers the cost for the degree-seeking student enrolled for fewer than 12 semester credits.)

A constituent student enrolled for more than 16 credits pays \$295 for each semester credit over 16 credits; the non-constituent student enrolled for more than 16 credits pays \$411.

+ See "Basic Expenses" for doctoral programs.

**BASIC EXPENSES
(Master's Programs)**

2000 - 2001	Fall	Spring	Total
Full-Time Tuition			
*+ Constituent	\$2939.00	\$2939.00	\$5878.00
*+ Non-Constituent	3639.00	3639.00	7278.00
Part-Time Tuition			
**+ Constituent	\$300.00 Per Semester Credit		
**+ Non-Constituent	424.00 Per Semester Credit		
Registration Fee (Payable in full at time of registration)			
	\$30.00	\$30.00	\$60.00
Library Fee (Payable in full at time of registration)			
	\$15.00	\$15.00	\$30.00
Housing			
Furnished Efficiency (Utilities Included)	\$1858.19	\$1858.18	\$3716.37
Furnished 1-Bedroom (Utilities Included)	2143.98	2143.97	4287.95

Additional housing and dormitories are operated by member seminaries and fees are paid to the respective housing director.

- * Full-time tuition covers the cost for the degree-seeking student who carries a schedule of 12 to 16 semester credits.
(*Part-time tuition covers the cost for the degree-seeking student enrolled for fewer than 12 semester credits.)
A constituent student enrolled for more than 16 credits pays \$300 for each semester credit over 16 credits; the non-constituent student enrolled for more than 16 credits pays \$424.
- + See "Basic Expenses" for doctoral programs.

BASIC EXPENSES (Master's Programs)			
2001 - 2002	Fall	Spring	Total
Full-Time Tuition			
*+ Constituent	\$2939.00	\$2939.00	\$5878.00
*+ Non-Constituent	3639.00	3639.00	7278.00
Part-Time Tuition			
**+ Constituent	\$300.00 Per Semester Credit		
**+ Non-Constituent	424.00 Per Semester Credit		
Registration Fee (Payable in full at time of registration)			
	\$30.00	\$30.00	\$60.00
Library Fee (Payable in full at time of registration)			
	\$15.00	\$15.00	\$30.00
Housing			
Furnished Efficiency (Utilities Included)	\$1858.19	\$1858.18	\$3716.37
Furnished 1-Bedroom (Utilities Included)	2143.98	2143.97	4287.95

Additional housing and dormitories are operated by member seminaries and fees are paid to the respective housing director.

- * Full-time tuition covers the cost for the degree-seeking student who carries a schedule of 12 to 16 semester credits.
(**Part-time tuition covers the cost for the degree-seeking student enrolled for fewer than 12 semester credits.)
A constituent student enrolled for more than 16 credits pays \$300 for each semester credit over 16 credits; the non-constituent student enrolled for more than 16 credits pays \$424.
- + See "Basic Expenses" for doctoral programs.

ADDITIONAL COURSE FEES

Pastoral Care PSC 718: \$75.00

OTHER FEES

Application (Non-credit basis) A fee of \$25.00 is required by each applicant for admission. This covers part of the cost of processing the application.

Auditing (Non-credit basis) A fee of \$325.00 per semester credit (1999-00, 2000-01) is charged to audit a course. In 2001-2002, a fee of \$411 per semester.

Change in Course A student making a change in course schedule after the designated drop/add period pays a fee of \$5.00.

Graduation Each candidate for a degree pays a service fee of \$75.00 (1999-00, 2000-01); \$100.00 (2001-2002). This fee must be paid at least thirty days before the end of the last semester of attendance. This fee is payable in full in April.

Late Registration Failure to register or preregister prior to the published deadline incurs a \$25.00 penalty. Late registration is allowed only in cases of documented illness or emergency.

Change of "I" Grade 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 each returned check. \$20.00 (2000-2001, 2001-2002).

Student I.D. Card A cash fee of \$5.00 is charged to replace lost cards.

Student Christian League Every student registering pays a **mandatory fee** of \$50.00 at the beginning of the semester for the support of the Student Christian League. This fee is payable in full at registration.

UNCF Every student registering pays a **mandatory fee** of \$10.00 at the beginning of the semester toward support of the United Negro College Fund. This fee is payable in full at registration.

ITC Journal Every student pays a **mandatory fee** of \$12.50 per semester for this institutional publication. This fee is payable in full at registration.

Mail Box Rental A \$10.00 fee is charged per academic year.

Maintaining Matriculation A fee of \$25.00 will be charged each semester.

Transcript Two transcripts are furnished free; a \$2.00 fee is charged for each additional transcript.

BASIC EXPENSES
(Doctoral Programs)

Application	\$ 50.00 (1999-02)
Tuition	\$ 325.00 per credit hour (1999-00)
	\$ 375.00 per credit hour (2000-2002)
Registration	\$ 30.00 per semester; \$30.00 summer
Library	\$ 15.00 per semester; \$15.00 summer
Binding	\$ 10.00 per copy
Graduation	\$ 75.00 (1999-00, 2000-01)
	\$ 100.00 (2001-02)
Maintaining Matriculation	\$ 250.00 (1999-02) per semester

FINANCIAL ASSISTANCE

Financial aid is available both through constituent denominations and through the 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 Office before April 1 of the year preceding expected enrollment. Delay beyond this date may hinder the receipt of financial aid.

Approved financial aid, grants and scholarships are credited to a student's account with the Business Office and are first applied against institutional charges such as tuition and mandatory fees. Awarded aid is subject to proportional adjustment should a recipient drop a course, withdraw from the institution and/or receive additional financial aid after acceptance of an award letter.

Financial aid is awarded on the basis of full-time/part-time status. A full-time student must carry at least twelve credit hours. A part-time student is regularly enrolled for fewer than twelve credit hours. However, a part-time student must carry at least six credit hours to be eligible for financial aid. **A student must demonstrate satisfactory progress to be eligible for any type of federally and institutionally granted financial assistance.**

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

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

Application

Students who wish to receive financial assistance must timely complete the Free Application for Federal Student Aid (FAFSA) form (April 1) and mail it directly to **Federal Student Aid Programs** in the envelope provided in the FAFSA application. Also, annually, the ITC Student Financial Aid Form is to be completed and returned promptly to the Financial Aid Office. Once fully completed and processed, the application and the Financial Aid Form will be reviewed by the Director of Financial Aid. Students who qualify for financial aid will be sent an award letter indicating the amount and type of assistance available. The award letter will be made available prior to registration so those students can have a clearer picture of their financial situation prior to the beginning of the academic year.

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

Receipt of financial aid in one academic year does not automatically guarantee financial assistance will be given the following year. A student must complete an FAFSA application and the ITC Financial Aid Form each year.

TYPES OF ASSISTANCE

FEDERAL WORK STUDY: This program provides part-time employment at The ITC as well as off-campus community-service employment. It is designed to assist students with their school expenses. The rate of pay varies but is at least equal to the minimum wage set forth in the Fair Labor Standards Act.

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 enrolled or accepted for admission as 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 the respective denominations. Please file an application with the respective administrative dean of the seminary in which you plan to enroll.

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 given to non-constituent students and is awarded based on the amount of other grants and loans the student may have received.

UNITED NEGRO COLLEGE FUND ASSISTANCE: Every student who has completed the Free Application for Federal Student Aid form and has a minimum grade point average of 2.50 is eligible to receive funds from this source. A list of eligible students with unmet educational needs is submitted to UNCF twice a year. Recipients are selected by UNCF from the submitted list.

PERSONAL FINANCIAL ASSISTANCE RESEARCH: Many scholarship dollars remain 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 each 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 credit hours to pay for 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 The ITC within the time specified after the scheduled registration date may receive refunds. 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 Executive Vice President for Academic Services and the Vice President of Financial Services before students may withdraw from The ITC at any time during the semester. Students who withdraw at any time during the semester, unofficially and without prior authorization from the appropriate officers, will be charged for the entire semester.

Whenever a student is considered withdrawn, Title IV payments and/or refunds to the Title IV programs are based on the student's actual last day of attendance. Therefore, when a student withdraws 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 The ITC or dropping a course, a refund of tuition and other refundable charges will be made in accordance with the refund policy.

Refunds for first-time students who withdraw on or before the 60 percent point in the enrollment period, will be governed by the 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.

Refund Schedule

First and Second Semesters

Percentage Refunded or Canceled

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%

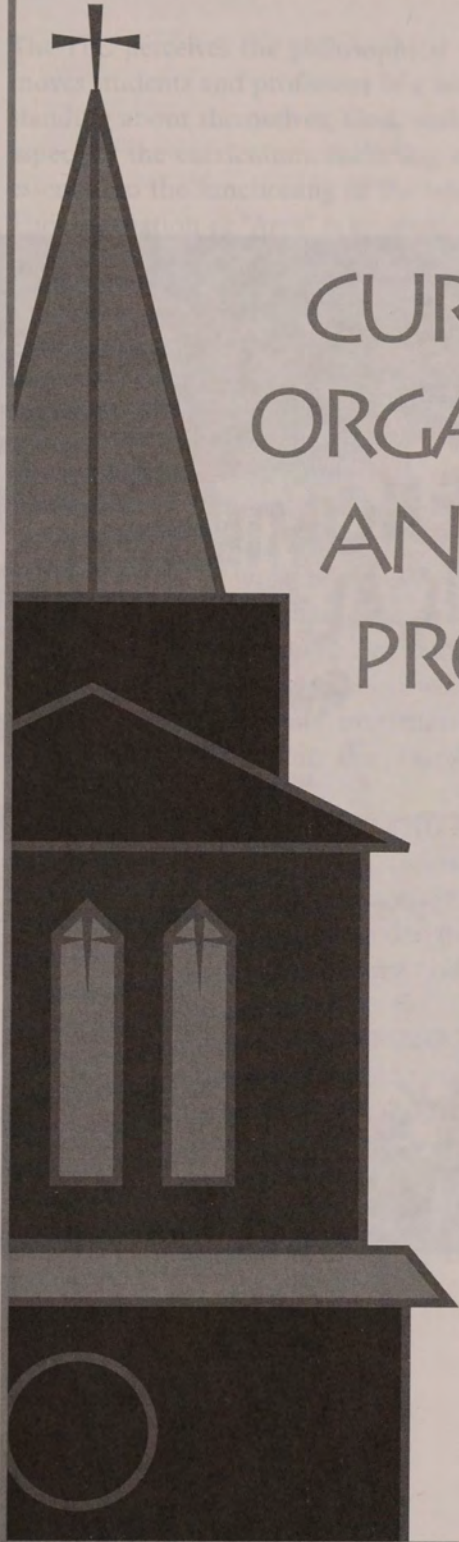
Summer Session

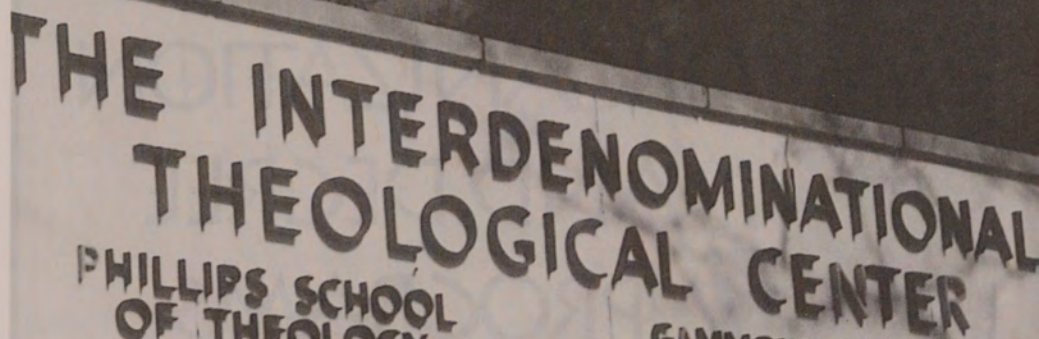
Before or on the first day of class	100%
After first day of summer session there will be NO refund	0%

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

CURRICULUM ORGANIZATION

CURRICULUM ORGANIZATION AND DEGREE PROGRAMS





**THE INTERDENOMINATIONAL
THEOLOGICAL CENTER**

**PHILLIPS SCHOOL
OF THEOLOGY**

**MOREHOUSE SCHOOL
OF RELIGION**

**JOHNSON C SMITH
SEMINARY**

**GAMMON THEOLOGICAL
SEMINARY**

**TURNER THEOLOGICAL
SEMINARY**

**CHARLES H MASON
THEOLOGICAL SEMINARY**

CURRICULUM ORGANIZATION

The ITC perceives the philosophical nature of curriculum to be the process that moves students and professors of a seminary community to an enlightened understanding about themselves, God, and the lived world. The preference is that each aspect of the curriculum, including each theological discipline, be understood as essential to the functioning of the whole; none is more important than any 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 ITC.

While focusing on the educational process of students, this organizational design attempts to place teacher and student in a position not only to be actualizers 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. 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 to address group-related concerns and a forum for faculty who share an interest in similar disciplines. The intent is to provide unity within the structure of theological education. This notion also transcends the unhealthy tension that has existed in theological education between theory and practice, theoreticism, and practitioners. In this structure, faculty members may likely function within more than one Area.

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 by examining traditional and non-traditional sources of theology and contemporary Christian thought and practice.

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 non-traditional 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 The ITC, this Area seeks to foster an appreciation for religious experiences of non-Christian traditions and the global nature of ministry.

AREA IV - THE CHURCH AND ITS MINISTRIES (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 The 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 Dual 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 Master of Divinity/Master of Public Health cooperative degree is offered with the Morehouse School of Medicine. 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.

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 a basic graduate, professional education for engagement in ordained ministry.

Objectives of the Program

The basic competencies for ministry include attitudes, knowledge, and skills as follows:

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 eighty-nine 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 semester credits.

Of the **eighty-nine** semester credits required for graduation, sixty-one are distributed among the four Areas of the curriculum and constitute a core. All candidates for the M.Div. degree are normally required to take this core at The ITC. In addition, each student is required to elect an area of concentration from 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-one of the eighty-nine credits required for graduation constitute the core curriculum as follows:

Foundations for Ministry (Three-phase Interdisciplinary)	4
Area I (BSL)	11
Area II (TEH)	15 or 18*
Area III (PSC)	9 or 12*
Area IV (CAM)	19
<hr/>	
Total Credits	61

- * A course in Sociology of Religion (Area III) or Ethics and Society (Area II) is required of all M.Div. candidates.

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

Taking one exegetical elective in either Hebrew Bible or New Testament satisfies the core requirement for Biblical Exegesis. 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 The ITC for the constituent denominations. International Presbyterian students are exempt from denominational requirements (History and Polity).

Concentration: 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. 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, Church Administration and Leadership, Religions of the World, Psychology of Religion and Pastoral Care, or Urban Theological Education, depending upon interest and/or future plans for ministry. A faculty advisor will assist in the choice and organizing of course sequence. In order to satisfy concentration requirements, a student must complete four courses beyond the core. Concentrations in Bible require M.Div. students to complete three upper-level elective courses in one Testament (either Hebrew Bible/OT or NT) and one upper-level elective in the other Testament. A Bible concentration in Hebrew

Bible/OT, for example, consists of three upper-level Hebrew Bible/OT electives and one upper-level NT elective. Similarly, NT concentrations consist of three upper-level NT electives and one upper-level Hebrew Bible/OT elective. All courses in the concentration must be completed with a grade of "C" or better.

Concentration in Biblical Languages. A student concentrating in one testament may use the full year of the corresponding biblical language of that Testament (Hebrew Bible OT - BSL 503-504; New Testament/Greek - BSL 533-534) as one elective toward concentration. Should the student take the other biblical language, those courses would count as electives toward graduation, not toward concentration.

Concentration in Urban Theological Education. A concentration in Urban Theological Education will enable the student, from an interdependent and interdisciplinary perspective, to engage in dialectical and dialogical research and reflection in conjunction with the practice of urban ministry in local, regional, national, or global settings.

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 Missiology: Christian Mission, Evangelism, and Ecumenism	3
Introduction to Hebrew Bible/Old Testament	4

Second Semester

Introduction to New Testament	4
Ethics and Society or Sociology of Religion	3
Church History I	3

Third Semester

Church History II	3
Systematic Theology	3
Clinical Introduction to the Psychology of Pastoral Care	3
Biblical Exegesis Elective	3
Introduction to Preaching	3
Denominational History	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	1
Denominational Polity	3/2
Preaching Elective	3

Fifth Semester

Ministry and Context I	2
Religions of the World	3
Reformed/Wesleyan Theology*	3

Sixth Semester

Senior Integrative Seminar	1
Ministry and Context II	2

* *Required of C.M.E., Presbyterian, and United Methodist students only.*

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

Goals of the Program

The Master of Arts in Christian Education 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 contexts 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 Christian education work will be done.

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

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

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 sixty semester credits completed with a grade point average of not less than 2.25. Not more than six semester credits may be a grade of "C-". A minimum of eighteen credits must be earned in Christian Education courses; three credits must be earned in Field Education: Teaching and three credits in Field Education: Administration.

M. A. Project Option: A major research project will be required of all candidates for the Master of Arts in Christian Education degree. 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 and performance of a dramatic work, e.g., a play;
- 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, the requirements will be those current at the time of re-entry.

Distribution of Credits

Area I BSL 11

Introduction to Hebrew Bible/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
Area II Elective	3

Area III PSC 9

Introduction to Missiology: Christian Mission, Evangelism and Ecumenism	3
Sociology of Religion Elective	3
Area III Elective	3

Area IV CAM 31

The Church's Educational Ministry	3
Christian Worship	3
Field Education: Teaching	3
Field Education: Administration	3
Music in Christian Education or African-American Church Music	3

M.A. Project Option	2
Electives	11
Administration and Leadership Development	3
Total Credits	60

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

First Semester

Introduction to Philosophy and Theology	3
Introduction to Hebrew Bible/ Old Testament	4
Field Education: Teaching or Administration	3
Introduction to Missiology: Christian Mission, Evangelism, and Ecumenism	3
Total	13

Second Semester

Sociology of Religion Elective	3
History of the African-American Church	3
Introduction to New Testament	4
Field Education: Teaching or Administration	3
Area III Electives	3
Total	16

Third Semester

Christian Worship	3
The Church's Educational Ministry	3
Biblical Exegesis Elective	3
Area IV Electives	3
Area II Electives	3
Total	15

Fourth Semester

Music in Christian Education or African-American Church Music	3
M.A. Project Option	2
Administration and Leadership Development	3
Area IV Electives	8
Total	16

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 in which 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

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 The 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 proficiency so that 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.

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;
- adapting 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 on the cultural context in which ministry occurs (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 chair of the music department.

Requirements for the Master of Arts in Church Music Degree

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

A minimum of twenty-one credits must be earned in music courses; four credits must be earned in the Ministry and Context sequence—**CAM 841 (Ministry and Context I) and CAM 842 (Ministry and Context II)**.

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 in Church Music degree. 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 audiovisual 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 The 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
Hebrew Bible/Old Testament	4
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 Elective	3
Area III - PSC	6
Introduction to Missiology	3
Sociology of Religion Elective	3
Area IV CAM	34
Foundations of Christian Education	3
Christian Worship	6
Ministry and Context	4
Music	19
M.A. Project Option	2
Total Credits	60

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

First Semester

Hebrew Bible /Old Testament	4
Introduction to Philosophy and Theology	3
Introduction to Missiology	3
Survey of Church Music/Hymnody	3
Music Elective	3
Total	16

Second Semester

New Testament	4
(Biblical) Exegesis Elective	3
History of the African-American Church	3
African-American Church Music	3
Ethics Elective	3
Total	16

Third Semester

Foundations of Christian Education	3
Christian Worship	3
Ministry and Context I	2
Music Ministry	3
Sociology of Religion Elective	3
Total	14

Fourth Semester

Ministry and Context II	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
Music Electives	4
Total	14

DUAL 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 dual degree, the degree combinations listed above are available. The following stipulations apply:

1. M.Div. students who wish to enroll in either of the dual degree programs must complete twenty-seven credits or a full year of work at The ITC, eighteen 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 dual degree programs must complete twenty-seven credits or a full year of work at The ITC, fourteen of which must be from the core, before declaring their intent.
4. Students who wish to enroll in either of the dual degree programs which include the M.A.C.M. must arrange a music audition through the chair of the music department.
5. Students enrolled in dual 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 dual degree, students should remain mindful that sixteen 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 (Duplicate core requirements indicated in bold)

Field Education: Teaching	3
Sociology of Religion Elective	3
Field Education: Administration	3
M.A.C.E. Elective	6
The Church's Educational Ministry	4
M.A. Project Option	2
Administration and Leadership Development	4
Music in the Black Church or	
Music in Christian Education	3

History of the African-American Church 3

Introduction to Philosophy and Theology 3

Introduction to Missiology 3

Hebrew Bible/Old Testament 4

New Testament 4

Biblical Exegesis Elective 3

Christian Worship 3

M.Div. Requirements

Ethics and Society 3

Foundations of Christian Education 3

Foundations for Ministry 2

Church History I 3

Church History II 3

Systematic Theology 3

Clinical Introduction to the Psychology

 of Pastoral Care 3

Introduction to Preaching 3

Professional Assessment in Theological Education 1

Parish Administration 3

Wesleyan Theology* 3

Reformed Theology ^ 3

Denominational History 3

Denominational Polity 2/3

Ministry and Context I 2

Ministry and Context II 2

Religions of the World 3

Senior Integrative Seminar 1

Preaching Elective 3

* Required of C.M.E. 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 dual degree is four years.

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

M.A.C.M. Requirements. (Duplicate core requirements indicated in bold)

Survey of Church Music/Hymnody	3
Music in the Black Church	3
Music Ministry	3
Sociology of Religion Elective	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
Music Electives/Music in Christian Education	6
History of the African-American Church	3
Ministry and Context I	2
Ministry and Context II	2
Introduction to Philosophy and Theology	3
Hebrew Bible/Old Testament	4
New Testament	4
Biblical Exegesis Elective	3
Foundations of Christian Education	3
Christian Worship	3
Introduction to Missiology	3

M.Div. Requirements

Ethics and Society	3
Foundations for Ministry	2
Church History I	3
Church History II	3
Systematic Theology	3
Clinical Introduction to the Psychology of Pastoral Care	3
Introduction to Preaching	3
Professional Assessment in Theological Education	1
Parish Administration	3
Wesleyan Theology*	3
Reformed Theology ^	3
Denominational History	3
Denominational Polity	2/3
Religions of the World	3
Senior Integrative Seminar	1
Preaching Elective	3

* Required of C.M.E. 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 dual 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 dual degree is ninety, including electives.

M.A.C.M. Requirements (Duplicate core requirements indicated in bold)

Survey of Church Music/Hymnody	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)	6
Ministry and Context I	2
Ministry and Context II	2
Foundations of Christian Education	3
Music in Christian Education	3
Music in the Black Church	3
History of the African-American Church	3
Hebrew Bible/Old Testament	4
New Testament	4
Sociology of Religion Elective	3
Ethics Elective	3
Introduction to Philosophy and Theology	3
Introduction to Missiology	3
Biblical Exegesis Elective	3
Christian Worship	3

M.A.C.E. Requirements

The Church's Educational Ministry	3
Administration and Leadership Development	3
Field Education: Teaching	3
Field Education: Administration	3
M.A. Project Option (Christian Education)	2
Electives (Christian Education)	14

COOPERATIVE DEGREE PROGRAM

Master of Divinity and Master of Public Health

Students seeking admission into the cooperative program after initially registering in one of the other degree programs must apply to the other degree program by the end of the first year of registration. The ITC and Morehouse School of Medicine cooperate to offer a Master of Divinity (M.Div.) degree and a Master of Public Health (MPH) degree. The cooperative degree program is designed to improve the health, quality of life, and well-being of people and communities through education, research, and service in public health, working through the local church and social agencies. The program has a particular emphasis on people of color, the poor, and other underserved people. The specific objectives of the program are:

- To educate students for leadership in public health and religious professions in the practice of public health;
- To prepare students to fulfill the health needs of underserved communities, regions and nations through the local congregation and other community agencies;
- To increase the representation of African-Americans, Latinos and Native Americans in the public health professions; and
- To discover and develop knowledge through expanded and applied research efforts directed at problems that disproportionately affect the underserved.

Each student must be admitted and register through each separate institution.

A total of twelve semester hours can be transferred from the MPH degree toward the eighty-nine semester hour requirement toward the M.Div. degree. The transfer credit from the M.Div. degree toward the MPH degree will be determined by the Morehouse School of Medicine (MSM). The Field Education (Ministry and Context) requirement will be waived at The ITC and completed through the MPH degree program provided a joint arrangement is made between the respective field placement faculty of each participating school. A total of three hours for the MPH Culminating Experience (thesis) can be received provided joint arrangements between The ITC and MSM are made for supervising the Culminating Experience. A total of seventy-six semester hours is needed to complete the requirements for the M.Div. degree, provided the joint supervision of Field Education (Ministry and

Context) (six semester hours), the Culminating Experience (three semester hours), and a maximum of twelve transfer semester hours are applied toward the eighty-nine required semester hours needed for the M.Div. degree. The courses for the concentration will be selected from the ITC curriculum and will be from the concentration that MSM will determine its transfer credits.

ITC M.DIV. REQUIREMENTS

FIRST YEAR

Fall Semester

Credit Hours

Foundations for Ministry	2
Introduction Philosophy and Theology	3
Introduction to Missiology	3
Introduction to Hebrew Bible/Old Testament	4
Denominational History	2
TEH Elective*	3

Spring Semester

New Testament	4
Ethics and Society or Sociology of Religion Elective	3
Church History	3
Denominational Polity	2-3
Elective*	3

SECOND YEAR

Fall Semester

Church History II	3
Systematic Theology	3
Biblical Exegesis Elective	3
Introduction to Preaching	3
Denominational Theology/ Wesleyan/Reformed Theology [^]	3
Clinical Introduction to Psychology of Pastoral Care and Counseling	3

Spring Semester

Professional Assessment	1
Foundations of Christian Education	3
Christian Worship	3
Parish Administration	3
African-American Church History	3
Preaching Elective	3

* Required of C.M.E. and United Methodist students.

[^] Required of Presbyterian Church (USA) students.

THIRD YEAR

Fall Semester

Religions of the World	3
M.Div. Concentration	12

Spring Semester

Senior Integrative Seminar	1
TOTAL	76

MOREHOUSE SCHOOL OF MEDICINE MPH REQUIREMENTS

Introduction to Environmental Health	3
Fundamentals of Biostatistics	3
Fundamentals of Epidemiology	3
Health Administration	3
Social and Behavioral Aspects of Public Health	3

AREAS OF SPECIALIZATION WITHIN PUBLIC HEALTH

There are three areas of track specialization. They are Health Administration, International Health, and Social and Behavioral Sciences. Students in the M.Div. program would normally enter the Social and Behavioral Sciences Track.

Required Track Courses/Transfer Credits to M.Div. Program	12
Electives	6
MPH Practicum-Joint ITC/MSM Course	6
MPH Culminating Experience	3
TOTAL	42
GRAND TOTAL	118

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, which is composed of The ITC, 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: to achieve an integrated understanding of ministry from biblical, historical, theological, social, and personal perspectives; and 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 the 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;
 - the relation of the Christian movements in history; and
 - 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 lifestyles 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 autobiographical 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 the D.Min. program. These data will be assessed by the Doctoral Programs Committee who will make its recommendation for admission to the faculty. Applications may be requested from the Director of the Doctor of Ministry Program or the Director of Admission.

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 semester credits are required for the completion of the Doctor of Ministry program. Of the thirty-six credits, fifteen are fulfilled in elective course work in one of the ATA Schools of Theology. The remaining twenty-one 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 seminar credits of elective courses are chosen by the student with the counsel of an 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 on page 106. As many as six 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 a personal 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 achievement of 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 experiencing 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 counsees and attend staffings, group supervision, and individual supervision. This experience will involve at least one and one-half days a week for thirty weeks. Supervision will include didactic sessions in pastoral counseling.

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

Purpose

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

Administration

The degree is offered through the Atlanta Theological Association (ATA) by The ITC, Columbia Theological Seminary, and Candler School of Theology. Each student will enroll in and receive the degree from the school of 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 for 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 professional practice, which will give evidence of the aspect of pastoral counseling.

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

Fifty-four semester hours of academic and clinical work are required for the Doctor of Theology degree.

1. Four core seminars	12 credits
2. Pastoral counseling practicum	18 credits
3. Courses in marriage and family studies	12 credits
4. Research seminar	6 credits
5. Courses in theology, biblical theology, or ethics	6 credits

When the student has completed the required academic and clinical work, application may be made to take the field examinations which test competence in both content and performance areas of pastoral counseling.

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

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

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

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

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

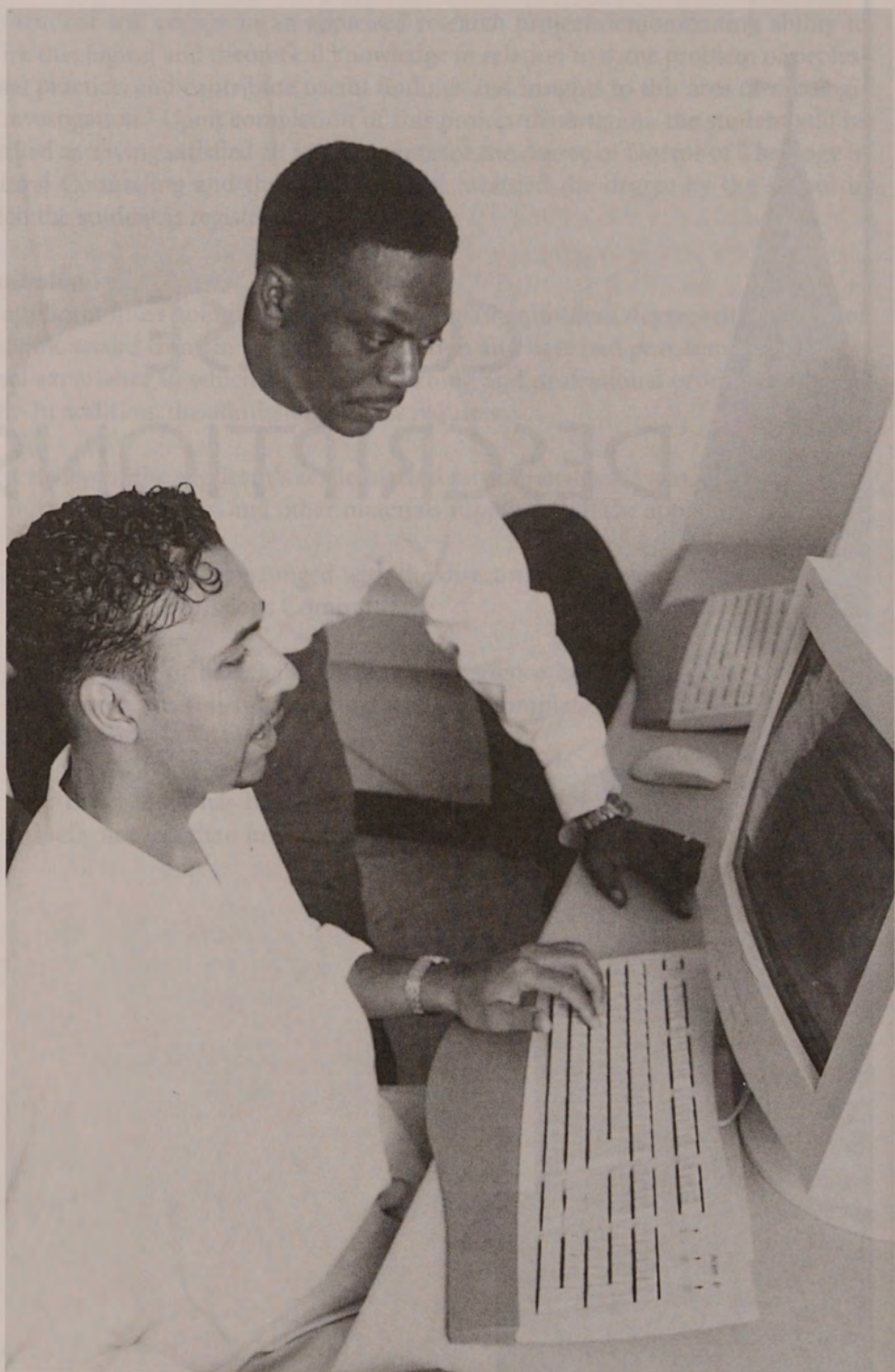
Admission

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

- A review of the applicant's academic and professional achievement, statement of purpose, 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 has had significant experience in clinical pastoral education (usually not less than four consecutive units).

COURSE DESCRIPTIONS





COURSE DESCRIPTIONS

INTERDISCIPLINARY COURSES (INT)

408A. Foundations for Ministry

408B. Professional Assessment in Theological Education

408C. Senior Integrative Seminar

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 student's 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.

OBJECTIVES

INT408A. 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 408B. 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 the advisor and members the Foundations for Ministry group. Specifically, the sessions will examine the competencies developed; and 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. Each student will be advised following the final session as to the assessment by peers and advisors.

Prerequisite: INT 408A.

INT 408C. Senior Integrative Seminar

The interdisciplinary closure for M.Div. students at ITC will seek to involve students in the process of making integrative sense of their journey here. Whence did they come to this place? How do they reflect their theological education, in their senior year, in all of its variations—intellectually, socially, personally, interpersonally, and spiritually? Where do they seek to go from here? **Prerequisite: INT 408B.**

COURSE MEETINGS

INT 408A. 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. 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 the group's middler year Professional Assessment in the Theological Education phase, as well as the Senior Integrative Seminar phase.

2 credits

INT 408B. 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 408C. Senior Integrative Seminar

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

1 credit

INT 409. Education Travel Seminar

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

3-6 credits

INT 410. Black Women in Ministry

This is an interdisciplinary course designed to explore the significant issues related to Black Women and the Church. The scope will be both historical and contemporary, focusing upon personalities, as well as institutional structures. The course is open to both women and men. It will provide 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

INT 411. M.A. Project Option

A major research project will be required of all candidates for the Master of Arts in Christian Education degree and the Master of Arts in Church Music degree. 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 and performance of a dramatic work, i.e., a play;
- 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 audiovisual 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**

INT 412. Seminar: Interdisciplinary Theory and Methodology

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

HEBREW BIBLE/OLD TESTAMENT

501. Introduction to the Hebrew Bible/Old Testament

An introduction to the literature and thought of the Hebrew Bible/Old Testament with emphasis on the significance of various critical methods for the understanding of the Hebrew Bible/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

505. Intermediate Biblical Hebrew

A continuation of biblical Hebrew grammar and reading of selected biblical texts.

Prerequisites: BSL 503-504 or their equivalent. 3 credits

506. Biblical Hebrew Exegesis

An exegesis of a particular book of the Hebrew Bible/Old Testament using the Masoretic Text.

Prerequisites: BSL 505 and an exegetical elective. 3 credits

507. Pentateuch

An exegetical study of one or more of the books or documents in the Pentateuch.

This course fulfills the exegetical requirement. **Prerequisite: BSL 501. 3 credits**

508. 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 501. 3 credits**

510. The Major Prophets

An exegetical study of one of the major prophets: Isaiah, Jeremiah, or Ezekiel. This

course fulfills the exegetical requirement. **Prerequisite: BSL 501. 3 credits**

511. The Minor Prophets

An exegetical study of one or more books of the minor prophets, with special atten-

tion given to historical content and religious value for the contemporary church.

This course fulfills the exegetical requirement. **Prerequisite: BSL 501. 3 credits**

512. 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 501. 3 credits

513. 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 501**

and an exegetical elective. 3 credits

514. 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 501 and an exegetical elective.** **3 credits**

515. Wisdom Literature

A close reading of biblical books such as Job, Proverbs, and Ecclesiastes, with special attention to the place of wisdom in the Bible, the ancient Near East, and ancient Africa. **Prerequisites: BSL 501 and an exegetical elective.** **3 credits**

520. Histories of Ancient Israel and Judah

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

521. 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 extra-biblical 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 501 and an exegetical elective.** **3 credits**

523. 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 501 and an exegetical elective.** **3 credits**

528. Apocalyptic Literature

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

529. Hebrew Bible/Old Testament Theology

This course will trace the theology of the Hebrew Bible/Old Testament, paying special attention to issues such as God the Creator, the covenant idea, righteousness, justice, evil, and Israel's confessional heritage, which portrays Israel's theocentricity. **Prerequisites: BSL 501 and an exegetical elective.** **3 credits**

530. Directed Study in Hebrew Bible/Old Testament

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

NEW TESTAMENT

531. Introduction to the New Testament

Critical introduction to the environment of the New Testament and to major New Testament writings with attention to the 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**

535. Intermediate New Testament Greek

An inductive study of New Testament Greek grammar, syntax, and vocabulary with emphasis upon rapid reading of selected sections of the Greek New Testament. **Prerequisite: 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. Ancient Jewish Writings

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

539. The Social Worlds of the New Testament

A sociological analysis of the diverse cultures surrounding the ancient Mediterranean. Their structure, institutions, and mores and the ways in which this analysis clarifies early Christian institutions, literature, and theology are explored.

Prerequisites: BSL 531 and an exegetical elective.

3 credits

542. 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

544. Life and Teaching of Jesus

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

3 credits

545. 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.**

BSL 531.

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**

550. Pauline Literature

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

531.

3 credits

551. 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 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: BSL 531.** **3 credits**

557. The General Epistles

English exegesis of one or more of the Epistles of James, Peter, John, and Jude, with emphasis on exegetical methodology and social and theological implications. This course fulfills the exegetical requirement. **Prerequisite: BSL 531.** **3 credits**

558. Revelation

A study of the structure, language, motifs, and social setting of the book of Revelation dealing also with hermeneutical options in African-American settings. **Prerequisites: BSL 531 and an exegetical elective.** **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**

569. Directed Study in New Testament

This directed study is done with the consent of the instructor. **Prerequisites: BSL 531 and an exegetical elective.** **2-4 credits**

INTERDISCIPLINARY/CROSS CANONICAL

570. Contemporary Issues in Biblical Interpretation

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

571. Contemporary Afrocentric Biblical Interpretation

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

572. Womanist/Feminist Interpretation

This course examines the major issues, themes, and methodologies in the work of significant practitioners of feminist and womanist biblical study. It also provides an opportunity for students to assess their own positions in relationship to these approaches to the text. **Prerequisites: BSL 501, 531, and an exegetical elective.**

3 credits

573. Sociological Interpretation of the Bible

This course examines recent developments in biblical interpretation utilizing sociological models and methods and social-historical descriptions in one or both testaments. **Prerequisites: BSL 501, 531, and an exegetical elective.**

3 credits

574. The Parables of Jesus

Interpretation of the narrative parables of Jesus using differing critical methodologies. **Prerequisites: BSL 531 and an exegetical elective.**

3 credits

576. Narratology

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

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

602. The Doctrine of God

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

3 credits

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

- 604. The Doctrine of Christology**
An exploration into various interpretations of Jesus Christ. **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**
- 606. The Theologies of Paul Tillich and Karl Barth**
A study of the methods and contents of theology from the perspective of these two theologians. **3 credits**
- 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 M.Div. candidates. **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**
- 609. Dietrich Bonhoeffer and Martin Luther King, Jr.: Modern Day Martyrs**
A study of the life and work of Bonhoeffer and King and struggles in their respective contexts. **3 credits**
- 610. The Theology of James Cone**
An in-depth study of the work of James H. Cone. **3 credits**
- 611. A History of Black Theological and Moral Thought in America**
An exploration of the religious heritage of Black Christians, focusing on the theological and ethical contributions during the eighteenth, nineteenth, and twentieth centuries. **3 credits**
- 612. Seminar: Womanist Theology**
An exploration into the theological contents of African-American women's experiences. Among sources being used are autobiographical, biographical, theological, historical, and literary writings. **3 credits**

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. **3 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. **3 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. Theology of Economic Development and Community Service

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

619. Seminar: Process Philosophy and Theology

An introduction to the basic concepts of process thought. Special attention is given to its relevance to Black Christian experience. **Prerequisites: TEH 601 and TEH 603.** **3 credits**

620. Directed Study in Theology

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

ETHICS

621. Ethics and Society

This course introduces students to a general knowledge of the development of the literature of Christian ethics. It focuses such questions as "How do social and political transformations impact ethical ideals that are biblically derived?" Students discover how the social sciences inform the task of critical inquiry into the moral life through learning to analyze ethos and lay bare the roots and fundamental character of a community's moral life. **Prerequisites: TEH 601 and TEH 603. Required of M.Div. candidates who do not take a Sociology of Religion core course.**

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.

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. Seminar: Moral Strategies and African-American Religious Leaders

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

3 credits

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 Theological and Moral Thinkers

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

632. Morality, Community, and Character

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

633. Religious and Moral Dimensions of the Civil Rights Movement

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

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

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

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**

638. Seminar on Black Religion and the American Labor Movement

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

639a, b, c. Seminar on Contemporary Issues

An exploration of contemporary issues in theology (a), ethics (b), and historical theology (c). **3 credits**

640. Directed Study in Ethics

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

2-4 credits

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.**

3 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.**

3 credits

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

3 credits

644. Seminar: Howard Thurman

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

3 credits

645. Seminar: Women in the History of Christianity

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

3 credits

646. Seminar: Martin Luther

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

3 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.**

3 credits

648. The Radical Reformation

A study of the free-church movement beginning with the sixteenth century expression of Anabaptism and concluding with the lineal and spiritual descendants of the twentieth 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, Perpetua, and Origen. Particular attention is given to the contributions these figures might have to offer to ministry in the contemporary African-American Church. **Prerequisite: TEH 641.**

3 credits

650. Seminar: Eighteenth-Century Wesleyan Revival

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

651. Black Ministry in Historical Perspective

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

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 denominations. 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 African roots, his impact on the Christian tradition, and the contribution he might make to ministry in the contemporary African-American Church. **Prerequisite: TEH 641.**

3 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.**

3 credits

658. Denominational History

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

2 credits

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

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.**

2-4 credits

AREA III. PERSONS, SOCIETY AND CULTURE (PSC)

EVANGELISM, MISSIOLOGY, AND ECUMENICS

EVANGELISM

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

This course begins with the biblical and theological basis for understanding the Christian mission, and its relationship to evangelism and the ecumenical involvement of the church. It continues with the study of selective models of ministry and evangelism within the US and outside, with special reference being made to ministry among and by African-American churches; identification of current issues confronting the church in mission; and the growth in ecumenism, especially as it relates to African-American Christians. **Required of M.Div. candidates. 3 credits**

686. Christian Evangelism and Ethnotheology

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

687. Foundations of Church Growth

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

688. Women and Men in Cross-Cultural Ministries

Because the ministry of faith witnessing is one of communication, this course will focus on the African-American women and men who throughout history have demonstrated a keen understanding of an integrated and comprehensive communication strategy for cross-cultural missions. However, what makes this course unique is its interreligious focus, affirming both Christianity and Islam as dynamic missionary religions. **3 credits**

689. Contextualization: Meanings, Methods, and Models

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

3 credits

690. Congregational Evangelism

The course surveys the various issues and processes related to evangelism which normally occur in the context of the local church. It then provides a set of curricular perspectives for selecting and developing an appropriate set of approaches for a given congregational setting.

3 credits

691. Biblical Models of Mission

This course provides a review of Hebrew Bible/Old Testament and New Testament perspectives on the mission of the people of God. While special emphasis is given to Pauline theology and mission practice, the course explores the thesis that there was never a single, unified church, but instead two models of missions: one overseen by Peter and James in Jerusalem, the other managed by Paul from various centers. The precarious position Paul holds in the Black Church and implications of this for African-American perspectives on missions are also addressed.

3 credits

692. Incarnation and Mission Among Urban Poor

The Gospel of Luke's image of the church provides an opportunity to relate issues of mission to politics, economics, health, materialism, and other current trends in society affecting Christian mission. Various models and case studies are presented to help students plan and design ministries to equip persons to minister effectively in the urban setting. Particular attention is given to understanding the religious worldview of poor women, men, and children.

3 credits

693. Missiology and Change Dynamics

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

3 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 Western thought.

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 US. 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 200 years. **3 credits**

699. Directed Study in Missiology and Ecumenics

2-4 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 areas 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 will be covered. **3 credits**

SOCIOLOGY OF RELIGION

A course in Sociology of Religion is required of M.Div. and M.A. students. TEH 621 fulfills this requirement for M.Div. students.

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. **3 credits**

702. African-American Context for Ministry

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, generally, 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 is explored. The topics vary according to interest, currency, and resource availability. Topics such as the privatization of religion, individualism and the contemporary church, and African-American spirituality are considered. Students and faculty participants are encouraged to develop new research resources as a result of this special-topics course. **3 credits**

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**

707. 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**

709. Facing Racism in the Church and Society

This course will enable pastors and laity to develop a deeper awareness of the ways racism influences behavior in the local church and greater society. Practical tools for leadership will be offered to facilitate future significant involvement in the church and community, for the specific purpose of addressing racist thought and action.

3 credits

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

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

3 credits

PSYCHOLOGY OF RELIGION AND PASTORAL CARE

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

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

3 credits

713. Sociology of Pastoral Care and Counseling

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

3 credits

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

This course is designed to introduce the student to the community mental health movement begun in the 1950s, continued into the late 1970s, and is surviving in modified form today. The role of the African-American Church in this movement will be examined along with the principles and practices that are essential for impacting mental health in the African-American community.

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, consisting of a one-hour didactic plus six hours of clinical participation at designated sites. Students are engaged with persons who are homeless, hospitalized, or incarcerated. Some students also work with adolescents and teen-agers in conjunction with the public-school system. Supervision and theological reflection are offered weekly relative to areas such as pastoral care to persons with AIDS, Alzheimer's disease, and those who are dying. **Required of M.Div. candidates. This course is not required of persons concentrating in Psychology of Religion and Pastoral Care.** **3 credits**

719. Case-Method Approach to Pastoral Care

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

720. Clinical Pastoral Education

The Clinical Pastoral Education (CPE) 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 CPE training over the school year, all-day Monday and an additional half day per week: The student is expected to register each semester for four credits, receiving the grade of "NG" for the first semester. The final grade will be submitted when the CPE experience is completed during the second semester. Demands of the CPE experience require that no student be permitted to take more than sixteen credits in any given semester, inclusive of the four hours of CPE. **Required of M.Div. students who concentrate in Psychology of Religion 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, and teen-age pregnancy. Other pertinent areas of discussion will be the single life, same-parent families, and sexual preference among men and women (homosexuality, bisexuality, transvestism, and transsexualism). **3 credits**

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 will be explored. **Prerequisite: 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, and the issues of aging, and how these dynamics can inform the church's counseling and nurturing ministry to couples and family systems. **3 credits**

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**

728. 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**

729. Theory and Practice of Marriage and Family Therapy

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

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

This seminar engages particular theological and in-depth psychological perspectives in terms of their implications for pastoral care. Methodologies will be presented with a focus on the varied levels of dialogue that may be engendered between these disciplines. The seminar will be team-taught, utilizing lecture presentations in conjunction with class dialogue. Specific perspectives engaged in the seminar include the psychology of self-object relations and ego psychology, as well as the theologies of H. Richard Niebuhr, Reinhold Niebuhr, Paul Tillich, Howard Thurman, J. B. Cobb, Jr., and others. **Required of D.Min. in Pastoral Counseling specialty.** **3 credits**

731. Pastoral Psychology and the African-American Experience

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

3 credits

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. The course also scrutinizes 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 religion-ethical vision. Of considerable importance are ethical issues in a multicultural perspective (gender, race, age, social class, violence, violence-abuse, and sexual orientation).

3 credits

734. Pastoral Care as Preventive Medicine

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

3 credits

735. 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. **Prerequisite:** PSC 718 or 720.

2-4 credits

RELIGIONS OF THE WORLD

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

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

738. Special Topics in Missiology/Religions of the World

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

739. Judaism Since the Time of Jesus

A front-line investigation of the literature and religion of Rabbinic Judaism from the first century (CE) until the modern period. Rabbinic literature (the Midrash, the Mishnah, the Talmud, and Codes) will be used to interpret narrative and legal biblical passages as well as to explore religious practices, such as the Sabbath and prayer. **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 ethnic 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**

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

3 credits

744. Philosophy and Practice of Traditional African Religions

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

3 credits

745. History and Ministry of the Ecumenical Movement

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

3 credits

746. Religions of the World: A Philosophical Perspective

This course will explore the philosophies of one of the Religions of the World. The major ideas, methodologies, and central themes of the philosophers will be analyzed in-depth.

3 credits

747. Religious Movements: A Religions of the World Perspective

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

3 credits

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

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

3 credits

749. Religions of the World and Their Language

Students will study a language as a research tool for use in the study of the literature, texts, and traditions of Religions of the World. African languages such as Shona or Yoruba are examples. A study of the grammar, syntax, and vocabulary, with exercises in reading and writing will be offered. **3 credits**

752. Directed Study in Religions of the World

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

AREA IV. THE CHURCH AND ITS MINISTRIES

CHRISTIAN EDUCATION

801. Foundations of Christian Education

This course examines the biblical, theological, philosophical, psychological, and sociocultural 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.C.M. candidates.** **3 credits**

802. The Church's Educational Ministry

This course seeks to help students understand the meaning and significance of the church's educational ministry and learn how to plan, develop leaders, organize, and develop curricula and programs for the local church. **Required of M.A.C.E. candidates.** **3 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.C.E. candidates.** **3 credits**

804. The Bible in Christian Education

This course involves an exploration of uses of the Bible in Christian education. Emphasis is 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. **3 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 demonstrate the needs and contributions of persons in each developing stage. The course focuses 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 and 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. **Required of M.A.C.E. candidates. 3 credits**

808. Field Education: Administration

A continuation of Field Education: Teaching with second-year students usually serving in an administrative capacity. **Required of M.A.C.E. candidates. 3 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. The course will entail a survey of models of Christian education in the Black Church, including a service-learning implementation model. **3 credits**

811. The Congregation as Educator

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

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. This course also includes the teaching of religion on the college campus. **3 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. Educational Ministry in the Public Sphere

Course participants engage in critical analysis of prevailing issues, conditions, and attitudes in the public sphere that call for a response from the church's educational ministry. Particular attention is given to the role of educational ministry in community issues related to families and intergenerational relations, health and welfare, mass media and cyberspace, and new teaching-learning contexts. The course will also provide an historical perspective, methods of analysis, and service-learning approaches to curriculum planning. **3 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 among 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

CHURCH ADMINISTRATION AND LEADERSHIP EDUCATION

826. Denominational Polity

A study of the structure and practices of the respective denominational constituents of The 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 |

* *TEH 658 is a prerequisite for all Baptist students.*

827. 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. **3 credits**

830. Seminar: Parish 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 827.** **3 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 827.** **3 credits**

833. Advanced Leadership Seminar

Beginning with the premise that most institutions are "overmanaged but under-led," seminar instructors will endeavor to cultivate qualities associated with prophetic, learned, compassionate, ethical, and spiritual leadership through the exploration of the theology, theory, and practice of servant leadership. **3 credits**

839. Directed Study in Church Administration

2-4 credits

Ministry and Context

841. Ministry and Context I

This course is designed to provide an exposure to ministry and to assist in the integration of all the student's previous and current classroom learnings. Each student must be engaged in either a church situation or a non-church placement. In the placement the tasks of ministry are to be performed and explored for a minimum of six hours and a maximum of eight hours per week. In addition to this exposure, a weekly seminar-reflection session is held in small groups for a scheduled two-hour period. This course is required of M.Div. students and should normally be taken in the senior year. An in-progress grade ("P") will be assigned at the end for the first (Fall) semester if the student is performing satisfactorily. To receive full credit and a letter grade, the student must complete both semesters consecutively and satisfactorily. **Required of M.Div. and M.A.C.M. candidates. 2 credits**

842. Ministry and Context II

This course is a continuation of CAM 841. Students who did not satisfactorily complete CAM 841 will not be admitted to CAM 842. **Required of M.Div. and M.A.C.M. candidates. Prerequisite: CAM 841. 2 credits**

843. Ministry and Context—Internship

Full-time supervised practice for short-term periods in the summer to a full internship year. Assignments include ecumenical organizations, local parishes, social agencies, military bases, and educational or other institutions related to the helping professions. Interns of a year may be exempted from CAM 841 and CAM 842 provided nature and supervision warrant such exemption. A further option for fulfilling the core requirement for graduation is the completion of an internship for two consecutive summers. Students considering this option must submit with their application a commitment statement from the site supervisor where the student will be engaged full-time for the two consecutive summers during which the internship is to be pursued. Application for internship and exemption negotiations must be filed at least three months prior to entry. Credits granted may be related to the particular year of seminary study. **6 credits or 12 credits**

844. The Church's Ministry in the Rural Context

This course purposes to introduce students to the practice of ministry in the rural context. It enables students to enter the rural situation with the questions, attitudes, and preliminary skills to empower persons and congregations for meaningful engagement. **3 credits**

HOMILETICS

845. Introduction to Preaching

This course is designed to bring together the theoretical and practical aspects of sermon development. Students explore a theological understanding of preaching and a psychological-sociological analysis of the formal elements of sermon development, construction, and delivery. Students write and deliver sermons in a clinical experience. Evaluation and discussion occur in peer situations to aid the students' effectiveness in using the sermon as a liberating force in contemporary times.

Required of M.Div. candidates.

3 credits

846. Intermediate Preaching

Building upon the skills developed in "Introduction to Preaching," students will concentrate on specific areas of sermon design and development. **Prerequisite: CAM 845.**

3 credits

847. Advanced Preaching Seminar

This course is designed for a limited number of students (six to twelve) with proven interest and ability in the area of homiletics who want to concentrate at an advanced intense level on specific aspects of preaching. Special emphasis will be given to helping these students prepare for the David H. C. Read Preaching Award and other awards offered to persons in the field of homiletics. **Prerequisite: CAM 845.**

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 845 or CAM 866.**

3 credits

850. The Preaching Ministry

A series of different courses offered alternately during the first semester of each year. The courses are designed to deal with the validity and relevance of specific biblical 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. **Prerequisite: CAM 845. 3 credits each**

851. The Theology of Preaching

This course focuses upon the understanding of God's involvement and interaction in the role of preaching. Emphasis will be placed on our understanding of how we talk about God when we preach. **Prerequisite: CAM 845. 3 credits**

852. Women's Ways of Preaching

With an understanding that women bring unique gifts to the role of preaching, this course focuses on helping women discover their preaching voice. This course, however, is open to men and women. **Prerequisite: CAM 845. 3 credits**

853. Preaching Biblical Books

This course will examine the material of a particular book and how sermons are preached, making adequate use of texts from that material, e.g., the Synoptic Gospels, the Psalms, and the Gospel of John. **Prerequisite: CAM 845. 3 credits**

854. Preaching as Social Commentary

This course is designed to help students develop an interest in awareness of preparing and delivering sermons that deal with and address a specific contemporary social issue. **Prerequisite: CAM 845. 3 credits**

855. The Person in the Pulpit

This course focuses on the impact of personality in the pulpit. While not a course in psychology, it attempts to address the crucial function of the preacher's personality in the sermonic process, both preparation and delivery. **Prerequisite: CAM 845. 3 credits**

856. Biblical Preaching in a Post-Modern World

This course focuses on the nature of biblical preaching in a post-modern world. Focusing on the impact of post-modernism on the culture, students will examine and explore historical biblical criticism, literary criticism and theory, and biblical preaching. **Prerequisite: CAM 845. 3 credits**

857. Preaching in the African-American Tradition

This course explores and examines the particularities and uniqueness of the African-American preaching tradition. Emphasis will be placed on the ways in which, historically and culturally, preaching is done in the African-American tradition.

Prerequisite: CAM 845.

3 credits

858. Preaching the Hebrew Bible in the Christian Church

This course focuses on the adequate role and use of the Hebrew Bible in a Christian context. **Prerequisite:** CAM 845.

3 credits

859. Biblical Preaching in a Multimedia Era

This course will examine the place of preaching in a multimedia era and how preachers can make use of multimedia technology in enhancing their preaching gifts. **Prerequisite:** CAM 845.

3 credits

860. Preaching and Pastoral Care

This course will examine and explore the therapeutic role of the preaching event. Special emphasis will be placed on the role of the preacher as therapist and counselor and designing the sermon as a counseling moment. **Prerequisite:** CAM 845.

3 credits

862. The Pastor as Liberating Communicator

This course deals primarily with the parish minister as a key figure in the interpretation of the Christian faith within the local church and in its transmission to 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. **Prerequisite:** CAM 845.

2 credits

863. Advanced Speaking

Students will study principles of public speaking and practice developing speaking skills. This course is designed to help pastors in their churches and community leadership. Fundamentals of oral communication are stressed. Speeches and discussions on topics related to the minister's work are assigned using outstanding Black ministers and leaders as models. Parliamentary procedure forms a basic portion of the course.

2 credits

864. Directed Study in Homiletics

Students may pursue a specialized area of study. The course will be offered at the discretion of the professor. **Prerequisite:** CAM 845.

2-4 credits

865. 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 M.Div. students who do not pass the Writing Proficiency Examination. The two credits received for this course are not applicable toward the M.Div. or M.A. degree. However, quality points are computed toward the total cumulative average. **2 credits**

WORSHIP (LITURGY)

849. Liturgical Preaching and Worship

This is an advanced seminar for middler and senior students who desire to strengthen their skills in homiletics, planning, and leading worship in the light of the Christian church year and liturgical calendars. Homiletics and worship disciplines are combined 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 845 or CAM 866. 3 credits**

866. Christian Worship

This course is designed to enable students to interpret the meaning of Christian worship from biblical, theological, historical, psychological, and socio-cultural perspectives. African-American worship theory and practice draw upon African, African-American, and Euro-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**

867. 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.C.M. candidates. 3 credits**

868. Directed Study in Worship

2-4 credits

MUSIC

870. Survey of Church Music/Hymnody

This course surveys theories and practices of church music, building upon musical, biblical, historical, theological, and socio-cultural foundations of music in worship (liturgy) in general, and in African-American liturgical experiences in particular. Various forms and styles of hymnody, Spirituals, gospel music, psalmody, chants, and anthems are studied. Denominational hymnals and song collections are examined, and a variety of worship experiences are required in an effort to determine the effect of text, language, and musical styles on faith formation and the spiritual life of worshipping communities. **Required of M.A.C.M. candidates. 3 credits**

871. Music in the Black Church

An in-depth study of the diversity of forms and styles of religious music forged and flamed by African people on the African continent and in the Diaspora. This will include the creative folk traditions, as well as music composed, arranged, and written by individuals for use in religious rituals through the centuries. A comparative analysis will be made of forms and styles of performance practices, and theological themes reflected in the texts. Attention is given to the importance of music in the life and history of a "notoriously religious" African people through the ages and throughout the world. Students will be required to engage in extensive research and writing affirming the rich African heritage, with a view toward publication as a means of facilitating and enhancing church music in the future. **Required of M.A.C.M. candidates; optional for M.A.C.E. 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, and discover the method of writing some of the music heard, as well as 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-adults) and congregational sizes, and in special situations (those differently able physically and mentally), 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, church educators, and committees with oversight of music in the church are examined. **Required of M.A.C.M. 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.C.M. 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**

878. 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 M.A.C.M. candidates and M.Div. music concentration candidates. **Prerequisite: CAM 870 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 M.A.C.M. candidates and M.Div. music concentration candidates. **Requirement: Approval of instructor. 3 credits**

880. Directed Study in Church Music

Opportunities for individual advancement in areas of specific concern and directed research are provided. Students work closely with music faculty and are required to present a scholarly paper and/or a major recital as a result of serious research.

2 -4 credits

881. 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

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 000. Administrative Fee (Maintaining Matriculation)

0 credit

ATA 901. 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 917. 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 The ITC. Either experience must be approved prior to registration by the director of the Doctor of Ministry Program.

6 credits

ATA 925. 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 plans for the identification of topic, project design and dissertation writing.

3 credits

ATA 930. 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 932. 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 934. 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 937. D.Min. Project Design

The course is designed for the student who has completed ATA 901, ATA 917, ATA 925 and twelve credits of the elective courses requirement in the D.Min. program. In consultation with the project/dissertation committee, the student selects a topic of study, submits a project design, completes the necessary qualifying examinations, and obtains approval for the project design. **3 credits**

ATA 938. 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 939. 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 949. D.Min. Directed Study

2-4 credits

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 000. Administrative Fee (Maintaining Matriculation)

0 credit

ATA 421. Family System in Context

The course attempts to place the family system in its context, historically, culturally, and socially. It assumes that in planning programs for their ministry to families and responding to family programs planned and marketed by other, both parish ministers and those specializing in counseling must place the family in context in order to think critically and evaluatively about issues of social and cultural context addressing issues of race, class, and gender. **3 credits**

ATA 434. Exploring the Field of Family Therapy

This survey course explores the various systems of family evaluation and counseling. Special emphasis is upon certain schools of thought with special emphasis on the works of major theorists and clinicians such as Minuchin, Satir, Nagy, Bowen, and Haley.

3 credits

ATA 463. The Development of Modern Pastoral Counseling

The modern history of pastoral counseling is examined, including its roots in theology, psychoanalysis, existential and humanistic psychology. This is a Th.D. core course.

3 credits

ATA 471. Human Being in Context

Theological and psychological theories of personhood are examined to assess their relevance for pastoral counseling. This is a Th.D. core course.

3 credits

ATA 473. Pastoral Assessment, Healing, and Change

The process of assessment, healing, and change is considered from both pastoral and psychological perspectives. This is a Th.D. core course.

3 credits

ATA 475. Pastoral Theological Method

The methodologies of theology and of pastoral care are examined as a means of assisting students in developing a pastoral theological method appropriate to the ministry of pastoral counseling. This is a Th.D. core course.

3 credits

ATA 476. Evaluation and Treatment in Couples Therapy

The seminar explores various treatment modalities of couples therapy and applies them to clinical cases. Models of intervention with couples are compared and contrasted along with comparison and contrast of relationally-defined problems and issues with individual psychopathology.

3 credits

ATA 477. Seminar in Pastoral Supervision

This seminar acquaints students in pastoral supervision and pastoral counseling with the expanding literature of supervision from a variety of disciplines. Students may register for ATA 477a and ATA 477b.

2 credits

ATA 478. Group Therapy: Theory and Process

The course provides a broad overview of group therapy, permitting moment by moment and longer-term conceptualizations of what happens in the therapeutic process, how this affects individuals in the group, and how this effect may be used therapeutically. Students register for ATA478a, ATA478b, and ATA478c. **6 credits**

ATA 479. Family Development through the Life-Cycle

The course is designed to explore a life-cycle perspective on marital and family life. Different phases of family development throughout the life-cycle and their impact on people entering, living in, and leaving the family are explored along with developmental, situational, and nodal (divorce, retirement, and geographical uprooting) crises and events faced by families. **3 credits**

ATA 481. Pastoral Counseling Research Seminar

This seminar focuses on research methodology in pastoral counseling and pastoral theology directed toward the development of the student's doctoral dissertation. The course includes attention to research design, methods, and statistical analysis. At least two semesters of the seminar are required for Th.D. Students register for ATA 481a and ATA 481b as often as needed for a total of 6 credits. **6 credits**

ATA 485. Counseling Practicum

In each term the student engages in two to four hours of counseling per week under supervision. Assigned readings and appropriate didactic materials are included. Students register for the following required courses. **18 credits**

ATA 485a. The Theory and Technique of Individual Counseling

ATA 485b. Assessment and Treatment from the Perspective of Ego Psychology and Object Relations Theory

ATA 485c. Professional Development: Working with Disorders of the Self

ATA 485d. Professional Development: The Therapist's Self

ATA 489. Th.D. Directed Study

These courses are taken at the recommendation of the advisor.

2-4 credits

ATA 478. Group Therapy. This course is designed to provide students with an opportunity to apply their knowledge of group theory and practice in a supervised setting. The course involves the formation of a group of students who meet regularly to discuss and practice group work. The course is designed to provide students with an opportunity to apply their knowledge of group theory and practice in a supervised setting. The course involves the formation of a group of students who meet regularly to discuss and practice group work.


ATA 479. Family Development. This course is designed to provide students with an opportunity to apply their knowledge of family theory and practice in a supervised setting. The course involves the formation of a group of students who meet regularly to discuss and practice family work. The course is designed to provide students with an opportunity to apply their knowledge of family theory and practice in a supervised setting. The course involves the formation of a group of students who meet regularly to discuss and practice family work.

ATA 480. Pastoral Counseling. This course is designed to provide students with an opportunity to apply their knowledge of pastoral counseling theory and practice in a supervised setting. The course involves the formation of a group of students who meet regularly to discuss and practice pastoral counseling work. The course is designed to provide students with an opportunity to apply their knowledge of pastoral counseling theory and practice in a supervised setting. The course involves the formation of a group of students who meet regularly to discuss and practice pastoral counseling work.

ATA 481. Community Development. This course is designed to provide students with an opportunity to apply their knowledge of community development theory and practice in a supervised setting. The course involves the formation of a group of students who meet regularly to discuss and practice community development work. The course is designed to provide students with an opportunity to apply their knowledge of community development theory and practice in a supervised setting. The course involves the formation of a group of students who meet regularly to discuss and practice community development work.

ATA 482. Theological Studies. This course is designed to provide students with an opportunity to apply their knowledge of theological studies theory and practice in a supervised setting. The course involves the formation of a group of students who meet regularly to discuss and practice theological studies work. The course is designed to provide students with an opportunity to apply their knowledge of theological studies theory and practice in a supervised setting. The course involves the formation of a group of students who meet regularly to discuss and practice theological studies work.

ATA 483. Directed Study. This course is designed to provide students with an opportunity to apply their knowledge of directed study theory and practice in a supervised setting. The course involves the formation of a group of students who meet regularly to discuss and practice directed study work. The course is designed to provide students with an opportunity to apply their knowledge of directed study theory and practice in a supervised setting. The course involves the formation of a group of students who meet regularly to discuss and practice directed study work.

A stylized, dark-colored illustration of a church tower on the left side of the page. It features a tall, pointed spire topped with a cross, a gabled roof section with two arched windows, and a circular window near the base. The illustration is composed of solid dark shapes with light-colored outlines.

HONORS AND AWARDS



HONORS AND AWARDS

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 percent of their class in academic standing, and to Middlers in the upper 5 percent 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.

SPECIAL HONORS AND AWARDS

The Faculty Honor Award is given to the M.Div. candidate who has achieved the highest academic record during the 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."

The President's Award for Outstanding Scholarship (*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 the 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 The 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 twenty-four semester credits.

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

The Benjamin E. Mays/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 The 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 (Biblical Studies) faculty to the graduating senior with the most distinguished record of achievement in the area of Hebrew Bible/Old Testament.

The R. C. Briggs Award in New Testament given by the Area I (Biblical Studies) 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 curriculum.

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 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 The 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.

GAMMON THEOLOGICAL SEMINARY ACADEMIC AWARDS

The Bishop L. Scott Allen Scholarship Award is a scholarship grant awarded annually to a Gammon student in the 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 at The ITC. It is awarded only to M.Div. candidates 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 on developing effective skills in communication.

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 awarded 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 ITC.

The Bishop Charles F. Golden Senior Honors Award is given to the United Methodist student who enters the senior year having maintained the highest academic average during the 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 at The ITC through Gammon Theological Seminary from the continent of Africa. This person 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 Hebrew Bible/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 Hebrew Bible/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 or above. The middler must have a current average of 3.50 or above, and the senior must have a cumulative grade point average of 3.50 or above.

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.

The Bishop Alfred L. Norris and Dr. Mackie H. Norris Scholarship is granted to the United Methodist student who is preparing for the pastoral ministry at the local church level, who has a 3.0 or more grade point average (if an entering student); or, a 3.00 grade point average (if a continuing student), who possesses unimpeachable moral character and is actively involved in community life or has a recent history of active involvement.

GAMMON THEOLOGICAL SEMINARY NON-ACADEMIC AWARDS

The Gaylon Arnold Memorial Scholarship is given to the United Methodist junior student whose college undergraduate grade point average, upon admission, was 2.50 or 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 or 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 and must be actively pursuing a degree in that area of the Christian ministry which ultimately leads to 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 African American.

The Bethel United Methodist Church Scholarship to be granted to the United Methodist student(s) of the North Georgia Annual Conference who is (are) preparing for the parish ministry. Recipient(s) must have a grade point average of 2.50 or above.

The Joseph W. Queen Award to be granted to the student-pastor who has maintained the highest scholastic average above 2.50.

The Smith-Taylor Award to be given to the graduating United Methodist student who has shown the most progress and has maintained a cumulative grade point average of 2.50 or above for the three-year period.

The John Arthur Simpson Award is to be granted to the United Methodist senior student who has done more to further ecumenical and interdenominational cooperation on campus, while maintaining a scholastic average of 2.50 or above.

The Odel Cortez Walker Award is to be granted to a second-year United Methodist student who exhibits every intention of completing the required course of study. The student must be totally dedicated to God and show the ability to spread the Gospel through teaching or preaching.

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

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

JOHNSON C. SMITH THEOLOGICAL SEMINARY

Arthur H. George Tuition Award is 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 financially 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 is given to a seminarian who best manifests the qualities of a zest for life-long learning, one who views ministry from a multidisciplinary perspective, and who is devoted in ministry and service to God's people.

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

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

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 Bishop Dewitt A. Burton Scholastic Incentive Award given to the student with the most improved average for the past two semesters.

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 is distinguished 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 Bishop 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 Bishop 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 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, 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 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 who has demonstrated a cooperative and loving spirit for the well-being and upliftment 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 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 middler or senior 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 Ministry and Context.

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 is distinguished academically at the grade level of "B" and above and who has demonstrated integrity in deportment and aptitude for administration.

The Charles J. Sargent Fund shall be awarded each year to a student chosen by the faculty of The ITC 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 is distinguished 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, and who exemplifies an ecumenical spirit in The ITC 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 committed to the parish ministry who demonstrates great potential for being a scholarly pastor with a prophetic imagination, and 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 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 seventy-five miles round-trip to the 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 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.

The Walker Solomon Scholarship, established in memory of Dr. Walker Solomon, a long-time member of the Phillips Board of Trustees, is given to a student from the seventh Episcopal District.

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 African Methodist Episcopal (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.

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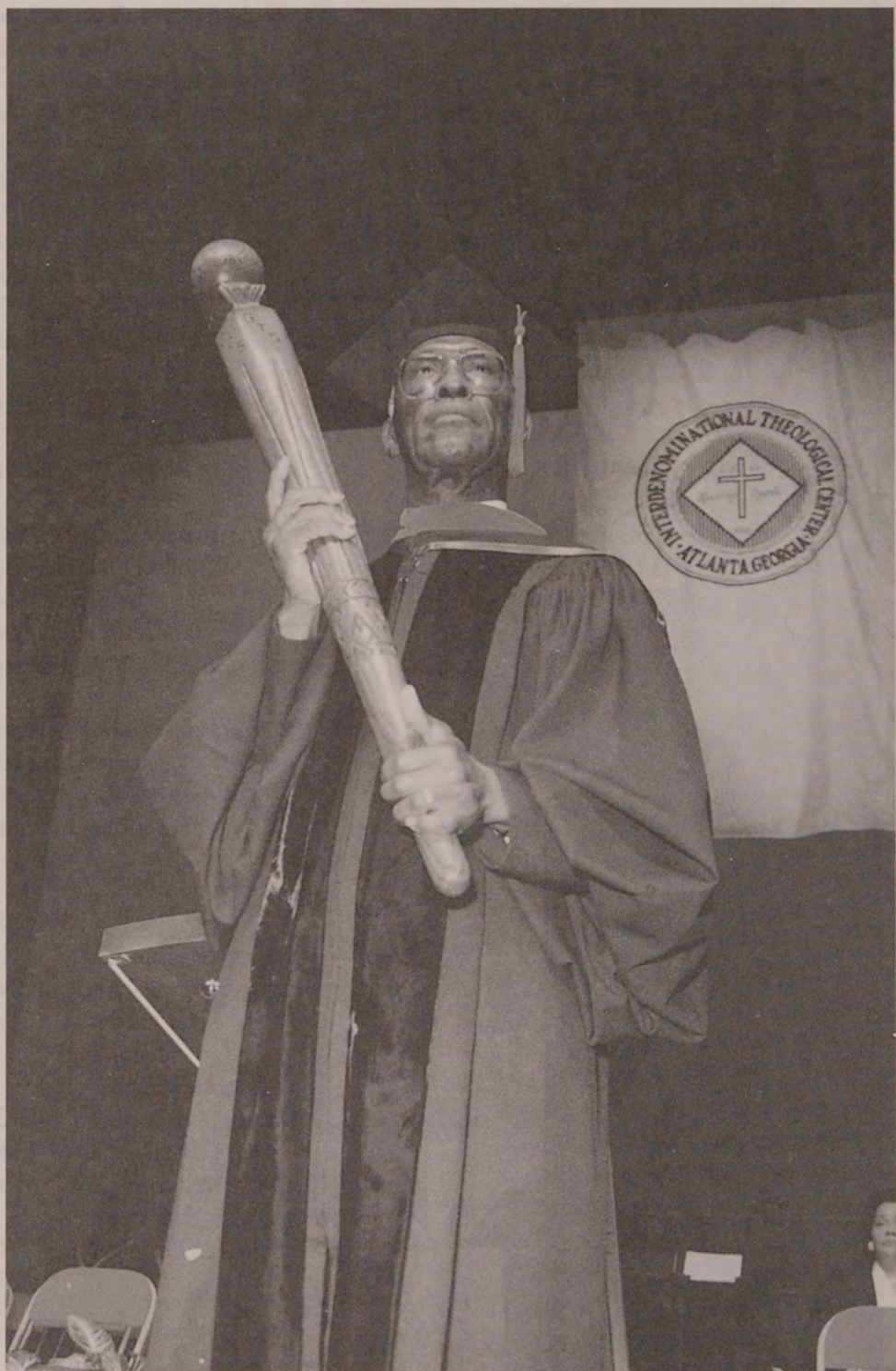
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- Gail Keller** ✓
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Office of Financial Services
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ITC/FaithFactor
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- Yolanda Neville** ✓ Associate Director of Admission
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- L. Kay Pendleton** ✓ Program Associate
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ITC/FaithFactor
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- Dallas Turnipseed Terrell** ✓ Program Associate
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- Denise Blake Thomas** ✓ Associate Director
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Interdenominational Theological Center*
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- Terry F. Walker, Sr.** ✓ Director
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Advancement Research
Ext. 7784
- Cicero Wilson** | Executive Director
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527-5701

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- Roseanna Brannon** ✓
Manager
Office of Human Services
Ext. 7711
- Susie B. Caswell** ✓
Executive Assistant
Continuing Education and Certificate Programs
Ext. 7766
- Calvin Coleman** ✓
Software Support Analyst
Office of Institutional Advancement
Ext. 5264
- Madelyn Greene** ✓
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- Tonya Izzard** ✓
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- Helen S. Johnson** ✓
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Office of Faculty and Support Services
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- Joette Murphy** ✓
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James H. Costen Lifelong Education Center
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- Juliet Osazin** ✓
Manager, Research and Records
Office of Institutional Advancement
Ext. 7767

Caroline Oyuyo ✓ Administrative Coordinator
Office of Admission
Ext. 7790

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Office of Financial Services
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Valerie Tate-Green Coordinator
Office of Student and Community Life
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Eric Thomas Manager
Institutional Facilities
Ext. 6347

Linda Thomas Staff Accountant
Office of Financial Services
Ext. 7723

Victor Wade Printer
Office of Faculty and Support Services
Ext. 7737

Christy Walker Budget/Grant & A/R Accountant
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Ext. 7783

Ronald Whitehurst Information Technology Administrator
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Ext. 5728

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Office of Ministry and Context/
Accreditation Self-Study
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Barbara C. Bilberry Administrative Assistant to the Dean
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Ext. 7768

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- Patricia Carson** Office Assistant/Accounts Payable
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Ext. 5730
- Cardez Chapman** Administrative Assistant to the Dean
Charles H. Mason Theological Seminary
Ext. 7775
- Cecelia Dixon** Administrative Assistant
D. Min. Program
Ext. 7795
- Emmit E. Follins, Jr.** Mail Room Attendant
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Ext. 7716
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Ext. 7719
- Kimberly Hayes** Office Manager
Johnson C. Smith Theological Seminary
Ext. 7781
- Cassandra M. Hill** Administrative Assistant to the Dean
Turner Theological Seminary
527-0080
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Office of Academic Services/Academic Dean
Ext. 7704
- Martha Lewis** Enrollment Certification Assistant
Office of Admission
Ext. 7708

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- Marian McDonald** Administrative Assistant to the President/
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581-0300
- Bessie Miller** Business Manager
Gammon Theological Seminary
581-0302
- Sharon D. Morgan** Accounts Payable/Payroll Coordinator
Office of Financial Services
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- Carolyn E. Riley** Cashier/Customer Service Representative
Office of Financial Services
Ext. 7720
- David Anthony Spencer, Jr.** Housing Director
Morehouse School of Religion
Ext. 7779
- Marian Tunstall** Financial Aid Assistant/Financial Team Support
Office of Financial Services
Ext. 7724
- Magnolia Weaver** Switchboard Operator
Office of Administrative Services
Operator — "0"
- Sallie C. White** Manager, Willis J. King Building
Gammon Theological Seminary
581-0308
- Rose Mary Williamson** Administrative Assistant
Office of the President
Ext. 7702
- Wendy Wingfield** Student Accounts Representative
Office of Financial Services
Ext. 7722

ALUMNI RELATIONS

ALUMNI RELATIONS





Andre Wingfield

ALUMNI RELATIONS

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

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

The Office of Alumni Relations serves a facilitating role between alumni and The ITC, and among alumni through fostering the reciprocal relationships necessary for alumni involvement in the ongoing activities of The ITC and its participation in the continuing personal and professional development of alumni. Through board and committee participation, alumni provide valuable insights into the development of the strategic position their alma mater holds in theological education worldwide. Communications and publications of The ITC endeavor to highlight alumni achievement and share their success stories with broadening publics with interest in and of interest to the Institution.

ITC OFFICE COMPLEX

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Atlanta, Georgia 30314-4143
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Executive Vice President for Academic Services/Academic Dean	Ext. 7704
Director of Admission	Ext. 7790
Registrar	Ext. 7707
Vice President for Financial Services	Ext. 7720

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Counselor/Chaplain	Ext. 7712
Dean of Student and Community Life	Ext. 6337
Director of Black Women in Church and Society	Ext. 7740
Director of Religious Heritage of the African World	Ext. 7753
Student Christian League	Ext. 7755

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ITC/FaithFactor	Ext. 5700
Vice President for Administrative Services	Ext. 7710
Vice President for Institutional Advancement	Ext. 7719
Thomas J. Pugh Pastoral Counseling Center	Ext. 7713
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Director of Continuing Education/Certificate Program	Ext. 7766
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Director of Recruitment	Ext. 7792
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Charles H. Mason Theological Seminary	Ext. 7775
Morehouse School of Religion	Ext. 7777
Phillips School of Theology	Ext. 7768
Johnson C. Smith Theological Seminary	Ext. 7781
Turner Theological Seminary	(404) 581-0080

ROBERT W. WOODRUFF LIBRARY

Theological Librarian	(404) 589-9419
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DINING HALL

Gourmet Food Services, Inc.	(404) 688-2263
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United Protective Service	Ext. 7759
(Voice Activated Pager (404) 746-8488)	

MAINTENANCE

Manager of Institutional Facilities	Ext. 6347
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WEBSITE ADDRESSES

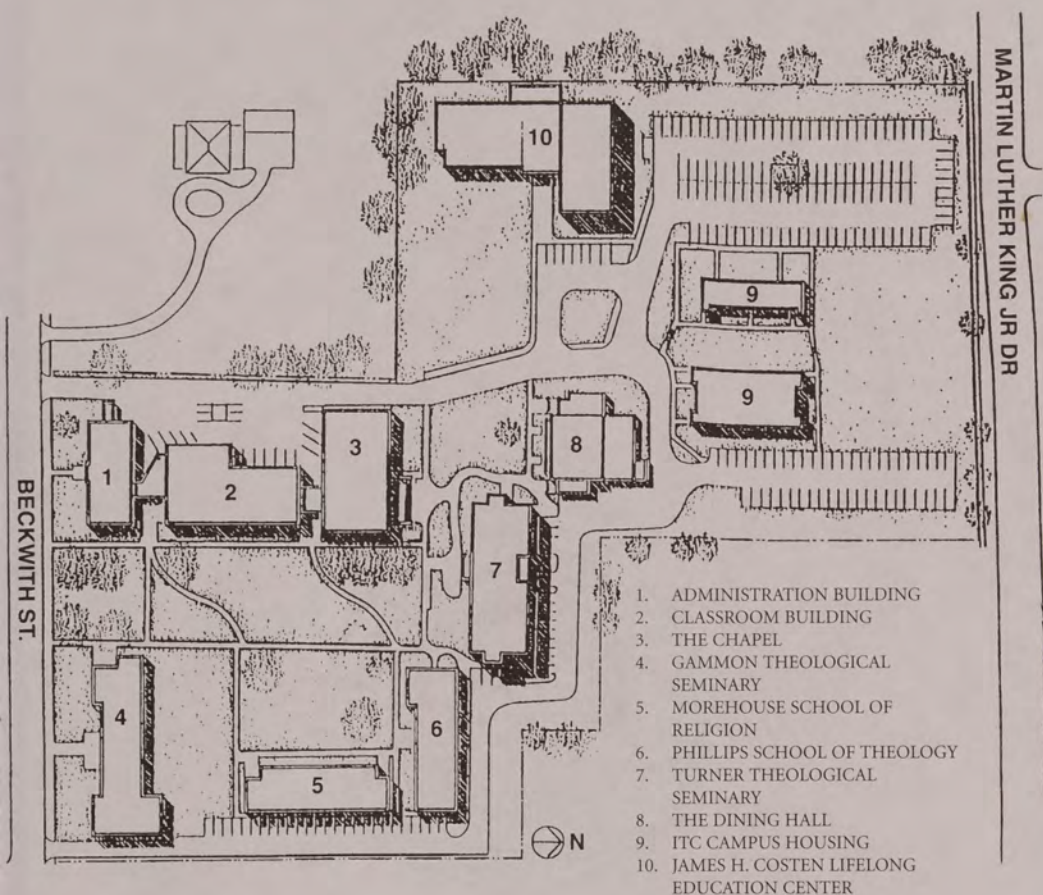
Interdenominational Theological Center: www.itc.edu
ITC/FaithFactor: www.faithfactor.org
Journal of the Interdenominational Theological Center: www.jitc.com
Morehouse School of Religion: www.morehouse.schrel.edu
Religious Heritage of the African World: www.rhaw.org

For information regarding admission to the Interdenominational Theological Center, please contact The ITC, Office of Recruitment: email admissions@itc.edu

OFFICE HOURS

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

THE INTERDENOMINATIONAL THEOLOGICAL CENTER



From the Interstate Highway:

I-75/85 to I-20 West to Exit 19 Ashby Street.
North on Ashby Street to Martin Luther King, Jr. Drive.
Right on Martin Luther King, Jr. Drive to
700 Martin Luther King, Jr. Drive.

From Downtown Atlanta:

West on Martin Luther King, Jr. Drive crossing
Northside Drive (Georgia Dome on the right.)
Left at the third light into the entrance of the main gate
of The ITC at 700 Martin Luther King, Jr. Drive.

THE INTERDENOMINATIONAL THEOLOGICAL CENTER

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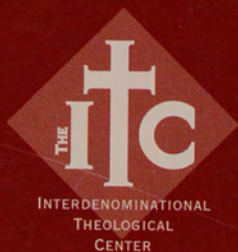
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