# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MERCER UNIVERSITY HANDBOOKS</td>
<td>4</td>
</tr>
<tr>
<td>ACADEMIC CALENDAR 2017-2018</td>
<td>5</td>
</tr>
<tr>
<td>GREETINGS</td>
<td>6</td>
</tr>
<tr>
<td>VISION AND MISSION</td>
<td>7</td>
</tr>
<tr>
<td>ACCREDITATION</td>
<td>7</td>
</tr>
<tr>
<td>FEDERAL DISCLOSURE REQUIREMENTS</td>
<td>8</td>
</tr>
<tr>
<td>MERCER UNIVERSITY’S MISSION</td>
<td>8</td>
</tr>
<tr>
<td>HISTORY OF THE SCHOOL AND FOUNDING PRINCIPLES</td>
<td>9</td>
</tr>
<tr>
<td>STUDENT POLICIES</td>
<td>10</td>
</tr>
<tr>
<td>STUDENT TECHNOLOGY REQUIREMENTS</td>
<td>10</td>
</tr>
<tr>
<td>ADMISSION TO GRADUATE STUDY</td>
<td>11</td>
</tr>
<tr>
<td>ELIGIBILITY, MASTERS LEVEL DEGREE PROGRAMS</td>
<td>11</td>
</tr>
<tr>
<td>ELIGIBILITY, NON-DEGREE PROGRAMS</td>
<td>12</td>
</tr>
<tr>
<td>Audit</td>
<td>12</td>
</tr>
<tr>
<td>Non-Degree for credit</td>
<td>13</td>
</tr>
<tr>
<td>Graduate Certificate in Theological Studies</td>
<td>13</td>
</tr>
<tr>
<td>Graduate Certificate in Christian Social Enterprise</td>
<td>14</td>
</tr>
<tr>
<td>ELIGIBILITY, DOCTOR OF MINISTRY DEGREE PROGRAM</td>
<td>15</td>
</tr>
<tr>
<td>Master of Divinity Equivalency</td>
<td>16</td>
</tr>
<tr>
<td>INTERNATIONAL STUDENTS</td>
<td>17</td>
</tr>
<tr>
<td>BACKGROUND CHECKS</td>
<td>17</td>
</tr>
<tr>
<td>PROOF OF IMMUNIZATIONS</td>
<td>17</td>
</tr>
<tr>
<td>CLASS AUDITING REGULATIONS</td>
<td>18</td>
</tr>
<tr>
<td>READMIT STUDENTS</td>
<td>18</td>
</tr>
<tr>
<td>ADMISSION ON PROBATION</td>
<td>18</td>
</tr>
<tr>
<td>TRANSFER AND TRANSIENT CREDIT</td>
<td>18</td>
</tr>
<tr>
<td>ADVANCED PLACEMENT</td>
<td>19</td>
</tr>
<tr>
<td>REGISTRATION</td>
<td>19</td>
</tr>
<tr>
<td>ONLINE REGISTRATION</td>
<td>19</td>
</tr>
<tr>
<td>CROSS-REGISTRATION</td>
<td>20</td>
</tr>
<tr>
<td>COURSE CHANGES</td>
<td>21</td>
</tr>
<tr>
<td>STUDENT REQUESTS FOR CATALOG EXEMPTION</td>
<td>21</td>
</tr>
<tr>
<td>INDEPENDENT STUDY</td>
<td>21</td>
</tr>
<tr>
<td>COURSE LOAD &amp; MINIMUM HOURS REQUIREMENT</td>
<td>21</td>
</tr>
<tr>
<td>RESIDENCY REUQUIREMENTS</td>
<td>21</td>
</tr>
<tr>
<td>SUITABLE PROGRESS TOWARDS DEGREE COMPLETION</td>
<td>22</td>
</tr>
<tr>
<td>COMPLETION OF DEGREE REQUIREMENTS</td>
<td>22</td>
</tr>
<tr>
<td>PARTICIPATION IN COMMENCEMENT CEREMONIES</td>
<td>23</td>
</tr>
<tr>
<td>MERCER UNIVERSITY CREDIT HOUR POLICY</td>
<td>23</td>
</tr>
<tr>
<td>CLASS ATTENDANCE</td>
<td>25</td>
</tr>
<tr>
<td>INCLUSIVE LANGUAGE POLICY</td>
<td>25</td>
</tr>
<tr>
<td>INTELLECTUAL PROPERTY POLICY</td>
<td>26</td>
</tr>
<tr>
<td>WRITING AND LANGUAGE TUTORING SERVICES</td>
<td>26</td>
</tr>
<tr>
<td>COURSE EVALUATIONS</td>
<td>26</td>
</tr>
</tbody>
</table>
EXAMINATIONS .................................................................................................................. 27
GRADING SYSTEM ............................................................................................................. 27
ABX AND INCOMPLETE POLICY ...................................................................................... 27
REPEATING COURSES ....................................................................................................... 28
ACADEMIC PROBATION ..................................................................................................... 29
M.Div., M.A.C.M., and Non-Degree ................................................................................. 29
D.Min. ............................................................................................................................... 29
WITHDRAWING FROM A COURSE .................................................................................... 29
PERMANENT DISMISSAL ................................................................................................. 29
REQUIRED LEAVE OF ABSENCE .................................................................................... 29
WITHDRAWAL FROM THE MCAFEE SCHOOL OF THEOLOGY ........................................ 30
LEAVE OF ABSENCE ......................................................................................................... 30
Approved Leave of Absence ............................................................................................ 30
Unapproved Leave of Absence .......................................................................................... 30
REFUND AND WITHDRAWAL POLICIES ......................................................................... 31
CHANGE OF DEGREE PROGRAM ..................................................................................... 31
FINANCIAL INFORMATION ............................................................................................... 31
Estimated Student Cost ...................................................................................................... 32
Health Insurance ................................................................................................................ 32
Other Estimated Expenses ............................................................................................... 32
Tuition and Enrollment in Combined Degree Programs .................................................. 32
Scholarships and Grants .................................................................................................... 32
MASTER OF DIVINITY DEGREE ....................................................................................... 34
M.DIV. STUDENT LEARNING OUTCOMES ...................................................................... 35
MASTER OF DIVINITY CURRICULUM TEMPLATE .......................................................... 36
DECLARATION OF TRACK ................................................................................................. 37
M.DIV. TRACK AND COMBINED DEGREE OPTIONS ..................................................... 37
M.Div. Academic Research Track ....................................................................................... 37
M.Div. Business Administration Track .............................................................................. 38
M.Div. Christian Ethics Track ............................................................................................ 38
M.Div. Community Development Track ........................................................................... 38
M.Div. Congregational Ministry Track ............................................................................ 39
M.Div. Global Christianity Track ...................................................................................... 39
M.Div. Pastoral Care Track ............................................................................................... 39
M.Div. Combined Degree Programs ................................................................................ 39
Master of Divinity and Master of Business Administration .............................................. 39
Master of Divinity and Master of Science in Clinical Mental Health Counseling .................. 40
Master of Divinity and Master of Science in Organizational Leadership, Concentration in Nonprofit 41
COMMUNITIES OF LEARNING ......................................................................................... 42
MASTER OF DIVINITY CURRICULUM TEMPLATES ......................................................... 42
Academic Research Track ................................................................................................. 43
Business Administration Track ......................................................................................... 44
Christian Ethics Track ....................................................................................................... 45
Community Development Track ...................................................................................... 46
Congregational Ministry Track ......................................................................................... 47
Global Christianity Track .................................................................................................. 48
Pastoral Care Track ........................................................................................................... 49
Combined M.Div. and M.B.A ........................................................................................... 50
Combined M.Div. and M.S. in Clinical Mental Health Counseling ...................................... 52
Combined M.Div. and M.S. in Organizational Leadership ................................................ 54
MASTER OF ARTS IN CHRISTIAN MINISTRY .................................................................... 56
**MERCER UNIVERSITY HANDBOOKS**

It is the purpose of Mercer University to adhere to the rules and regulations, course offerings, and financial charges as announced in this handbook or in other publications. The University, nevertheless, hereby gives notice that it reserves the right to withdraw any subject, to change its rules affecting the admission and retention of students, or the granting of credit or degrees, or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary.

Attendance at Mercer University is a privilege that may be forfeited by anyone whose conduct is adjudged as not consistent with the traditions, policies, and regulations of the University.

The Mercer University Student Handbook sets forth the major policies and procedures affecting students. Because the University is a dynamic institution, changes are inevitable. This handbook will be revised as new policies and procedures are adopted. The latest edition will supersede all former editions unless stated otherwise in the text.

In addition to the Mercer University Student Handbook, the individual colleges and schools and/or campuses may develop supplemental operating guidelines and procedures. Links to the supplemental student handbooks are located on the Provost’s web site (http://provost.mercer.edu/handbooks/StudentHandbook.cfm).

The provisions of this Mercer University Student Handbook supersede collegiate and campus policies and procedures.

Wherever the University has chosen to adopt policies and principles similar to or incorporating portions of statements of American Association of University Professors or other external bodies, the University reserves the right to interpret such policies or principles for itself and is not bound by external interpretations.

The Cecil B Day Campus Student Handbook is available online: [http://atlstuaffairs.mercer.edu/dean/cecil-b-day-campus-student-handbook.cfm](http://atlstuaffairs.mercer.edu/dean/cecil-b-day-campus-student-handbook.cfm)
ACADEMIC CALENDAR 2017-2018

Fall 2017
New Student Orientation
First Day of Class
Founders Day—Cecil B. Day Auditorium, 11 a.m.
Keynote Speaker – Neville Callam
Drop/Add Period
Community Partners Fellowship, Trustees Dining Room, 4:30-6:30 pm
Labor Day Holiday—University Closed
Discovery Day
Drop/Add Period
Student Advisement for Spring 2018—Meet with Advisor
Priority/Scholarship Admissions Deadline for Spring 2018
Mercer Preaching Consultation – Chattanooga, TN
Keynote Speaker – Brian McLaren
Discovery Day
Association of Theological Schools (ATS) Reaffirmation Site Visit
Last Day for Course Withdrawal
Last Day to Apply for Spring & Summer 2018 Graduation
Mercer Homecoming
Financial Literacy Workshops & Meals, 11:30am & 5:30pm
Early Registration for Spring 2018 Begins
Fall Scholarship Invitational
Admissions Application Deadline for Spring 2018
AAR/SBL Annual Meeting, Boston, MA
Fall Reading Week—No Theology Classes
Thanksgiving Holidays—University Closed
Last Day of Classes
Grades Due
University Closed

Spring 2018
Faculty Workshop
New Student Orientation
First Day of Class
Drop/Add Period
Priority/Scholarship Admissions Deadline for Fall 2018
Martin Luther King, Jr. Holiday—University Closed
Faculty/Staff/Student Retreat, Camp Pinnacle
Wm. L. Self Preaching Lectures
Keynote Speaker – TBA
Board of Visitors
Spring Scholarship Invitational
Student Advisement for Summer and Fall 2018—Meet with Advisor
Spring Reading Week—No Classes
Last Day to Apply for Summer Graduation: March 9
Discovery Day: March 13
**Last Day of Course Withdrawal:** March 22
Good Friday Holiday—University Closed: March 30

**Early Registration for Summer/Fall 2018 Begins**
Financial Literacy Alumni Event: April 7
The Legacy of Walter Rauschenbusch Conference: April 9-11
Discovery Day: April 10

**Last Day of Class**
Grades Due: May 5
Graduate Reception/Commissioning Service: May 8
Commencement, 8:30 am: May 11

**Summer Intensives 2018 (Session I)**
First Day of Class: May 21
**Drop/Add Period**
Memorial Day Holiday—University Closed: May 28
**Last Day of Course Withdrawal**
Regular Admissions Deadline for Fall 2018: June 26
4th of July Holiday—University Closed: July 4
Last Day to Apply for Fall Graduation: July 6
**Last Day of Class**
Grades Due: July 14
Commencement, 8:30 am: July 16

**GREETINGS**
We are delighted that you have chosen to come to McAfee for your theological education. We hope these will be years of challenge and achievement during which you are able to clarify your sense of calling, acquire a rich understanding of the biblical and theological heritage of the church, and master the skills required for effective ministry.

As you pursue your education, be open to learning in multiple ways and contexts. Faculty, fellow students, the library, worship, the local church, opportunities for ministry, community service, and other experiences can all contribute to your learning. Find mentors and make time to give priority to laying a solid theological foundation for your ministry.

You will not learn all you will ever need to know while you are here, but you will lay a foundation, gather and learn to use resources, mold your understanding, define theological perspectives, hone skills, and make friends that will shape your future. Ultimately, we recognize that you are taking an important step in your spiritual pilgrimage, and that the calling that beckons all of us is to grow in the grace and knowledge of God, “until Christ be formed in you” (Gal 4:19).
VISION AND MISSION
McAfee School of Theology at Mercer University forms Christian leaders whose practice and scholarship, empowered by their passion for God and neighbor, change lives and transform communities.

The School accomplishes this mission by:

Integrating spirituality with service
• Practicing spiritual disciplines that nurture us for Christian service
• Embracing ethnic, gender, and theological diversity to enhance our spiritual growth and moral formation
• Creating opportunities to learn in community, experience transformation, and risk action

Integrating theological inquiry with prophetic vision
• Interpreting the story of the Christian faith through sacred scriptures and traditions
• Connecting faith to global contexts in ways that engage personal, communal, and political realities
• Critiquing the structures of our society from an informed prophetic voice

Integrating worship with witness
• Celebrating God’s presence in worship as the source of the Church’s call to community and global transformation
• Reading cultural contexts to create holistic strategies for ministry
• Proclaiming the love of God in Jesus Christ through dialogue and in partnership with others

Vision and Mission Statement adopted by the McAfee Faculty December 16, 2015.

ACCREDITATION
Mercer University is accredited, by the Southern Association of Colleges and Schools Commission on Colleges, to award bachelor’s, master’s, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4501 for questions about the accreditation of Mercer University. The Commission should only be contacted if there is evidence that appears to support an institution’s significant non-compliance with a requirement or standard.

For the most current information on Mercer University’s accrediting bodies, please refer to the catalogs or online at http://oie.mercer.edu/accreditations/accred-list/.

The James & Carolyn McAfee School of Theology at Mercer University is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved:

The Commission on Accrediting of the Association of Theological Schools
in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275 USA

Telephone: (412) 788-6505
Fax: (412) 788-6510
Website: www.ats.edu

Informally, McAfee School of Theology has a strong and significant endorsement from over 200 sustaining churches that have entered into partnership with the School, and the circle of partner churches continues to grow.

FEDERAL DISCLOSURE REQUIREMENTS
Mercer University’s Federal Disclosure Requirements are available on the University web site at http://disclosure.mercer.edu/. This report contains the following information:
Campus Security: Jeanne Clery, Disclosure for Campus Security, campus crime statistics, Campus Sex Crime Prevention Act, and fire safety
Campus Emergency Procedures
Drug and Alcohol Policies
Financial Assistance and Cost of Attendance Information
Health and Safety Information: immunization and missing persons information
Institutional Information: accreditation, characteristics of students, degree programs, degree program improvement plans, disability support services, FERPA information, retention and graduation rates, peer-to-peer file sharing, post-graduate employment information, readmission of veterans, transfer of credit, withdrawal procedures, voter registration, and satisfactory progress standards

Paper copies of these reports are available upon request. Please contact the Office of Institutional Effectiveness by mailing inquiries to:
Office of Institutional Effectiveness
Mercer University
1400 Coleman Avenue
Macon, GA 31207

MERCER UNIVERSITY’S MISSION
Mercer University's mission is to teach, to learn, to create, to discover, to inspire, to empower and to serve.

In fulfilling this mission, the University supports undergraduate, graduate, and professional learning as well as basic research and its application in service to others. As a university committed to excellence and innovation, Mercer challenges members of its community to meet and exceed high standards in their teaching, learning, research, scholarship and service.

Founded by Baptists in 1833, Mercer is an independent university that remains grounded in a tradition that embraces freedom of the mind and spirit, cherishes the equal worth of every individual, and commits to serving the needs of humankind. As a reflection of this heritage:
We encourage our students to discover and develop fully their unique combination of gifts and talents to become leaders who make a positive difference in the world.

We seek to inspire members of our community to live virtuous and meaningful lives by using their gifts and talents to serve the needs of humankind as an expression of their love for God and neighbor.

We seek to enrich the mind and spirit by promoting and facilitating an open and rigorous search for truth and understanding, including an examination of the moral, religious and ethical questions of this and every age.

We affirm and respect the dignity and sacred worth of every person and celebrate both our commonalities and our differences.

**HISTORY OF THE SCHOOL AND FOUNDING PRINCIPLES**

When Jesse Mercer founded Mercer University in 1833, he and other Georgia Baptist leaders envisioned an institution that would provide students with a classical and theological education. Their concern was for young preachers and for members of area Baptist churches. Mercer knew these churches desperately needed pastor-leaders who understood scripture and could clearly articulate their Christian beliefs.

Over the intervening years, the institution begun by Jesse Mercer has developed into a university of far-reaching influence, while remaining committed to an educational environment that embraces the historic Baptist principles of intellectual and religious freedom. Today, more than 8,300 students are enrolled in 12 schools and colleges on campuses in Macon, Atlanta, and Savannah; three medical school sites in Macon, Savannah, and Columbus; and at three Regional Academic Centers around the state.

In recent years, both pastors and students who seriously examined the opportunities for seminary-level training expressed a need for new educational alternatives within the Baptist tradition. After careful consideration of the issues and after an extensive feasibility study, the University’s Board of Trustees in June of 1994 voted to establish a School of Theology.

The McAfee School of Theology at Mercer University partners with the Cooperative Baptist Fellowship and attracts students who have looked critically at the options and who seek a theological education that will best prepare them for ministry in the next century.

Based on Jesse Mercer’s vision, McAfee School of Theology is founded on 10 principles that have guided its inception and will continue to guide its formation and character:

1. The School shall be founded upon the belief that Jesus Christ is the Word of God, the center and focus of faith.

2. The School shall spring from Mercer University’s conviction about its own vocation as an institution, borne and nurtured by Baptists and Baptist churches and committed to undergirding the work and witness of the church as a community of faith.

3. The School shall seek to educate students who are:
   - literate and disciplined in the study of sacred scripture;
   - articulate in understanding the historical and theological issues of faith;
   - effective preachers and interpreters of the Christian gospel;
wise and compassionate in personal and social ministry;
prepared to integrate faith and life in the spiritual formation of congregations.

4. The School shall be devoted to the preparation of men and women who combine the call of God’s spirit with the intellectual gifts, the emotional maturity and the spiritual discipline to become effective and responsible pastors and leaders in ministry.

5. The School shall be inclusive in spirit and practice, affirming the open search for truth, and fostering tolerance for religious and intellectual diversity.

6. By underscoring both scholarly discipline and the experience of ministry, the School shall seek to break through the dichotomy of theory and practice, claiming both reason and compassion, the mind and the heart as gifts of God and conceiving ministry as bringing the sacred to bear upon every dimension of human experience.

7. The School shall hold steadfastly to the high and defining traditions of Baptists, including the priesthood of believers, the separation of church and state, the autonomy of the local congregations as the context for mission and ministry, the centrality of scripture to the life of faith, and the resolve that neither creeds nor human affirmations of faith should stand as tests of orthodoxy.

8. While holding firmly to its high calling and to its specific responsibility for theological education among Baptists, the School shall also accept its responsibility to embrace the whole world as the creation of God and to serve the wider Christian community as the people of God who are called to live out God’s purpose and presence in the world.

9. The School shall embody the historical traditions of Mercer University, valuing both intellectual freedom and the affirmation of faith as the foundations of the University.

10. The School shall serve as a continuing resource to churches, pastors and professionals in ministry for their continuing education and as a reference and placement service for churches, pastors and other church leaders.

STUDENT POLICIES
These policies describe expectations of you as a student. It is your responsibility to familiarize yourself with the information presented in this Student Handbook, the Mercer University, and Cecil B. Day Campus Handbooks, along with the other information available within your specific program of study. McAfee School of Theology reserves the right to make changes to policies and procedures without notice as necessitated by governing authorities or administrative needs.

STUDENT TECHNOLOGY REQUIREMENTS
All McAfee students must have access to a computer with Microsoft Word (or software that can export as a Word document [.doc or .docx]), presentation software (ie. Powerpoint, Keynote, Prezi, etc.), and high-speed internet. Students are required to access, use, and communicate through the following university systems: Mercer email, Canvas, and MyMercer. Students are instructed on these systems at new student orientation. Any additional software or equipment requirements,
including requirements for distance education, will be noted on course schedules and syllabi. Examples might include: a webcam, headphones, additional software, etc.

ADMISSION TO GRADUATE STUDY
All persons who wish to enter one of the graduate programs at Mercer University must submit a formal application to the school that sponsors the desired degree program. Certain basic qualifications must be met for admission to the graduate programs. All programs require that students hold a bachelor’s degree from an accredited college or university with a specified minimum undergraduate grade point average. Graduate admissions tests appropriate to the particular academic program are usually required. Specific requirements for each graduate program are given with the description of that program.

International students must provide a complete record of all previous schooling. This must include secondary schooling showing the dates attended, grades achieved or examinations passed, and rank in class, if available. Official transcripts must be accompanied by a CERTIFIED English translation. Three reference letters, preferably from instructors in the undergraduate school(s) attended, are required, along with a personal vita, which should include all work experience, research study and experience, and professional development objectives. A statement of financial support must be obtained and submitted. Proficiency in English must be established in one of the following ways:

(1) Qualified students who present a score of 215 or above on the TOEFL will be admitted to the University. For students who desire additional language study after being admitted to the University, Mercer University English Language Institute (MUEL) short courses are available in specific skill areas.

(2) Qualified students who present a TOEFL score below 215 or have no TOEFL score may be admitted conditionally contingent upon their successful completion of Mercer University English Language Institute (MUEL). With the permission of the academic advisor, MUEL students may register for up to 6 credit hours while completing the upper levels of MUEL.

ADMISSION TO MCAFEE SCHOOL OF THEOLOGY DEGREE PROGRAMS
The admissions requirements are designed to identify qualified students who have the ability to complete a program successfully.

Eligibility, Masters Level Degree Programs
Master of Divinity and Master of Arts in Christian Ministry Programs
The McAfee School of Theology seeks women and men who combine the call of God’s spirit with the intellectual gifts, the emotional maturity, and the spiritual discipline to become effective and responsible leaders in Christian ministry. Candidates for admission may be upcoming or recent graduates of a regionally accredited undergraduate institution, or they may be college graduates who have been active in their church and community for many years. Bi-vocational ministers who want to enhance their theological education are also encouraged to apply for admission.

Successful applicants will complete and submit the following application materials to the McAfee School of Theology Admissions Office:

- Biographical Information
• Resume - (Including Church Positions and Service, Secular Occupations, Community Involvement, Academic Honors, and Research, Civic, or Leadership Awards)
• Official Transcripts from all higher educational institutions previously attended
• Background check*
• $50.00 application fee
• Autobiographical essay - (In 1200-1500 words speak to the following four questions: Give an account of your Christian pilgrimage. Tell the story of your personal commitment and call to ministry. What factors have led you to apply to McAfee School of Theology for your theological training? What are your ministry goals (the kind of ministries you envision for yourself)?)
• Three Letters of Recommendation (one from each of the following):
  o Pastor/Church Leader
  o Professor / Supervisor
  o Professor / Supervisor
• Writing Sample of 500-750 words (may be an excerpt) of an academic paper on any topic. Please include bibliography and in text citations or footnotes.
• Admissions Interview as needed.

A minimum grade point average of 2.75 overall and 3.0 in a student's major is normally required. In certain cases, a student may be admitted on probation if the student has admission deficiencies; such a student will have one semester to remove any remaining admission requirements in order to remain in the Masters degree program. The dean gives final approval for admission.

GRE or MAT scores are accepted but not required for admission to Masters-level programs, unless you are seeking to participate in the Academic Research Track, the GRE is required for those students.

Eligibility, Non-Degree Programs
Applicants who wish to enroll in one or more Masters level courses at McAfee School of Theology without pursuing a degree may apply to take classes by (1) auditing a class, (2) enrolling as a non-degree for credit student, or (3) enrolling in the Graduate Certificate for Theological Studies Program (for credit).

Audit
Applicants wishing to audit a class must complete the audit application and be officially registered as audit students. Audit students do not take exams or submit work and they do not receive grades or academic credit. Limited classes are available for auditing and only as space allows.

The audit fee for courses at McAfee is $50.00 per credit hour, with most courses set at 3 hours/$150.00 per course. There is also a facility/technology fee per semester charged as follows: 1 – 8 credit hours = $17 per credit hour; 9 or more credit hours = $150.00
Non-Degree for credit
Applicants who wish to enroll in one or more Masters level courses at McAfee School of Theology without pursuing a degree but wish to receive academic credit should apply as a non-degree for credit student. Non-degree for credit students complete the same required course work and hours as degree seeking students for a required course.

Applicants must have met the individual course prerequisite requirement(s). If the applicant wishes to apply to a degree program in the future, courses taken as a non-degree student will be evaluated according to the requirements of the curriculum that is current at the time of application.

Eligibility and Requirements:
• Biographical Information
• Official Transcripts from the undergraduate institution from which you received your Bachelors degree
• Background Check (cost of $31.75)
• Application Fee

Costs:
• Tuition $420 per credit hour
• Facility/technology fee per semester charged as follows: 1 – 8 credit hours = $17 per credit hour; 9 or more credit hours = $150.00

Graduate Certificate in Theological Studies
Designed for professionals and dedicated laity with a deep yearning for thoughtful theological reflection, this non-degree, for credit graduate certificate program provides theological literacy for transformational leaders.

Applicants must have a regionally accredited bachelor's degree with a liberal arts core or proof of an equivalent degree from a foreign university with at least a 2.75 GPA. Applicants will submit an application, application fee, an official undergraduate transcript, and a background check.

Eligibility and Requirements:
• Biographical Information
• Official Transcripts from the undergraduate institution from which you received your Bachelors degree
• Background Check (cost of $31.75)
• Application Fee

Costs:
• Tuition $420 per credit hour
• Facility/technology fee per semester charged as follows: 1 – 8 credit hours = $17 per credit hour; 9 or more credit hours = $150.00

Students in the Graduate Certificate Program are not eligible for federal financial aid, merit based scholarships, or other School grants or aid. Students may not cross-register for courses at other
institutions, nor will transfer credit outside of McAfee School of Theology be accepted. Many courses are available both online and face-to-face. Students may register for one to four classes per term. Students must complete the certificate program within six years.

Current students in the Graduate Certificate Program, as well as graduates of the program, may choose to apply to a Master’s level degree program. Applicants are required to complete the entire admissions process and submit all required materials. Courses taken at McAfee under the certificate program will be carried over into the appropriate Master’s program, if requested.

McAfee School of Theology students in a degree-seeking Master’s level program may choose to apply to the Graduate Certificate Program. Courses taken at McAfee under a degree-seeking program may be applied to the Graduate Certificate Program, as long as the student did not receive merit based scholarship funding or federal financial aid for that course.

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<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Classics of Christian Devotion</td>
<td>THSP 701</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Old Testament</td>
<td>THOT 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in New Testament</td>
<td>THNT 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Church History</td>
<td>THCH 500</td>
<td>3</td>
</tr>
<tr>
<td>Models of Moral Leadership</td>
<td>THET 501</td>
<td>3</td>
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<td><strong>Total Required Hours:</strong></td>
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<td><strong>24</strong></td>
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**Graduate Certificate in Christian Social Enterprise**

The Graduate Certificate in Christian Social Enterprise is a 9-credits, immersion intensive program. It consists of three (3 credit hour) courses: Theology of Christian Social Enterprise, Theory of Social Change, and The Business of Social Enterprise. The certificate is project-based, involving immersion in real-world contexts, interaction with real social enterprises, entrepreneurs and investors, guest speakers and lectures, and culminating in team projects. Students are required to do both pre-work (reading and reflection) and post-work (a mentor-led team-based project) as part of the coursework. Course meetings consist of classroom time, field immersions, project work, guest lectures and outings. The program is cohort-based, highly experiential, competence-development focused, and uses adaptive learning methodologies.

Through immersive experiences in real-world contexts, students will identify, as a class, one concrete social problem that demands innovative solutions. In project teams of three or four, students utilize human-centered-design to empathize, define, ideate, prototype, and test solutions. Each team will then choose an idea and by the end of the certificate, develop this idea into a potential startup venture with a logical and viable business model, a clearly articulated kingdom mission and vision, a well-articulated social impact aim with an assessment mechanism to measure it, a minimally viable proof of concept and a marketing plan. This final project will begin during the coursework but continue beyond the intensive as teams work with their mentor and then gather again a month later for a "pitch event" in which the teams will have the opportunity to pitch their ventures to a group of real impact investors, social enterprise attorneys, entrepreneurs, seasoned ministry practitioners, and pastors.
Applicants must have a regionally accredited bachelor's degree with a liberal arts core or proof of an equivalent degree from a foreign university with at least a 2.75 GPA. Applicants will submit an application, application fee, required essay, an official undergraduate transcript, and a background check to the McAfee School of Theology Admissions Office. In addition, prospective students are required to pitch a social enterprise idea to the selection committee composed of faculty and staff from McAfee School of Theology and CenterForm who are working directly with the Certificate Program. It is expected that any student admitted into the program will have significant experience in a related field, such as business, community development, or non-profit management.

**Eligibility, Doctor of Ministry Degree Program**

The Doctor of Ministry Committee of the faculty grants admission to the Doctor of Ministry degree program. Decisions are based on the total profile of the applicant, including an analysis of the applicant’s writing ability, as seen in the admission essays; quality of recommendations; grade point averages of academic work; standardized test scores; and the nature and extent of the applicant’s ministry experience.

Successful applicants will complete and submit the following application materials to the McAfee School of Theology Admissions Office:

- Official transcripts from all higher education institutions previously attended. A grade point average of 3.25 from all master’s degree study in theology is preferred. Applicants must have completed a Master of Divinity degree (or a master’s degree with a 72 hour M.Div. equivalence) from a school fully accredited by a regional accrediting agency recognized by the Council for Higher Education Accreditation (or a recognized international accrediting organization). Applicants are expected to have served in full-time ministry for at least three years following receipt of the master’s degree.
- A description of roles and responsibilities in active ministry in which the applicant can complete meaningful research integrating biblical, theological, and pastoral insights into the practice of specific ministry. Most applicants must have been engaged in active ministry for at least three years following receipt of an acceptable master's degree in theology (a limited number of highly qualified applications with ministry experience completed prior to completion of the degree may be accepted).
- If English is a second language, an official TOEFL score of 79 IBT (internet based TOEFL), 215 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS is required.
- Three reference documents, located in the application materials, completed by selected leaders in which assessment is made of the applicant’s ministerial practice.
- Brief, written career assessment describing the applicant’s, educational history, ministry experience, ministry competencies, sense of call, goals for D.Min. study, theological self-reflection, and a general area of research interest for a Project Thesis.
- Writing Sample of 500-750 words (may be an excerpt) of an academic paper from a theological graduate course. Please include bibliography and in text citations or footnotes.
- Background check.
• An on-site or telephone interview arranged by the D.Min. office with a faculty member or the Associate Dean.

The McAfee School of Theology Doctor of Ministry Program will consider transfer credit on a case-by-case basis, up to a maximum of ten hours.

Complete the Application for Admission and return it with a check for $50.00, made payable to "McAfee School of Theology." This is a non-refundable application fee. The Doctor of Ministry committee of the faculty serves as the Admissions Committee for the program. All applicants are reviewed on the basis of a total profile of the applicant. No one expectation will eliminate an applicant from consideration.

Upon action by the committee, the Associate Dean will send a letter notifying the applicant of its decision. At that point, the admitted student must provide to the Doctor of Ministry office documentation of approval and a Covenant of Support for participation in the program from the student’s place of ministry.

Each admitted student must also complete a University Health form prior to registration, as well as submit to a criminal background check

**Master of Divinity Equivalency**
McAfee School of Theology uses the following template to determine additional courses for an applicant who has completed a master's degree from a school fully accredited by a regional accrediting agency recognized by the Council for Higher Education Accreditation (or a recognized international accrediting organization) to qualify for M.Div. equivalency for admission to the Doctor of Ministry program.

To be considered for M.Div. equivalency in the Doctor of Ministry program an applicant must have earned a total of 72 master's-level semester hours. Additionally, instruction in the following areas must constitute part of the 72 hours. While it is desirable such hours be completed at McAfee School of Theology, M.Div. courses completed at an accredited ATS school may be transferred to complete the equivalency. To apply to McAfee for non-degree, for credit classes, please refer to the “Eligibility, Non-Degree Programs” section of the Student Handbook.

**BIBLICAL STUDIES**
Old Testament—3 hours (one course)
New Testament—3 hours (one course)

**HISTORICAL/THEOLOGICAL STUDIES**
Theology—6 hours (two courses)
Church History—3 hours (one course)
Ethics—3 hours (one course)

**MINISTRY STUDIES**
Spiritual Formation—2 hours (one course)
Pastoral Care—3 hours (one course)
Preaching/Worship—3 hours (one course)
Missions/Evangelism—3 hours (one course)
Faith Development/Christian Education—3 hours (one course)
Mentoring/Supervised Ministry/ Clinical Pastoral Education/ Leadership—3 hours (one course)

**International Students**
All international students must meet the specific eligibility requirements for the degree program to which they are applying.

Qualified students whose native language is not English must show proficiency by scoring a minimum of 550 Paper Based Test (PBT), 215 Computer Based Test (CBT) or 79 on the internet Bastd Test (iBT) otherwise known as the Test of English as a Foreign Language (TOEFL) of ELS Level 109.

An I-20 form is issued to all accepted and approved international applicants upon receipt of the Declaration of Finances. This form is used to obtain the F-1 visa. Those students who want to be considered for a tuition grant should have their application complete and I-20 issued by January 15 for the following Fall semester.

**Background Checks**
In order to fulfill contracts with our seminary partners, McAfee School of Theology requires that all McAfee applications undergo a criminal background check. Admission into McAfee is pending receipt of a background check report from CastleBranch. Applicants are responsible for ordering and purchasing their own background check directly online. Each applicant must authorize McAfee School of Theology to obtain a background check in order to satisfy the admission requirements. The only exclusion to the background check will be special exceptions made for International Students who are in the process of obtaining, or have obtained the F-1 visa. This exception is monitored by the Admissions Office, which has the right to administer the exemption as necessary. Failure to undergo the background check will result in exclusion from admission consideration. If criminal behavior is detected in the background check, the student may not be admitted to McAfee School of Theology. Students may appeal the decision and will have the opportunity to present information to dispute the background check.

**Proof of Immunizations**
Each student must complete the required Mercer University health document prior to matriculation. Health forms will be distributed to accepted students (see University Immunization policy).

**CLASS AUDITING REGULATIONS**
The McAfee School of Theology encourages and welcomes those who wish to audit courses. No paper assignments or examinations will be required or graded. The fee for auditing a class $150, plus fees. Current students enrolled for nine or more hours may audit one class for free per semester. Courses that have been audited cannot be later established on a student's record by examination-for-credit, and, if the student wishes to change an audit course to credit, he or she must do so by that semester's add/drop deadline. The dean gives final approval for permission to audit courses. For more information on eligibility and application, please see “Eligibility, Non-Degree Programs.”
READMIT STUDENTS
Students who withdrew from the University voluntarily and wish to re-enter the University after an absence of more than one calendar year may seek readmission.

The student must be in good standing with the University and have a cumulative grade point average of 2.5 or higher. Readmission should be requested at least four weeks prior to the date of anticipated enrollment. The following materials must be submitted to the Registrar’s Office:

1. A completed application for readmission. There is no readmission fee.

2. Official transcripts of any college-level work completed at other institutions since leaving Mercer University.

3. A completed questionnaire detailing reasons for the student’s absence and plan for completing the degree.

All McAfee School of Theology students, as well as any student applying for readmission with less than 2.5 cumulative grade point average and not in good standing with the University, are required to request readmission in writing addressed to the Dean of the School of Theology. The letter and application form should be submitted at least four weeks prior to the date of anticipated enrollment.

Students who leave the University, and are not enrolled for three consecutive semesters, must fulfill the Catalog requirements in force at the time of re-enrollment, including time limits on degree completion. Files are purged five years from the last date of attendance. Students who seek readmission after that time, and have attended other institutions during that interim, must secure new transcripts from those institutions.

ADMISSION ON PROBATION
(M.Div. and M.A.C.M. Degree programs only)
If a student was admitted on probation and earns a 2.5 or better during the first semester, he or she will be sent a letter from the Dean removing them from probationary status. If the student was admitted on probation and does not earn a 2.5 or better during the first semester, he or she will be dismissed from the program.

TRANSFER and TRANSIENT CREDIT
Students may receive credit for courses taken at another institution as either transfer or transient credit. The number of hours accepted as transfer and transient credit will be assessed on a case-by-case basis and in no instance may exceed 27 credit hours for the M.Div degree, 15 credit hours for the M.A.C.M. degree, and 10 credit hours for the D.Min. degree. Credit for transfer or transient courses may be awarded under the following conditions: (1) courses for the theological core were taken at a school that is both ATS and regionally accredited; (2) the courses were masters level courses, applicable to a masters degree for the M.Div. or M.A.C.M programs or doctoral level for the D.Min. program; (3) grades of at least B were received in the courses, and (4) the courses fall within the maximum time limit for degree completion. Transfer credit is monitored by the Associate Dean for Masters Programs. Course taken as cross-registration through ARCHE and ATA are included in the maximum allowed transfer credits.
ADVANCED PLACEMENT
(M.Div. and M.A.C.M. Degree programs only)
Should a student desire to place out of a foundation course in the M.A.C.M or M.Div. Degree programs, he/she will contact a faculty member in the relevant area to schedule an interview. The student must bring syllabi and papers from previous courses to the interview for evaluation by the professor. It is recommended that the student will have taken at least two courses in the area with grades of B+ or better, and demonstrate a foundational knowledge of the topic. If the professor approves the advanced placement, he/she will fill out a form and submit it to the Assistant to the Dean. Advanced placement must be requested within a student’s first 30 hours.

REGISTRATION
Registration is required for admission to any class. The University requires all students to have a clear financial account, which includes paying all library and parking fines before registering. Students should consult the catalog for any prerequisites and special requirements for registration for specific courses.

Completing the registration process commits a student to the courses requested and to the corresponding fees and charges incurred. IMPORTANT: to cancel registration at any point, a student must notify the Registrar’s Office in writing before classes begin if s/he will be unable to attend any or all of the classes for which s/he is registered. If the appropriate official form is not completed, a grade of “F” or “FQ” may be assigned, if the student does not attend class. Non-attendance and/or non-payment do not constitute official schedule change, withdrawal, or term withdrawal.

McAfee School of Theology students may obtain course schedules online at the McAfee School of Theology website or from the Registrar’s Office. McAfee School of Theology students may register for classes online. Please make an appointment with your advisor prior to early registration to discuss your schedule. Your faculty advisor is listed in My Mercer.

ONLINE REGISTRATION
Once you have logged on to My Mercer, go to “Academics” found along the left side bar and click on “Online Registration” or click directly on “Online Registration” found in the upper left-hand corner of your Mercer home page.
Section I: How to Register for Classes
Click on “Begin/Modify Online Registration”

This screen will default to a list of required courses. You can change the display to elective courses by clicking on “elective” in the drop down menu under “Course Search.” (Language courses are listed under electives).
1) Click on the + sign to the left of the course, then click on the green select button under “Add.”
2) Once you have selected all of your courses, click on “Proceed to Final Step.”
3) Click “Register/Drop” to complete the process.

Section II: How to Drop Classes
Go to “Academics”
Click on “Online Registration”
Click on “Modify Online Registration”
Under “Selected Courses”: 
1) Click on the minus sign beside the course or courses you wish to drop  
2) Select “Course Change Status Reason”  
3) Click “Proceed to Final Step”  
4) Click “Register/Drop”

System will then display “Courses Not Registered.” Verify courses dropped. 
Click “Register/Drop” to complete the process. 
You are now registered. Double-check everything and be sure all classes, dates, times, and locations are correct. It helps to log out and log back in to be sure everything went through correctly.

If you are on ‘Hold’ for any reason, you will not be able to access the Registration Module. You are encouraged to verify your status by clicking on ‘Registration Status’ from the Administrative Services menu.

**CROSS-REGISTRATION**

The McAfee School of Theology allows for up to four elective courses to be taken by Masters degree students at member institutions of the Atlanta Regional Consortium for Higher Education (ARCHE) or Atlanta Theological Association (ATA) under the cross-registration arrangement of the Center provided they meet the academic requirements of the Center agreement. Courses completed at non-Mercer institutions, including ARCHE and ATA schools, are counted as transfer credit.

Please consult the Transfer Credit Policy for your degree program and consult with the Associate Dean for Masters Studies to determine those courses that will apply to your degree program.

Students who wish to cross-register must proceed as follows:

1. Obtain a University Center Cross Registration Form from the Registrar’s Office or the McAfee School of Theology website.

2. Fill out the Cross-Registration Form completely. The form requires the signature of the Associate Dean of the McAfee School of Theology and the Coordinator of Cross-Registration.

3. Check the calendar on the Cross-Registration form for the dates by which the cross registration form needs to be processed.

4. A student must be enrolled in a course at Mercer University to cross-register. The student will pay the tuition of Mercer for the course taken at the other institution. The refund policy applies if a student is unable to register at the host institution or if the student withdraws from the course.

5. The form will be sent to the host school for processing. Registration will be on a space available basis and upon approval of the host institution. Communication from the host institution will specify the time and date on which the student must register.

6. All regulations, policies, and procedures of a host institution apply to the cross registered student while enrolled there.

7. Students must complete a new Cross-Registration Form for any subsequent term in which they wish to participate in the Cross-Registration Program.
As a cross-registration student, you are graded according to the academic standards and grading practices of the host institution. Upon completion of the course, the cross registration coordinator of the host institution shall ensure that your transcript is sent to the cross registration coordinator of your home institution for inclusion on your official transcript.

**COURSE CHANGES**
Course changes (dropping and/or adding courses) must be done on or before dates specified in the calendar of the current academic *Catalog*.

To change courses during this period, a student must complete a Course Change Request form (available at the Registrar’s Office), securing the advisor’s signature, if required, and the appropriate date stamp of the Registrar’s Office. Courses dropped during this change period will not appear on the student’s grade report or permanent record. When a course is canceled, the students enrolled in the canceled course must go to the Registrar’s Office and complete a Course Change Request form.

**STUDENT REQUESTS FOR CATALOG EXEMPTION**
All student requests must be submitted in writing, along with the proper forms, to the Office of the Associate Dean no later than the first Wednesday of the month.

**INDEPENDENT STUDY**
(M.Div. and M.A.C.M. Degree programs only)
Should a student desire to take an independent study, he/she must submit a letter of request to the Associate Dean of Masters Programs, a preliminary syllabus that demonstrates how contact hour requirements will be met, and approval of the supervising professor. Final approval will be made by the appropriate Degree Program Committee. MDiv students will be limited to a maximum of 9 hours for independent studies and guided research. MA students will be limited to a maximum of 6 hours. This includes thesis writing and research and design.

Faculty members are limited to one independent study per academic year, in addition to regular teaching load. An independent study will count toward the faculty supervising load during that semester.

**COURSE LOAD & MINIMUM HOURS REQUIREMENT**
The normal academic load for the fall and spring semesters is 12-15 credit hours per semester for Masters students and 1-4 hours for D.Min. students. Masters students are considered to be full-time for purposes of Financial Aid if they are enrolled in nine hours of coursework per semester. D.Min. students are considered to be full-time for purposes of Financial Aid if they are enrolled in three hours of coursework per semester. Students may take 16 or more hours per semester only with prior approval of the Associate Dean of the McAfee School of Theology.

**RESIDENCY REQUIREMENTS**
Students in the traditional M.Div. and M.A.C.M. degree programs must complete at least 1/3 of their course credits in residence. M.Div. students must complete at least 10 classes (30 hours) on campus. Traditional (non online cohort) M.A.C.M. students must complete at least 6 classes (18 hours) on campus.
SUITABLE PROGRESS TOWARDS DEGREE COMPLETION
Students are expected to make satisfactory progress towards their degree completion.

Master of Arts in Christian Ministry students must complete a minimum of 24 hours by the end of their third year.

Master of Divinity degree students must complete a minimum of 30 hours by the end of their third year and 60 hours by the end of their sixth year.

Doctor of Ministry students must complete a minimum of 26 hours by the end of their fifth year. Students who do not demonstrate satisfactory progress by completing the minimum requirements may be asked to withdraw from the degree program.

COMPLETION OF DEGREE REQUIREMENTS
A minimum career grade point average of 2.5 (C+) for M.A.C.M and M.Div. students and 3.0 (B) for D.Min. students is required for graduation.

A student in the Master of Arts in Christian Ministry degree program must complete all degree requirements within a six-year period. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

A student in the Master of Divinity degree program must complete all degree requirements within an eight-year period. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred.

A student in the Doctor of Ministry degree program must complete all degree requirements within a six-year period. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

Students who are not enrolled for more than one calendar year must re-apply for admission and are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment. Students who previously attended any of the Mercer campuses and wish to re-enter the University after an absence of more than one calendar year must file for readmission at the Registrar's Office. The student must be in good standing with the University and have a cumulative grade point average of at least 2.0 as an undergraduate or 3.0 as a graduate or professional student. Readmission should be requested at least four weeks prior to the date of anticipated enrollment. The following materials must be submitted to the Registrar's Office:

1. A completed application for readmission. There is no fee.
2. Official transcripts of any college-level work completed at other institutions since leaving Mercer.

Students applying for readmission with less than a 2.0 cumulative grade point average as undergraduates or a 3.0 as graduate or professional students are required to submit a written request to the dean of the school of their prior enrollment. The letter and application form should be submitted at least four weeks prior to the date of anticipated enrollment.

Generally, readmitted students are permitted to graduate from the University according to the degree requirements set forth in the catalog under which they originally enrolled. However, students who
leave the University and are not enrolled for three consecutive years must fulfill the catalog requirements in force at the time of re-enrollment.

Files are purged five years from the last date of attendance. Students who seek readmission after that time, and have attended other institutions, must secure new transcripts from those institutions.

PARTICIPATION IN COMMENCEMENT CEREMONIES
Participation in the graduation ceremony does not necessarily represent conferral of the degree. Degrees are awarded at the ends of terms in which all degree requirements are met. Students may participate in only one ceremony for each degree sought.

Students must meet all degree requirements (including the minimum graduation requirements for cumulative grade-point averages) in order to participate in the Commissioning Service and Commencement ceremony.

MERCER UNIVERSITY CREDIT HOUR POLICY

Purpose and Scope of the Policy
This policy defines the credit hour at Mercer University in accordance with federal Program Integrity Regulations and requirements of the Southern Association of Colleges and Schools Commission on Colleges. The credit hour policy applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit regardless of the mode of delivery. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

Federal Definition of a Credit Hour
For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonable approximates

Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Mercer Credit Hour Policy
Mercer University adheres to the Carnegie unit for contact time: 750 minutes of classroom or direct faculty instruction and a minimum of 1500 minutes of out-of-class student work for each credit awarded. Mercer defines a class hour as 50 minutes. The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course, whether it is fully online, a hybrid of face-to-face contact with some content delivered by electronic means, or one delivered in lecture or seminar format.
Guidelines for the Implementation of Mercer’s Credit Hour Policy

Traditionally-delivered (face-to-face) courses on the 15-week semester: A 3-hour course must have 2250 minutes of classroom instruction. (Law classes meet for 180 minutes each week for a 14-week semester).

Condensed courses: Classes meeting on an accelerated schedule will have the same number of instructional minutes (2250 for a 3-hour class) as those taught in the 15-week semester. Courses taught during the 8-week sessions will be scheduled for 285 minutes each week. A faculty member who, with requisite approval by the dean’s office, wishes to move some of the required direct instructional time to a web-based environment or to another out-of-class experience for pedagogical reasons must clearly delineate in the syllabus the additional out-of-class experiences that will substitute for in-class instruction. Such experiences must exceed assignments required for the fully face-to-face version of the course in order to count toward direct instructional time and must be required, structured, and faculty-directed. Faculty are responsible for designing their courses to ensure the required number of direct instructional minutes each week, as well as the expected additional student preparatory work (two hours for each hour of direct instruction). Deans’ offices are responsible for reviewing and monitoring any proposed deviations from the regular face-to-face class schedule.

Hybrid or Online Courses: A course that is delivered partially or fully online must meet the same requirements of 750 minutes of direct instruction and 1500 minutes of student work per credit hour. Faculty teaching online or hybrid courses must account for 37.5 hours (2250 minutes) of direct instructional time for each 3-credit hour course. The syllabus must clearly delineate direct instructional activities, as well as any required synchronous activities required outside class session times indicated in the schedule. Courses carrying the same course number that are offered both face-to-face and hybrid/online must meet the same learning objectives, be organized around the same or comparable learning activities, and be assessed by similar, comparable assessments.

Activities that count toward direct instructional time include the following:

- In-class instruction
- In-class tests/quizzes
- In-class student presentations
- Online lectures/instruction (synchronous or asynchronous)
- Virtual synchronous class meetings
- Case studies
- Group Wiki projects
- Video presentations
- Journal/Blog writing
- Chat rooms
- Discussion boards
- Field trips (including virtual)
- Online tests/quizzes
- Video conferencing
- Virtual labs
- Online content modules
- Service learning
- Group or team-based activities
Podcasts

**Thesis/dissertation and Independent Study courses:** Courses where students are working on independent projects, such as in thesis/dissertation hours and independent studies, will conform to the standard minimum of 150 minutes of student work per week over a 15-week semester or the equivalent amount of work distributed over a different period of time for each credit hour awarded. Laboratory classes: One credit hour is assigned for 100 minutes or more of laboratory work per week throughout a 15-week semester.

**Studio classes:** Studio classes conform to the 750 minutes per semester for 1 credit hour requirement described above.

**Performance/Recital/Ensemble:** In accordance with the National Association of Schools of Music recommendations, 1 credit hour of ensemble work or applied music lessons represents a minimum of 3 hours of practice each week, on average, for a period of 15 weeks, plus the necessary individual instruction as defined by the major subject.

**Internships, Clinical experiences, Student Teaching:** Such experiential, field-based courses require a minimum of 3 hours of student work per week over the 15-week semester for each credit hour awarded. Student work includes clock hours at the field site and meetings with supervisors, as well as outside preparation and assignments. Programs may require more than the minimum 3 hours of student work per credit hour and may be guided by their specific accrediting bodies or applicable state regulations.

**Variable credit courses:** Courses that are available for variable credit must fulfill the Mercer credit hour policy requirements and clearly articulate the expectations of student work for each credit hour.

**CLASS ATTENDANCE**

Regular attendance in scheduled class sessions is important to the learning process and especially crucial to the interactive nature of the courses within the McAfee School of Theology. Each professor will outline attendance policies for his or her classes in the course syllabi. Students, however, must attend at least 75% of the scheduled class meetings in order to receive credit for a course.

Because the programs are professional level, the School assumes that students have high level of motivation and responsibility. Accordingly, students are expected to attend class unless there are significant reasons for being absent. Professors are required to check attendance and keep attendance records. Each professor has the discretion to indicate in the syllabus his or her policy on absences, late arrival at class, or leaving before the class is over. Repeated lateness or leaving early may be counted as an absence, and the professor may penalize a student’s grade for absences, if the professor’s policy is stated in the syllabus. If a student is in doubt about the number of absences he or she has for a given course, it is the student’s responsibility to check with the professor.

**INCLUSIVE LANGUAGE POLICY**

McAfee School of Theology requires all students to use inclusive language in reference to human gender for coursework, theses, and dissertations. Students are encouraged to use inclusive language in reference to divinity for coursework, theses, and dissertations.
INTELLECTUAL PROPERTY POLICY
The purpose of this policy is to determine who may own, control, or use content that has been used in on-line instruction sites.

Faculty
It is the policy of the McAfee School of Theology that individualized content posted on online instruction sites such as Canvas, shall remain the intellectual property of the instructor who produced it. This includes, but is not limited to, syllabi, power point presentations, lecture notes, blog entries and comments, exams, and class handouts. The access to and use of these materials and tools shall be authorized and determined only by the instructor of record.

Students
It is the policy of the McAfee School of Theology that students shall retain all rights to their class work, such as papers and essays. This also includes work that is posted to on-line learning and discussion platforms, and blog entries and comments. Students will be informed if their on-line work will be retained in the course site beyond the duration of the semester, and whether others will have access to it. If a student’s work is retained on a course site, and the work identifies its creator, no grade or evaluative comments from the instructor will be included.

WRITING AND LANGUAGE TUTORING SERVICES

Introduction
The McAfee School of Theology provides students with free tutoring in the areas of writing, Hebrew, Greek, and other subjects as needed. Tutoring positions are filled by second and third-year students who demonstrate outstanding performance in one or more of these areas. The School distributes the tutors’ contact information at the beginning of each semester so any Masters level student may schedule an appointment during regular hours of availability.

Support of Mission
The McAfee School of Theology writing and language tutors supports the Mercer community by teaching and empowering students to better express themselves through their academic and theological writing and accurate and responsible translation of biblical texts.

Student Learning and Development Outcomes
Writing tutors assist students with written assignments. Outcomes include helping students formulate arguments, organize outlines, improve grammar and syntax, and correctly cite sources according to the McAfee Style Guide. Hebrew and Greek tutors assist students with questions on their homework assignments. Language tutors may also help students understand various principles of the language as needed. Neither the School nor the tutors claim these services alone will guarantee a desired grade.

COURSE EVALUATIONS
All students are required to submit course evaluations for all School of Theology courses in which they are enrolled. The deadline to submit evaluations is two weeks after the last day of class of the term you are evaluating.
EXAMINATIONS
Examinations are conducted at scheduled times at the end of each semester. Students must report to
the examination at the time scheduled. Changes in the examination schedule may be authorized only
by the Associate Dean or Dean. Permission for a make-up examination due to illness or other
emergency may be permitted at the discretion of the instructor.

GRADING SYSTEM
The method and manner of evaluation for course grades are left to the discretion of the course
instructor as outlined in the course syllabus. A student may take an examination or submit an
assigned project at other than the scheduled time only under extenuating circumstances and with
permission from the instructor.

Cumulative grade point averages are computed on a quality point system. The interpretation of the
letter grades and their quality point values is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
<th>Per Credit Hour</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>93%-100%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.5</td>
<td>89%-92%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>82%-88%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.5</td>
<td>78%-81%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
<td>70%-77%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Poor</td>
<td>0</td>
<td>Below 70%</td>
<td></td>
</tr>
<tr>
<td>FQ</td>
<td>Failure-Quit Attending/Never Attended</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABX</td>
<td>Absent from Final Exam (Excused)</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IC</td>
<td>Incomplete (Excused)</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td>Grade not Reported</td>
<td>*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ABX AND INCOMPLETE POLICY
The grade of ABX denotes that the student was absent from the scheduled final examination because
of sickness or another valid and compelling reason that is satisfactory to the instructor. A special
examination, to take the place of the one missed, must be taken no later than mid-term of the next
semester, or the ABX grade will be changed to the grade of F. The grade of IC (incomplete) means
the student is passing the class but some relatively small part of the semester’s work remains
incomplete because of illness or another valid and compelling reason that is satisfactory to the
instructor.

A grade of “Incomplete” will be assigned if, due to exceptional extenuating circumstances and with
the prior approval of the instructor and Associate Dean, a student is not able to complete the required
course work during the semester. All work must be completed by the end of the first full semester
following the assignment of the “incomplete” grade. At that time, the “IC” will be replaced with a
letter grade. If the student has not completed the work by the end of the following semester, the “IC” will be replaced with a letter grade of “F.”

It is the student’s responsibility to contact the professor, request an “incomplete,” and agree on a schedule for completing the work, if he or she thinks that circumstances warrant the giving of an “incomplete.” Otherwise, work that is not turned in will be given an “F.” A student who receives an “incomplete” should adjust the course load for the next semester in order to allow for time to complete the course work from the previous semester. If a student begins to develop a pattern of requesting “incompletes,” requesting “incompletes” in consecutive semesters or on a recurring basis, he or she may be placed on probation.

If the student does not re-enroll in the University after receiving a grade of IC and the work for that class is not completed within 12 months after the IC was assigned, the IC will be changed to a grade of F. All ABX and IC grades must be replaced with traditional grades before degrees can be awarded.

REPEATING COURSES
A minimum career grade point average of 2.5 (C+) is required for graduation with the degree of Master of Arts in Christian Ministry or Master of Divinity. Students must also earn a minimum of a "C" in all required courses. Students may repeat no more than four (4) such courses. If a student receives less than a "C" in more than four (4) courses, the student will be dismissed from the program.

A minimum career grade point average of 3.0 (B) is required for graduation with the degree Doctor of Ministry. Students must also earn a minimum of a "B" in all required courses. Students may repeat no more than one (1) such course. If a student receives less than a "B" in more than one (1) course, the student will be dismissed from the program.

The following provisions apply:
Enrollment documents for such courses will carry “Repeat” added to the course, and this notation will appear also on the class roll and permanent record. Hours of credit will be granted only once. The second grade recorded in the final attempt will prevail, whether it is higher or lower than any previous grade(s) and the final grade will be used in computing the cumulative grade point average. The previous grade(s) will not be deleted from the permanent record. If the original course is no longer a part of the curriculum, an equivalent course may be substituted on the authority of the department and the Associate Dean. A student may not attempt any individual course more than twice without special permission from the Faculty.

When a course is repeated, the student is subject to the Catalog restriction on the total number of credit hours that may be taken in a single term. With the Associate Dean’s approval, a student who has a “C” average or above may, in emergency circumstances, be allowed to take the “repeat” as an overload.

A course may be repeated on an audit basis if a student chooses to do so. A withdrawal grade or an audit in the repeat of a course does not serve to delete the computation of the previous grade(s). Courses originally taken on a letter grade basis may not be repeated on a “satisfactory-unsatisfactory” basis. These provisions are not applicable to repeated work taken by a Mercer student as a transient at another institution.
ACADEMIC PROBATION

M.Div., M.A.C.M., and Non-Degree
Any student whose current term GPA falls below a 2.5 will be placed on probation. The student must then earn a 2.5 GPA or better in the following semester to be removed from probation.

If a student’s current term GPA falls below a 2.5 more than two semesters in their seminary career (including admission on probation), the student will be terminated from the program. A minimum career grade point average of 2.5 (C+) is required for graduation with the degree of Master of Divinity or Master of Arts in Christian Ministry.

D.Min.
Any D.Min. student whose current term GPA falls below a 3.0 will be placed on probation. The student must then earn a 3.0 GPA or better in the following semester to be removed from probation.
If a student’s current GPA falls below a 3.0 more than two semesters in their program (including admission on probation), the student will be terminated. A minimum career grade point average of 3.0 (B) is required for graduation with the degree of Doctor of Ministry.

WITHDRAWING FROM A COURSE
A student may withdraw from a course with a grade of “W” after the course change period and on or before the last day for withdrawals as shown in the current calendar. Dates for withdrawals from special short courses are set by the appropriate division chairperson or dean. For these withdrawals, the grade of “W” will be recorded on the student’s grade report and on the permanent record. These withdrawals are not used to compute grade point averages. To withdraw officially, a student must complete a Course Change Request (obtained from the Registrar’s Office). If the official withdrawal is not completed within the time limits described, a grade of “F” will be assigned if the student discontinues class attendance and performance. (See TERM WITHDRAWAL)

PERMANENT DISMISSAL
Students may be permanently dismissed from the McAfee School of Theology for any of the following reasons:

Failing to meet the academic standard after being placed on academic probation two times;
Violation of the Mercer Code of Conduct (See Mercer Catalog)
Violation of the McAfee Honor Code (See Student Handbook)

Students who are permanently dismissed may not apply for readmission.

REQUIRED LEAVE OF ABSENCE
In the case of extenuating circumstances that impede a student’s ability to make suitable academic progress, he/she may be required to take a leave of absence for a semester or longer. These circumstances include, but are not limited to:

• Medical emergencies, chronic illnesses, etc.
• Mental or emotional challenges
• Personal issues such as divorce, loss of a family member, etc.
Before returning to class, the student must have a meeting with the Associate Dean and show evidence of having dealt with the issues that required the leave of absence and the ability to complete the degree program within the specified time limits.

WITHDRAWAL FROM THE MCAFEE SCHOOL OF THEOLOGY

Term withdrawal (resignation) from the University occurs when a student officially withdraws from all courses in which s/he is enrolled at any time after the end of the drop/add deadline for a given session and semester. Please note that a student must withdraw from all sessions of a semester in order to complete a term withdrawal. The effective date of withdrawal is the date the form is received by the Office of the Registrar. Grades of W will be awarded for all of a student's courses when s/he officially withdraws before the published withdrawal deadlines for each session and semester. In order to receive grades of W, a student must complete the Term Withdrawal Form and submit it to the Office of the Registrar by the published deadline. A student who withdraws after the deadline must complete the form for official withdrawal, but grades of F will be recorded for his/her classes. In extreme personal circumstances and with appropriate documentation, a student may appeal to the associate dean of his/her college to have grades of W awarded when officially withdrawing after the deadline.

Non-attendance or ceasing to attend a course(s) does not constitute an official schedule change, course withdrawal, or term withdrawal. Failure to officially withdraw will result in academic and financial penalties.

A student who withdraws from a course or from the University when a disciplinary action or honor code violation is pending is not necessarily exempt from a sanction and the final outcome may disqualify the student from receiving a refund.

Information on Mercer’s refund policies can be found in the "Financial Information" section of the Mercer University catalog.

LEAVE OF ABSENCE

Approved Leave of Absence

A student who is on an approved leave of absence retains in-institution status for Title IV loan repayment purposes. However, if the student does not return from a leave of absence, the student’s loan grace period starts at the date the leave began.

Generally, only one leave of absence may be granted within a 12-month period. The University may grant one additional leave of up to 30 days for a reason not defined in the regulations, if it determines that the leave is necessary due to unforeseen circumstances.

Jury duty, military service, and conditions covered by the Family and Medical Leave Act are acceptable reasons for granting an additional leave.

Unapproved Leave of Absence

An unapproved leave of absence is a leave granted by the University for academic reasons that do not meet the conditions of the Title IV regulations for an approved leave of absence. However, this unapproved leave of absence must be treated as a withdrawal for Title IV purposes. For a student
who takes a leave of absence that does not meet the requirements for approval, the withdrawal date is the date that the student began the leave of absence.

**REFUND AND WITHDRAWAL POLICIES**
Please see the current Refund Policy located online at [http://bursar.mercer.edu/atlanta/refund-checks/](http://bursar.mercer.edu/atlanta/refund-checks/) and the Withdrawal Policy located online at [http://bursar.mercer.edu/atlanta/withdrawal/](http://bursar.mercer.edu/atlanta/withdrawal/)

**CHANGE OF DEGREE PROGRAM**
Moving from the Master of Divinity (M.Div.) to the Master of Arts in Christian Ministry (M.A.C.M.) degree or moving from the Master of Arts in Christian Ministry (M.A.C.M.) to the Master of Divinity (M.Div.) degree.

Students currently enrolled in the M.Div. program
These students can move to the M.A.C.M. degree program. This constitutes a change in program/major. However, students must meet all requirements for admission into the M.A.C.M. degree program. Courses taken in the M.Div. degree program that will apply to the M.A.C.M. curriculum can be applied.

Required: (1) Documentation (form), signed by the student, indicating that a change in program/major is requested. (2) Signed approval by the Associate Dean.

Students currently enrolled in the M.A.C.M. program
These students can move to the M.Div. degree program. This constitutes a change in program/major. However, students must meet all requirements for admission into the M.Div. degree program. Courses taken in the M.A.C.M. degree program that will apply to the M.Div. curriculum can be applied.

Required: (1) Documentation (form), signed by the student, indicating that a change in program/major is requested. (2) Signed approval by the Associate Dean.

Students previously enrolled in the M.Div. program
Although previously enrolled in the M.Div. program, these students did not complete the degree. These students have been absent from Mercer for more than one semester, but are in good academic standing. These students must apply for readmission by submitting an application to the M.A.C.M. degree program and a letter of intent to the Dean. If the student attended another institution in the interim, an official transcript must also accompany the application.

Note: For completion of either the M.Div. or M.A.C.M degree there is a minimum residency requirement of three credit hours.

**FINANCIAL INFORMATION**
Due to the generous contributions of Mercer University, supporting churches, and our educational partners, McAfee School of Theology is one of the most affordable options for theological education. Because of our commitment to lowering student debt, every student at McAfee receives a grant covering over 45% of tuition, which cuts the true cost ($930/credit hour) of a seminary education dramatically. M.Div., M.A.C.M., and Non-Degree (for credit) programs are charged at $420 per credit hour. D.Min. tuition is charged at $425 per credit hour.
Merit scholarships are available to Masters students who qualify. Eligibility is based on an undergraduate GPA and evaluation of each candidate's total admissions application, including potential for leadership in service and ministry.

**Estimated Student Cost**

2017-2018 Academic Year

- M.Div. and M.A.C.M (est. 30 hours per year) $12,600.00
- D.Min tuition rate per year (est. 11 hours per year) $4,675.00
- Facilities and Technology Fee (required fee, full-time students) $200.00

* Tuition rates and fees are estimated and subject to change. Individual courses may have additional associated fees that are listed on the Course Schedule for the term in which the course is offered under “Class Notes.”

**Health Insurance**

Required, unless students show proof of existing coverage

**Other Estimated Expenses**

- Books & Supplies per year $1,000.00
- Room On Campus ($3170.00 per semester, 4BR) $6,340.00
- Room Off Campus ($600.00 per month, 2BR) $7,200.00
- Food ($480.00 per month) $5,760.00

**Tuition and Enrollment in Combined Degree Programs**

Tuition will be charged at the host college rate. For example, students enrolled simultaneously in Theology courses and Penfield College courses will pay the Theology rate for their Theology courses and the Penfield College rate for their Counseling courses. Degrees will be awarded only at the completion of all curriculum requirements for both degree programs.

Students who wish to withdraw from a combined degree program and complete only the Master of Divinity degree must formally close the combined degree program by submitting a letter to the appropriate School and the Registrar requesting withdrawal from the non-McAfee School of Theology degree program and closing their enrollment. Please be aware that there may be repercussions in terms if or how a student is able to complete the other degree at a future date. The student will need to consult with the appropriate department about this issue. The student must notify the McAfee School of Theology of their change in program, select a Track, and complete the catalog requirements under which they entered or the current catalog for the McAfee School of Theology.

**Scholarships and Grants**

**Merit-Based Scholarship Levels**

Merit-based Scholarships are awarded by the McAfee School of Theology to incoming students with commendable academic and leadership achievements. Those desiring consideration for merit-based awards must complete the application for admission and an interview with staff or faculty at one of two Scholarship Invitational Events, held Spring and Fall. Candidates should have a cumulative undergraduate GPA of 3.25 or above, excellent writing skills, and outstanding recommendations.
Merit-based scholarships are awarded for three years and up to ninety hours of study for the M.Div., as well as two years for up to 48 hours of study for the M.A.C.M. Scholarship recipients must enroll as full-time students and must maintain a 3.0 GPA for the duration of their program. The Scholarship application deadline for Fall is January 15 and for Spring admission is October 1.

*An alternative interview time may be arranged for students who are outside the United States or in other extenuating circumstances.

**Endowed Scholarship Levels**

**McAfee Leadership Scholarship**  
(Entering Students) Full Tuition

**McAfee Legacy Scholarship**  
(Entering Students) 80% Tuition

**McAfee School of Theology Sustaining Scholarship**  
(Returning Students) Award Varies

We consider receiving McAfee awarded scholarships and grants to be a privilege. Students must meet and maintain the Academic Requirements as well as abide by the Mercer Honor code in order to keep their scholarship.

The Sustaining scholarship program is designed for Master’s level students who have completed one year (24 credit hours or more) at McAfee School of Theology by the scholarship application deadline and are not currently receiving a merit-based scholarship. Recipients must enroll as full-time students and remain enrolled full-time to receive the Sustaining Scholarship. Recipients must maintain Academic Requirements in place for all students receiving merit based aid. Sustaining Scholarship Application Requirements and Instructions:
Earned minimum average GPA of 3.25 or above in coursework at McAfee.
Registered as a full-time student for the following semester.
Submit the application to the admissions office by June 1.
Submit a paper, essay, or sermon attached to the application. This writing sample can be a paper from McAfee coursework and be between 2000 and 4000 words long. It must not be longer than 8 double-spaced pages and should follow the McAfee Style guide.

Recipients will be notified by July 1. The McAfee School of Theology Sustaining Scholarship may only be applied to coursework for degrees awarded by McAfee.

**Endowed Scholarship awards** are presented to incoming students with commendable academic and leadership experiences. Candidates must complete their applications for admission prior to interviewing. These awards vary from an additional half-tuition scholarship to full-tuition with a living expense stipend. Each Fall/Winter the McAfee School of Theology hosts two events for students entering the next academic year. Students interviewing for scholarships at these two events must be nominated or meet the minimum eligibility requirement of a 3.25 undergraduate GPA and be accepted into either the Master of Divinity program or Master of Arts in Christian Ministry degree program. Scholarship recipients must enroll as full-time students completing 30 credit hours each calendar year and must maintain a “B” average in the degree program. Students who are
unable to attend or otherwise miss the application deadline for merit-based scholarships should contact the Office of Admissions regarding additional opportunities.

The Jesse Mercer Fellowship for Excellence in Preaching will be awarded each year to two incoming students who demonstrate gifts, talents, leadership, and academic potential with regard to ministry and discipline of preaching. Mercer Preaching Fellows will be awarded full tuition scholarships to the School of Theology plus cash awards of $500 each. Recipients must enroll as full-time students and maintain a “B” average in the Master of Divinity program. Candidates for the preaching scholarships must meet the criteria for Merit-based awards and additionally submit an 8 page manuscript and a 20 minute video. These items must be received in the admissions office by the posted deadline. Complete details on applying for the Mercer Preaching Fellowship are available from the admissions office.

International Tuition Grants Each year, the McAfee School of Theology may offer two tuition grants to international students who are coming to McAfee on an F-1 visa. International students who want to be considered for one of these tuition awards must have their application files completed no later than January 15 (including the affidavit of support) prior to the upcoming Fall term or August 1 for the following Spring term. International students who receive a grant must also show evidence of $14,000 in annual living expenses. This guarantee must be in the form of personal funds available in a bank or that of a sponsor. Please be aware that these expenses are for one year only and you should have sponsorship or personal funds to support you during the entire course of study. In addition, we require that the student or sponsor(s) deposit $7,000 into the student’s account at Mercer University by July 1 for students entering Fall semester and December 1 for Spring semester students. The student or sponsor(s) will also be required to deposit another $7,000 by January 15 of the following semester. The university will then distribute $1,166.66 per month to the student for living expenses. This process will continue during the student’s tenure at McAfee. McAfee has a stewardship responsibility with regard to grant funds. Students who are on an F-1 Visa and are not able to meet these obligations will jeopardize their grant from the University.

Other merit-based scholarships include the National Cooperative Baptist Fellowship Leadership Scholarship and the CBF of Georgia Seminary Scholarship. Additional scholarships and grants may become available throughout the year. Please contact the McAfee Office of Admissions for more information on these programs and other private organization scholarship opportunities.

Need-based financial aid is available for qualified students through loans, the federal work-study program, and the Montgomery GI Bill. Information concerning need-based aid, including monthly payment plans, is available from the Financial Planning Office or by calling 678-547-6400 or by going to the Financial Aid Information website.

MASTER OF DIVINITY DEGREE
The Master of Divinity degree (M.Div.) is the 90-hour professional degree for theological schools and seminaries. Its purpose is to prepare persons for ordained ministry and for general pastoral and religious leadership in congregations and other settings. The M.Div. is structured to give students the foundational tools for ministry, whatever that ministry might ultimately be: congregational ministry, campus ministry, counseling, academic teaching, nonprofit-leadership, social ethics, or missions. The McAfee School of Theology offers several focused tracks within the 90 hour Master of Divinity: Academic Research, Business Administration, Christian Social Ethics, Community
McAfee School of Theology at Mercer University Student Handbook

Development, Congregational Ministry, Global Christianity, Pastoral Care. McAfee also offers three combined degrees with the MBA, MS in Clinical Mental Health Counseling, and MS in Nonprofit Organizational Leadership.

M.DIV. STUDENT LEARNING OUTCOMES

FROM ATS: A.3.1.1 Religious Heritage: The program shall provide structured opportunity to develop a comprehensive and discriminating understanding of the religious heritage.

Outcome: Graduates will possess skills to interpret and communicate the biblical narrative, the Church’s tradition, and Christian theological models.

*****

FROM ATS: A.3.1.2 Cultural Context: The program shall provide opportunity to develop an understanding of the cultural realities and structures within which the Church lives and carries out its mission.

Outcome: Graduates will interpret and construct appropriate responses to the cultural norms and the impact of cultural change on ministerial contexts.

*****

FROM ATS: A.3.1.3 Personal and Spiritual Formation: The program shall provide opportunities through which the student may grow in personal faith, emotional maturity, moral integrity, and public witness. Ministerial preparation includes concern with the development of capacities --- intellectual and affective, individual and corporate, ecclesial and public --- that are requisite to a life of pastoral leadership.

Outcome: Graduates will demonstrate patterns of behaving and believing that enrich the ethical and spiritual life of a minister.

*****

FROM ATS: A.3.1.4 Capacity for Ministerial and Public Leadership: The program shall provide theological reflection on and education for the practice of ministry. These activities should cultivate the capacity for leadership in both ecclesial and public contexts.

Outcome: Graduates will be proficient in contemporary theories and practices of leadership, worship, homiletics, pastoral care, and human development.
## MASTER OF DIVINITY CURRICULUM TEMPLATE

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Choose One:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to Biblical Languages</td>
<td>THBL 500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew Exegesis I</td>
<td>THBL 501</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew Exegesis II</td>
<td>THBL 502</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Exegesis I</td>
<td>THBL 511</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Exegesis II</td>
<td>THBL 512</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Language elective</td>
<td>THBL 600 +</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Foundations in Old Testament or *Advanced elective in OT: THOT 500 or ________ 3 |
- Foundations in New Testament or *Advanced elective in NT: THNT 500 or ________ 3 |
- Foundations in Church History or *Advanced elective in CH: THCH 500 or ________ 3 |
- Foundations in Theology or *Advanced elective in TP: THTP 500 or ________ 3 |
- Ethics or *Advanced elective in ET: THET 500 or ________ 3 |
- Preaching or *Advanced elective in PR: THPR 500 or ________ 3 |
- Faith Development or *Advanced elective in CE: THCE 500 or ________ 3 |
- Baptist Heritage | THCH 510 or ________ 3 |

- Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.

- Missional Theology | THGU 500 | 3 |
- Pastoral Care | THPC 500 | 3 |
- Worship | THWL 500 | 3 |
- Leadership | THLD 500 | 3 |
- Capstone | THEO 900 | 3 |

**Required Core Hours: 45**

*Requires prior approval through submission of Advanced Placement Form.

### Prescribed Electives in:

| Spirituality | THSP | 3 |
| Old Testament | THOT | 3 |
| New Testament | THNT | 3 |
| Church History | THCH | 3 |
| Theology | THTP | 3 |
| **Contextual Ministry** | THLD 501 or ________ 3 |

**Prescribed Elective Hours: 18**

- **Pastoral Care Track and M.Div./M.S. Clinical Mental Health Counseling students must satisfy this requirement with CPE (a 6 hour pass/fail course where 3 of the 6 hours satisfy the Contextual Ministry component and the other 3 hours count as a Track elective). Global Christianity Track students must satisfy this requirement with a global placement. Urban Mission Track students must satisfy this requirement with an urban placement.

### Free Electives: 12 hrs

(1) Course # Term (2) Course # Term (3) Course # Term (4) Course # Term

### Track Requirement Hours: 15

Note: Please refer to individual Track and/or Combined Degree Curriculum Templates for more information on specific requirements and electives.

**Total Hours for Master of Divinity: 90**
DECLARATION OF TRACK
McAfee School of Theology Master of Divinity students are required to complete a Declaration of Track form during their first semester of coursework and submit it, with appropriate signatures, to the Assistant to the Dean.

Please consult a faculty member supervising the track you are seeking to pursue as soon as possible.

- Academic Research
- Business Administration
- Community Development
- Congregational Ministry
- Christian Ethics
- Global Christianity
- Pastoral Care
- Combined Degree M.Div./MBA
- Combined Degree M.Div./M.S. Counseling
- Combined Degree M.Div./M.S. Nonprofit Management

M.DIV. TRACK AND COMBINED DEGREE OPTIONS
Some students come to seminary very sure of their own vocational calling. Others explore options as they work through their courses. The curriculum of the McAfee School of Theology is structured to give students the foundational tools for ministry, whatever that ministry might ultimately be: pastoral ministry, campus ministry, counseling, academic teaching, Christian education, evangelism and mission, or church administration. Every student will select a track or combined degree to follow within the Master of Divinity degree program.

M.Div. Academic Research Track
The Academic Research track seeks to develop the student's proficiency for theological research. Students with career goals that further academic studies in the fields of Biblical Studies, Historical-Theological Studies, or Pastoral Studies may follow this track to develop their research skills and focus on a particular field of study.

In order to remain in the Academic Research Track, a student must:
- Earn a GPA of 3.5 or higher after completing 24 hours of M.Div. studies.
- Prior to enrolling in THEO 700 “Research & Design” (typically the 1st semester of the student’s 2nd year):
  - Submit a current GRE score of 156 (550 old scale) verbal or higher and at least a 4 on the writing portion. Applicants whose native language is not English must, in addition to the minimum TOEFL requirement for admission to the Master of Divinity program, submit a minimum score of 5 on the TOEFL essay rating. These students are not required to submit a GRE score.
  - Enlist a Supervisory Professor and select a Thesis Problem.
  - Prepare a Thesis Prospectus and submit a written thesis of approximately 15,000 words (60 pages).

Students in the Academic Track may not graduate until an approved Thesis has been submitted to the Academic Track Advisor for delivery to the Provost’s Office.
M.Div. Business Administration Track
The Business Administration track introduces students to economics, accounting, finance, and management. The Master of Divinity curriculum integrates the Business Administration courses within a local church setting through the Contextual Ministry program by placing students in church administrative ministries.

The Business Administration track requires that the student demonstrate completion of nine hours of Foundation Courses from the Stetson School of Business and Economics or the student demonstrates these course requirements have been met by examination or in undergraduate and graduate study by transcript evaluation.

The Associate Dean of the Stetson School of Business and Economics must evaluate the student's transcript before he or she is eligible to enter the Master of Divinity track in Business Administration. In some cases, a current GMAT score may be required.


Students who are eligible for entrance into the track in Business Administration are then required to take the following four MBA core courses: BAA 601 "Managerial Economics," BAA 603 "Managerial Accounting," BAA 605 "Marketing Concepts and Practices," and BAA 609 "Corporation Finance."

A student who has demonstrated prior completion of one or more of the MBA core courses listed above may request substitute electives with the approval of the Associate Dean of the Stetson School of Business and Economics. The track in Business Administration requires a total of twelve core hours from the MBA program.

M.Div. Christian Ethics Track
The Ethics track offers students a variety of courses that address issues of social ethics and the quest for justice as an aspect of the reign of God. Courses are drawn from a variety of fields including Christian ethics, evangelism and missions, theology, ministry, and biblical studies. The goal of this track is to prepare students for work in settings emphasizing analysis of and resistance to social evils as an aspect Christian witness and service in the world. Graduates of this track will be equipped to pursue a variety of callings including academic service in fields related to social ethics, church or parachurch social ministry efforts at various levels, and service in nongovernmental organizations.

M.Div. Community Development Track
The M.Div. in Community Development Track teaches students how to take an asset-based approach to transforming neighborhoods from the inside out. In this track, students work with churches and community partners to do real work in real neighborhoods that produce real results. Through learning that happens both in and out of the classroom, students learn skills such as community organizing, asset mapping, grant writing, and advocacy as well as how to shape public policy. Special attention is given to developing collaborative partnerships between faith-based organizations and congregations, governmental organizations and congregations, governmental organizations and community agencies.
M.Div. Congregational Ministry Track
Congregational Ministry equips students who feel called to traditional ministries in the local church context. Students will be introduced to a wide variety of courses that develop skills in the areas of leadership, administration, preaching, worship planning, teaching, and age level ministries. This track is designed for those persons interested in being a pastor, associate pastor, Christian educator, church administrator, children's minister, youth minister, or adult minister.

M.Div. Global Christianity Track
The track in Global Christianity seeks to address several critical aspects of Christianity's "shift southward" in the twenty-first century. First, Christianity must be understood as a multi-cultural and global movement, an enduring theological tradition that finds new life in the lived realities of Africa, Asia, and Latin America. Second, the dramatic growth of world Christianity begs for analysis of the missionary dimension in all churches, as initiators rather than receptors of mission outreach. Third, growing churches are in need of theologically trained leaders, ranging from seminary professors, to grassroots leaders of indigenous churches. And finally, persons being educated to lead religious communities need to incorporate the understanding of these realities into their ministry and outreach.

M.Div. Pastoral Care Track
McAfee School of Theology offers a track in Pastoral Care. This track is designed to develop the student's skills, knowledge and self-awareness related to the ministries of pastoral care. Students whose vocational plans include pastoral care in a local church setting or chaplaincy (in hospitals, nursing homes, prisons, mental health facilities, and other agencies) would benefit from this track. Through the Clinical Pastoral Education component, all students receive supervised experience and training as a pastoral care giver, as well as the opportunity to reflect upon their pastoral identity, concerns, and places with a competent and compassionate mentor. Students whose goals include professional certification in Chaplaincy may enter this track as preparation for their work toward certification with the Association for Clinical Pastoral Education or the Association for Professional Chaplains.

Students who wish to become certified as a Pastoral Counselor with the American Association for Pastoral Counseling may enter this track as preparation for their work toward certification. The track in Pastoral Care does not offer courses that prepare students for a state license as a counselor. Students who want to be both certified and licensed are advised to enroll in the combined degree in Master of Divinity and Master of Science in Community Counseling (see below).

M.Div. Combined Degree Programs

Master of Divinity and Master of Business Administration
The combined M.Div. and M.B.A. degrees integrate a foundation of Business Administration into the local church setting. The Master of Divinity curriculum places students in church administrative ministries through the Mentoring Program and incorporates up to twelve (12) hours of M.B.A. core course work into the ninety (90) hour M.Div. degree. The Master of Business Administration incorporates up to six (6) hours of M.Div. credit into the thirty-six (36) hour M.B.A. degree. A full-time student could expect to finish the two degrees in four years of study.

Applicants must meet the admissions requirement for both McAfee School of Theology and Stetson School of Business and Economics. McAfee students should apply for admission to the M.B.A. degree during the first year of studies in Theology, in anticipation of beginning the Business
coursework in the summer or fall of their second year. This combined degree requires demonstrated completion of nine hours of Foundation courses from the Stetson School of Business & Economics, by examination, or by transcript evaluation. The Associate Dean of the Stetson School of Business & Economics must evaluate the student’s transcript before they are eligible to enter this track. A current GMAT or GRE score is typically required. The prerequisite Foundation courses include BAA 505, BAA 510, and BAM 530.

M.Div. students who are eligible for entrance into the M.B.A. degree are required to take the following four M.B.A. core courses: BAA 601 "Managerial Economics," BAA 603 "Managerial Accounting," BAA 605 "Marketing Concepts and Practices," and BAA 609 "Corporation Finance" as the twelve (12) hours of M.B.A. core course work to be credited into their M.Div. degree.

If a student has demonstrated prior completion of one or more of the M.B.A. core courses listed above she or he may request substitute electives with the approval of the Associate Dean of the Stetson School of Business and Economics. Students may be credited up to six (6) hours of M.Div. credit into the M.B.A. degree.

Master of Divinity and Master of Science in Clinical Mental Health Counseling
The combined M.Div. and M.S. degrees integrate the highest knowledge of professional counseling with the ministry of pastoral care. Both the M.Div. and M.S. programs hold the highest accreditation available in the United States. The most comprehensive Masters level program in faith oriented counseling, the M.Div./M.S. in Clinical Mental Health Counseling prepares you for licensure as a professional counselor.

Clinical Mental Health Counseling is an applied profession that employs skills, instrumentation, and techniques to facilitate the progress of each person being served. The M.Div. degree accepts up to 12 hours from the M.S. degree, while the M.S. degree accepts up to 12 hours from the M.Div. degree. Completing the two degrees is a four to six year program of study. Applicants must meet the admissions requirements for both McAfee School of Theology and The Department of Counseling and Human Sciences within Penfield College.

Penfield College Entrance Requirements include:
Submission of two copies of the application for admission to the counseling program. Completion of an undergraduate degree from a regionally accredited college or university; an undergraduate cumulative GPA of 2.75 or greater;
A target combined score of 800 on the GRE if taken before August 1, 2011. If taken after August 1, 2011, students must have a target score of 151 on the Verbal reasoning section and 143 on the Quantitative Reasoning section of the exam. Students can also take the Miller's Analogy Test with a target score of 397.
Completion of at least 24 hours in the M.Div. degree with a 3.0 average GPA;
Submission of a confidential dispositional feedback to the Pastoral Care faculty McAfee School of Theology for their completion after consultation with the McAfee faculty;
An interview with the Counseling Admissions Committee;
A background check. Information for having this done may be obtained by contacting the Administrative Assistant at 678-547-6411.
A $25 application fee (non-refundable)
McAfee Entrance Requirements for the M.Div. in Pastoral Care and Counseling degree include:

Completion of at least 30 hours in the M.Div. degree with a 3.0 average GPA;
An admission interview with the Pastoral Care Department, or a person designated by the department. This interview may be conducted along with the Penfield College interview or separately;
Submission of a confidential dispositional feedback to the Pastoral Care faculty McAfee School of Theology for their completion after consultation with the McAfee faculty;
The admissions decision for this program will include an evaluation of the student’s potential, readiness, and appropriateness for this program.

Continuing in the program is contingent upon the following:
Maintaining a 3.0 average in Counseling classes and a 2.5 average in M.Div. classes;
Submission of copies of both student and supervisor final evaluations for all CPE courses to the Pastoral Care Department;
The student giving all supervisors written permission to consult with the Pastoral Care Department regarding the student’s progress;
Making appropriate progress in developing the knowledge, skills, and character needed for the practice of pastoral counseling.

Note: The Master of Science in Clinical Mental Health degree requires a minimum of 60 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred. The Master of Divinity degree requires a minimum of 90 semester hours of graduate credit. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred.

Master of Divinity and Master of Science in Organizational Leadership, Concentration in Nonprofit

This concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Nonprofits might include parachurch organizations, community organizations, neighborhood associations, child welfare agencies, family support centers, healthcare organizations, municipal offices, and civic groups. Program outcomes include:
Students will be able to learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and be able to consider their effect on the establishment and operation of nonprofit organizations.
Students will learn about budgeting and fund development for the nonprofit sector.
Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.
Students will demonstrate broaden perspectives of nonprofits through examination of major themes and concepts incorporated throughout the program.

Eligibility: Applicants must meet the admission requirements for both the McAfee School of Theology and Penfield College.
COMMUNITIES OF LEARNING
Based upon a student’s choice of Track or Combined Degree, he/or she will be placed in a Community of Learning to engage in vocational exploration and community building. Topics and activities vary, but may include academic advising, guest speakers, and fellowship meals. The Communities of Learning meet three times per semester.

MASTER OF DIVINITY CURRICULUM TEMPLATES
Templates for each of the Master of Divinity Tracks and Combined Degree Programs are available on the following pages to assist students, faculty advisors, and administrators in tracking student progress towards graduation. The templates detail the required courses, prescribed electives, track electives, and free electives required for degree completion.
### Academic Research Track

#### Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
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<tbody>
<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
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<td>Choose One:</td>
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<tr>
<td>Intro to Biblical Languages</td>
<td>THBL 500</td>
<td>3</td>
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<td>Hebrew Exegesis I</td>
<td>THBL 501</td>
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<td>Hebrew Exegesis II</td>
<td>THBL 502</td>
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<td>Greek Exegesis II</td>
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<td>Advanced Language elective</td>
<td>THBL 600+</td>
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<tr>
<td>Foundations in Old Testament</td>
<td>THOT 500</td>
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<tr>
<td>or *Advanced elective in OT</td>
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<tr>
<td>Foundations in New Testament</td>
<td>THNT 500</td>
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<td>or *Advanced elective in NT</td>
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<td>Foundations in Church History</td>
<td>THCH 500</td>
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<td>or *Advanced elective in CH</td>
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<tr>
<td>Foundations in Theology</td>
<td>THTP 500</td>
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<tr>
<td>or *Advanced elective in TP</td>
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<tr>
<td>Ethics or *Advanced elective in ET</td>
<td>THTP 500</td>
<td>3</td>
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<tr>
<td>Preaching or *Advanced elective in PR</td>
<td>TP 500</td>
<td>3</td>
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<tr>
<td>Faith Development or *Advanced elective in CE</td>
<td>THCE 500</td>
<td>3</td>
<td></td>
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<tr>
<td>Baptist Heritage**</td>
<td>THCH 510</td>
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</tbody>
</table>

**Required Core Hours: 45**

*Requires prior approval through submission of Advanced Placement Form.

#### Prescribed Electives in:

| Spirituality                      | THSP       | 3     | |
| Old Testament                     | THOT       | 3     | |
| New Testament                     | THNT       | 3     | |
| Church History                    | THCH       | 3     | |
| Theology                          | THTP       | 3     | |
| Contextual Ministry               | THLD 501   | 3     | |

**Prescribed Elective Hours: 18**

#### Free Electives: 12 hrs

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
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**Track Elective Hours: 15**

Students enroll in 6 hours of thesis work (2 hrs in Research & Design and 4 hrs of Thesis Writing). The advisor for this area will approve the remaining 9 hours, consisting of language courses and/or electives in the student’s research area.

<table>
<thead>
<tr>
<th>Course #</th>
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<th>Course #</th>
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**Total Hours for Master of Divinity: 90**
Business Administration Track

Eligibility: This track requires demonstrated completion of 9 hours of Foundation courses from the Eugene W. Stetson School of Business & Economics, by examination, or by transcript evaluation. The Associate Dean of the School of Business & Economics must evaluate the student’s transcript before they are eligible to enter this track. In some cases, a current GMAT or GRE score may be required. The prerequisite courses include BAA 505, BAA 510, and BAA 515.

Required Courses

<table>
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<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
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<td>Choose One:</td>
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<tr>
<td>Intro to Biblical Languages</td>
<td>THBL 500</td>
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<tr>
<td>Hebrew Exegesis I</td>
<td>THBL 501</td>
<td>3</td>
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<tr>
<td>Hebrew Exegesis II</td>
<td>THBL 502</td>
<td>3</td>
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<tr>
<td>Greek Exegesis I</td>
<td>THBL 511</td>
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<tr>
<td>Greek Exegesis II</td>
<td>THBL 512</td>
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<tr>
<td>Advanced Language elective</td>
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<tr>
<td>Foundations in Old Testament or Advanced elective in OT</td>
<td>THOT 500</td>
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<td>Foundations in New Testament or Advanced elective in NT</td>
<td>THNT 500</td>
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<td>Foundations in Church History or Advanced elective in CH</td>
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<tr>
<td>Foundations in Theology or Advanced elective in TP</td>
<td>THTP 500</td>
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<tr>
<td>Ethics or Advanced elective in ET</td>
<td>THET 500</td>
<td>3</td>
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<tr>
<td>Preaching or Advanced elective in PR</td>
<td>THPR 500</td>
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<tr>
<td>Faith Development or Advanced elective in CE</td>
<td>THCE 500</td>
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<tr>
<td>Baptist Heritage**</td>
<td>THCH 510</td>
<td>3</td>
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<tr>
<td>**Required of all students receiving Baptist scholarships. Non-Baptist students may take a course within their denomination.</td>
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<tr>
<td>Missional Theology</td>
<td>THGU 500</td>
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<td>Pastoral Care</td>
<td>THPC 500</td>
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<td>Worship</td>
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<td>Leadership</td>
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<tr>
<td>Capstone</td>
<td>THEO 900</td>
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<td>Required Core Hours: 45</td>
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</tbody>
</table>

*Requires prior approval through submission of Advanced Placement Form.

Prescribed Electives in:

| Spirituality | THSP | 3 | |
| Old Testament | THOT | 3 | |
| New Testament | THNT | 3 | |
| Church History | THCH | 3 | |
| Theology      | THTP | 3 | |
| Contextual Ministry | THLD 501 | 3 | |

Required Contextual Ministry Elective Hours: 18

Free Electives: 12 hrs

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
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<tbody>
<tr>
<td>BAA 601</td>
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<td>BAA 605</td>
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<tr>
<td>BAA 603</td>
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<td>BAA 609</td>
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</table>

Track Elective Hours: 15

Four courses are required from the Stetson School of Business & Economics MBA Core. For the remaining Track elective, choose any THLD 600 level or higher course or other course as approved by advisor:

Managerial Economics BAA 601 3 __________ Marketing BAA 605 3 __________
Managerial Accounting BAA 603 3 __________ Corporation Finance BAA 609 3 __________
_________ TH 3 __________

Total Hours for Master of Divinity: 90
### Christian Ethics Track

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
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<tbody>
<tr>
<td>Spiritual Formation</td>
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<td>Choose One:</td>
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<tr>
<td>Intro to Biblical Languages</td>
<td>THBL 500</td>
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<td>Hebrew Exegesis I</td>
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<td>Hebrew Exegesis II</td>
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<tr>
<td>Advanced Language elective</td>
<td>THBL 600+</td>
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- Foundations in Old Testament or *Advanced elective in OT THOT 500 or ______ 3 ______
- Foundations in New Testament or *Advanced elective in NT THNT 500 or ______ 3 ______
- Foundations in Church History or *Advanced elective in CH THCH 500 or ______ 3 ______
- Foundations in Theology or *Advanced elective in TP THTP 500 or ______ 3 ______
- Ethics or *Advanced elective in ET THET 500 or ______ 3 ______
- Preaching or *Advanced elective in PR THPR 500 or ______ 3 ______
- Faith Development or *Advanced elective in CE THCE 500 or ______ 3 ______
- Baptist Heritage** THCH 510 or ______ 3 ______

**Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.**

- Missional Theology THGU 500 3 ______
- Pastoral Care THPC 500 3 ______
- Worship THWL 500 3 ______
- Leadership THLD 500 3 ______
- Capstone THEO 900 3 ______

#### Required Core Hours: 45

*Requires prior approval through submission of Advanced Placement Form.

#### Prescribed Electives in:

- Spirituality THSP ______ 3 ______
- Old Testament THOT ______ 3 ______
- New Testament THNT ______ 3 ______
- Church History THCH ______ 3 ______
- Theology THTP ______ 3 ______
- Contextual Ministry THLD 501 3 ______

#### Required Prescribed Elective Hours: 18

#### Free Electives: 12 hrs

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<tr>
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#### Track Elective Hours:

Students will choose courses from the Ethics department, courses cross-listed with an ET designation, or other courses as approved by their advisor.

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<th>Course #</th>
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#### Total Hours for Master of Divinity: 90
Community Development Track

**Required Courses**

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<th>Course</th>
<th>Course #</th>
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<td>Spiritual Formation</td>
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<tr>
<td>Foundations in Theology or *Advanced elective in TP</td>
<td>THTP 500 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ethics or *Advanced elective in ET</td>
<td>THET 500 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Faith Development or *Advanced elective in CE</td>
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<td></td>
</tr>
<tr>
<td>Baptist Heritage**</td>
<td>THCH 510 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.</strong></td>
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<td>THPC 500</td>
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<tr>
<td>Worship</td>
<td>THWL 500</td>
<td>3</td>
<td></td>
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<tr>
<td>Leadership</td>
<td>THLD 500</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td>THEO 900</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Required Core Hours: 45**

*Requires prior approval through submission of Advanced Placement Form.

**Prescribed Electives in:**

| Spirituality | THSP | 3 |   |
| Old Testament| THOT | 3 |   |
| New Testament| THNT | 3 |   |
| Church History| THCH | 3 |   |
| Theology | THTP | 3 |   |
| Contextual Ministry*** | THLD 501 | 3 |   |

**Required Prescribed Elective Hours: 18**

***CD placement should be in a community development agency or in a congregation focused on community development.

**Free Elective Hours: 12**

(1)_Course # _Term (2)_Course # _Term (3)_Course # _Term (4)_Course # _Term (5)_Course # _Term

**Track Elective Hours: 15**

Students are required to take THGU 501 “Community Engaged Ministry” and THGU 502 “Cultural Intelligence.” Students choose the remainder of their courses from those with a THGU designation or other courses as approved by their advisor.

(1)_THGU 501 _Course # _Term (2)_THGU 502 _Course # _Term (3)_Course # _Term (4)_Course # _Term (5)_Course # _Term

**Total Hours for Master of Divinity: 90**
# Congregational Ministry Track

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Choose One:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to Biblical Languages</td>
<td>THBL 500</td>
<td></td>
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<tr>
<td>Hebrew Exegesis I</td>
<td>THBL 501</td>
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<tr>
<td>Hebrew Exegesis II</td>
<td>THBL 502</td>
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<tr>
<td>Greek Exegesis I</td>
<td>THBL 511</td>
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<tr>
<td>Greek Exegesis II</td>
<td>THBL 512</td>
<td></td>
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</tr>
<tr>
<td>Advanced Language elective</td>
<td>THBL 600+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations in Old Testament or *Advanced elective in OT</td>
<td>THOT 500 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foundations in New Testament or *Advanced elective in NT</td>
<td>THNT 500 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foundations in Church History or *Advanced elective in CH</td>
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<td>Foundations in Theology or *Advanced elective in TP</td>
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<tr>
<td>Preaching or *Advanced elective in PR</td>
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</tr>
<tr>
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<td>THCH 510 or</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.

**Prescribed Electives in:**

<table>
<thead>
<tr>
<th>Spirituality</th>
<th>THSP</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Testament</td>
<td>THOT</td>
<td>3</td>
</tr>
<tr>
<td>New Testament</td>
<td>THNT</td>
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<td>THCH</td>
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<tr>
<td>Theology</td>
<td>THTP</td>
<td>3</td>
</tr>
<tr>
<td>Contextual Ministry</td>
<td>THLD 501</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Prescribed Elective Hours: 18**

**Free Electives: 12 hrs**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
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<tbody>
<tr>
<td>(1)</td>
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<td>(3)</td>
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<td>(4)</td>
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<tr>
<td>(5)</td>
<td></td>
</tr>
</tbody>
</table>

**Track Electives: 15 hrs**

Students will be able to enroll in a variety of coursework within this track, including electives in Christian Education, Preaching, Leadership, and Pastoral Care. Students will choose courses based on their area of interest and their need for strengthening particular ministry skills. The student’s advisor will provide guidance and approval for all track electives.

**Total Hours for Master of Divinity: 90**
## Global Christianity Track

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Formation</td>
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<td>THBL 500</td>
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<tr>
<td>Foundations in Old Testament</td>
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<tr>
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<td>THNT 500</td>
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<tr>
<td>Foundations in Church History</td>
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<td>THTP 500</td>
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<tr>
<td>Faith Development or *Advanced elective in CE</td>
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<tr>
<td>Baptist Heritage**</td>
<td>THCH 510</td>
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</tbody>
</table>

**Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.**

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<th>Course</th>
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<td>Pastoral Care</td>
<td>THPC 500</td>
<td>3</td>
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</tr>
<tr>
<td>Worship</td>
<td>THWL 500</td>
<td>3</td>
<td></td>
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<tr>
<td>Leadership</td>
<td>THLD 500</td>
<td>3</td>
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<tr>
<td>Capstone</td>
<td>THEO 900</td>
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</tbody>
</table>

### Required Core Hours: 45

*Requires prior approval through submission of Advanced Placement Form.

### Prescribed Electives in:

| Spirituality | THSP | 3       |      |
| Old Testament| THOT | 3       |      |
| New Testament| THNT | 3       |      |
| Church History| THCH | 3       |      |
| Theology     | THTP | 3       |      |
| Contextual Ministry*** | THLD 501 | 3 |      |

### Required Prescribed Elective Hours: 18

***Global Christianity Track students must satisfy this requirement with a global placement.***

### Free Electives: 12 hrs

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
</tr>
</thead>
</table>

### Track Elective Hours: 15

Students choose courses from the Missional Theology department, courses cross-listed with a GU designation, or other courses as approved by their advisor

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
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</thead>
</table>

### Total Hours for Master of Divinity: 90
### Pastoral Care Track

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Formation</td>
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</tr>
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*Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.

#### Required Core Hours: 45

*Requires prior approval through submission of Advanced Placement Form.

#### Prescribed Electives in:

<table>
<thead>
<tr>
<th>Spirituality</th>
<th>THSP ________</th>
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<th>________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Testament</td>
<td>THOT ________</td>
<td>3</td>
<td>________</td>
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<tr>
<td>Contextual Ministry***</td>
<td>THLD 501 or ________</td>
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<td>________</td>
</tr>
</tbody>
</table>

#### Required Prescribed Elective Hours: 18

***Pastoral Care students must satisfy this requirement with CPE (a 6 hr pass/fail course where 3 of the 6 hours satisfy the Contextual Ministry component and the other 3 hours count as a Track elective).

#### Free Electives: 12 hrs

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
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<th>Course #</th>
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<td>(2)</td>
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<td>(3)</td>
<td></td>
<td>(4)</td>
<td></td>
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</table>

#### Track Elective Hours: 15

Half (3) of the credit hours from the first unit of CPE (THPC 601) count as one track elective. Students fulfill the remaining 12 hours of track electives with Pastoral Care (PC) electives or other elective courses as approved by the Advisor.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
</tr>
</thead>
<tbody>
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<td>(1)THPC 601***</td>
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<td>(4)</td>
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<td>(5)</td>
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</tr>
</tbody>
</table>

#### Total Hours for Master of Divinity: 90
**Combined M.Div. and M.B.A.**

**Eligibility:** Applicants must meet the admission requirements for both the McAfee School of Theology and the Stetson School of Business & Economics. Students should apply for admission to the MBA degree during the first year of studies in Theology, in anticipation of beginning the Business coursework in the summer or fall of their second year. This program requires demonstrated completion of nine hours of Foundation courses from the Stetson School of Business & Economics, by examination or by transcript evaluation. The Associate Dean of the Stetson School of Business & Economics must evaluate the student’s transcript before they are eligible to enter this track. A current GMAT or GRE score is required. The prerequisite Foundation courses include BAA 505, BAA 510, and BAA 515.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
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</tr>
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<tbody>
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**Choose One:**

- Foundations in Old Testament or *Advanced elective in OT
- Foundations in New Testament or *Advanced elective in NT
- Foundations in Church History or *Advanced elective in CH
- Foundations in Theology or *Advanced elective in TP
- Ethics or *Advanced elective in ET
- Preaching or *Advanced elective in PR
- Faith Development or *Advanced elective in CE
- Baptist Heritage**

**Required Core Hours: 45**

*Requires prior approval through submission of Advanced Placement Form.*

### Prescribed Electives in:

- **Spirituality**
  - THSP
  - 3
- **Old Testament**
  - THOT
  - 3
- **New Testament**
  - THNT
  - 3
- **Church History**
  - THCH
  - 3
- **Theology**
  - BAA 601
  - 3
- **Contextual Ministry**
  - THLD 501
  - 3

### Required Prescribed Elective Hours: 18

### Free Electives: 12 hrs

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
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</table>

### Track Electives Hours: 15

Four courses are required from the Stetson School of Business MBA Core. For the remaining Track elective, choose any THLD 600 level or higher course or other course as approved by advisor:

- **Managerial Economics**
  - BAA 601
  - 3
- **Marketing**
  - BAA 605
  - 3
- **Managerial Accounting**
  - BAA 603
  - 3
- **Corporation Finance**
  - BAA 609
  - 3

### Total Hours taken from McAfee School of Theology: 78 hrs; Total Hours for Master of Divinity: 90 hours
**Courses taken through the Eugene W. Stetson School of Business & Economics.** Students who have demonstrated prior completion of one or more of the MBA core courses listed above may request substitute electives with the approval of the Associate Dean of the Stetson School of Business & Economics.

**Note:** Two elective courses for a total of six (6) hours may be credited from the M.Div. degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Hours</th>
<th>Notes</th>
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<tr>
<td>Issues in Business Law &amp; Corp. Responsibility</td>
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<tr>
<td>Operations Management</td>
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<tr>
<td>Ethical Leadership</td>
<td>BAA 613</td>
<td>3</td>
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<tr>
<td>Business Communications</td>
<td>BAA 614</td>
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<tr>
<td>Business Teaming</td>
<td>BAA 615</td>
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<td>International Elective</td>
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</table>

Total Hours taken from Eugene W. Stetson School of Business & Economics: 30 hours

Total Hours for M.B.A: 36 hours

Total M.Div./M.B.A. Combined Degree Requirement: 108 hours
Combined M.Div. and M.S. in Clinical Mental Health Counseling

Penfield College Entrance Requirements include:
Submission of two copies of the application for admission to the counseling program. Completion of an undergraduate degree from a regionally accredited college or university; an undergraduate cumulative GPA of 2.75 or greater; A target score of 151 on the Verbal reasoning section and 143 on the Quantitative Reasoning section of the exam. Students can also take the Miller’s Analogy Test with a target score of 397. Completion of at least 24 hours in the M.Div. degree with a 3.0 average GPA; Submission of a confidential dispositional feedback to the Pastoral Care faculty McAfee School of Theology for their completion after consultation with the McAfee faculty; An interview with the Counseling Admissions Committee; A background check. Contact the Administrative Assistant at 678-547-6411.
A $25 application fee (non-refundable)

Continuing in the program is contingent upon the following:
Maintaining a 3.0 average in Counseling classes and a 2.5 average in M.Div. classes; Making appropriate progress in developing the knowledge, skills, and character needed for the practice of pastoral counseling.
Note: The Master of Science in Clinical Mental Health degree requires a minimum of 60 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred. The Master of Divinity degree requires a minimum of 90 semester hours of graduate credit. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
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<tbody>
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</tr>
<tr>
<td><strong>Choose One:</strong></td>
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<tr>
<td>Intro to Biblical Languages</td>
<td>THBL 500</td>
<td>3</td>
<td>____</td>
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<tr>
<td>Hebrew Exegesis I</td>
<td>THBL 501</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Hebrew Exegesis II</td>
<td>THBL 502</td>
<td>3</td>
<td>____</td>
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<tr>
<td>Greek Exegesis I</td>
<td>THBL 511</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Greek Exegesis II</td>
<td>THBL 512</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Advanced Language elective</td>
<td>THBL 600+</td>
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<td>____</td>
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<tr>
<td>Foundations in Old Testament or *Advanced elective in OT</td>
<td>THOT 500 or ___</td>
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<tr>
<td>Foundations in New Testament or *Advanced elective in NT</td>
<td>THNT 500 or ___</td>
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<tr>
<td>Foundations in Church History or *Advanced elective in CH</td>
<td>THCH 500 or ___</td>
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<tr>
<td>Foundations in Theology or *Advanced elective in TP</td>
<td>THTP 500 or ___</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Ethics or *Advanced elective in ET</td>
<td>THET 500 or ___</td>
<td>3</td>
<td>____</td>
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<tr>
<td>Preaching or *Advanced elective in PR</td>
<td>THPR 500 or ___</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Faith Development or *Advanced elective in CE</td>
<td>THCE 500 or ___</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>**Baptist Heritage</td>
<td>THCH 510 or ___</td>
<td>3</td>
<td>____</td>
</tr>
</tbody>
</table>
| **Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.**
| Missional Theology                          | THGU 500 | 3       | ____ |
| Pastoral Care                               | THPC 500 | 3       | ____ |
| Worship                                     | THWL 500 | 3       | ____ |
| Leadership                                  | THLD 500 | 3       | ____ |
| Capstone                                    | THEO 900 | 3       | ____ |

**Required Core Hours: 45**
*Requires prior approval through submission of Advanced Placement Form.

Prescribed Electives in:

| Spirituality                                | THSP       | 3       | ____ |
| Old Testament                               | THOT       | 3       | ____ |
| New Testament                               | THNT       | 3       | ____ |
| Church History                              | THCH       | 3       | ____ |
| Theology                                    | THTP       | 3       | ____ |
| **Contextual Ministry**                     | THLD 501 or THPC 601 | 3       | ____ |

**Prescribed Elective Hours: 18**
### Track Requirement Hours: 27
Half of the credit hours from the first unit of CPE fulfill three hours of track requirements.

<table>
<thead>
<tr>
<th><strong>CPE Unit One</strong></th>
<th>THPC 601</th>
<th>3</th>
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<tr>
<td>Free Elective</td>
<td>3</td>
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<tr>
<td>°The Theory &amp; Practice of Pastoral Counseling</td>
<td>THPC 605</td>
<td>3</td>
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<tr>
<td>°Choose Two THPC electives</td>
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<tr>
<td>°****Intro to Clinical Mental Health Counseling</td>
<td>COUN 602</td>
<td>3</td>
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<tr>
<td>°****Psychopathology and Diagnosis</td>
<td>COUN 604</td>
<td>3</td>
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<tr>
<td>°****Counseling Skills &amp; Techniques</td>
<td>COUN 606</td>
<td>3</td>
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<tr>
<td>°****Counseling Theory</td>
<td>COUN 612</td>
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</tbody>
</table>

°Shared courses with Penfield College

**Total hours taken from McAfee School of Theology: 78 hrs**

**Total Hours for Master of Divinity: 90 hrs**

| ****Career & Vocational Guidance | COUN 601 | 3 |
| ****Group Techniques & Procedures | COUN 605 | 4 |
| Prereqs: COUN 602 & 612 |
| ****Psychological Aspects of Substance Abuse | COUN 608 | 3 |
| ****Practicum | COUN 609 | 3 |
| Prereqs: COUN 602, 604, 605, 606, 608, 612, 613, 614, 618, & 635 |
| ****Internship I | COUN 610 | 3 |
| ****Internship II | COUN 610 | 3 |
| Prereqs: COUN 602, 604, 605, 606, 608, 612, 613, 614, 618, & 635 |
| ****Cultural Perspectives in Counseling | COUN 613 | 3 |
| ****Lifespan Development | COUN 614 | 3 |
| ****Counseling Skills & Techniques II | COUN 615 | 3 |
| ****Assessment and Testing | COUN 617 | 3 |
| Prereqs: COUN 602, 604, 605, 606, 612, & 618 |
| ****Ethics and Professional Practice | COUN 618 | 3 |
| ****Research & Program Evaluation | COUN 621 | 3 |
| Prereqs: COUN 602, 604, 605, 606, 612, & 618 |
| ****Counseling Seminar | COUN 630 | 1 |
| Prereqs: COUN 601, 602, 604, 605, 606, 612, 613, 614, 617, 618, & 621 |
| ****Orientation to Professional Practice | COUN 635 | 1 |
| Prereqs: COUN 602, 604, 605, 606, 612, 613, 614, & 618 |
| ****Theories of Family Counseling | COUN 641 | 3 |
| Prereqs: COUN 612 |

****Total Hours taken from Penfield College: 54 hrs; Total Hours for Master of Science: 60 hrs

**Total M.Div. / M.S. Combined Degree Requirement: 132 hours**
Combined M.Div. and M.S. in Organizational Leadership

The combined M.Div. and M.S. in Organizational Leadership, with a Concentration in Leadership for the Nonprofit Organization, is designed to incorporate advanced theological training with leadership and organizational studies, providing students with the essential knowledge for ministry, as well as the tools and best practices they will need in order to excel in today’s complex organizations.

Designed to promote excellence in the governance and leadership of nonprofit philanthropic organizations, the program will prepare students to lead others effectively and identify innovative solutions to challenges in a variety of professional settings. The concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Nonprofits might include para-church organizations, community organizations, neighborhood associations, child welfare agencies, family support centers, healthcare organizations, municipal offices, and civic groups.

Eligibility: Applicants must meet the admission requirements for both the McAfee School of Theology and Penfield College. McAfee students should apply for admission to the M.S. degree during the first year of studies in Theology, in anticipation of beginning the nonprofit coursework in the fall of their second year.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
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<tbody>
<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
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<tr>
<td>Choose One:</td>
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<tr>
<td>Intro to Biblical Languages</td>
<td>THBL 500</td>
<td>3</td>
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<tr>
<td>Hebrew Exegesis I</td>
<td>THBL 501</td>
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<tr>
<td>Hebrew Exegesis II</td>
<td>THBL 502</td>
<td>3</td>
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<tr>
<td>Greek Exegesis I</td>
<td>THBL 511</td>
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<td>Greek Exegesis II</td>
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<tr>
<td>Advanced Language elective</td>
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<td>Foundations in Old Testament or *Advanced elective in OT</td>
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<td>THPR 500</td>
<td>3</td>
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<td>Faith Development or *Advanced elective in CE</td>
<td>THCE 500</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Baptist Heritage***</td>
<td>THCH 510</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>***Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.</td>
<td></td>
<td></td>
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<tr>
<td>Missional Theology</td>
<td>THGU 500</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>THPC 500</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Worship</td>
<td>THWL 500</td>
<td>3</td>
<td></td>
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<tr>
<td>**Leadership</td>
<td>THLD 500</td>
<td>3</td>
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</tr>
<tr>
<td>Capstone</td>
<td>THEO 900</td>
<td>3</td>
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</tr>
</tbody>
</table>

**Required Core Hours: 45**

*Requires prior approval through submission of Advanced Placement Form.

**Prescribed Electives in:**

| Spirituality                              | THSP      | 3 |     |
| Old Testament                             | THOT      | 3 |     |
| New Testament                             | THNT      | 3 |     |
| Church History                            | THCH      | 3 |     |
| Theology                                  | THTP      | 3 |     |
| **Contextual Ministry**                   | THLD 501  | 3 |     |

**Required Prescribed Elective Hours: 18**

**Free Electives: 12 hrs**

(1) _______ Course # _______ Term (2) _______ Course # _______ Term (3) _______ Course # _______ Term (4) _______ Course # _______ Term
Track Requirement Hours: 15

Four courses are required from the Penfield College M.S. in Org. Leadership (Leadership for the Nonprofit Organization concentration) Core. For the remaining Track elective, choose from one of these McAfee School of Theology courses or another course as approved by advisor: Change & Conflict; Church Administration; Leadership in the Black Church; or Christian Ethics, Law, & Public Policy

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>****Introduction to the Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>****Nonprofit Governance &amp; Volunteer Admin.</td>
<td>3</td>
</tr>
<tr>
<td>****Budgeting for the Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>****Capstone Seminar in Leadership in the Nonprofit Org.</td>
<td>3</td>
</tr>
<tr>
<td>**Applications of Statistical Design</td>
<td>3</td>
</tr>
<tr>
<td>**Research Strategies for Leaders I</td>
<td>3</td>
</tr>
<tr>
<td>**Research Strategies for Leaders II</td>
<td>1</td>
</tr>
<tr>
<td>**Research Strategies for Leaders III</td>
<td>3</td>
</tr>
</tbody>
</table>

Total hours taken from McAfee School of Theology: 78 hrs
Total Hours for Master of Divinity: 90 hrs

**Required Track courses taken through Penfield College.

**Shared Courses: Leadership in place of LEAD 600 Theories of Organizational Leadership; Ethics in place of LEAD 601 Ethical Challenges in Organizations; Contextual Ministry in place of LEAD 602 Organizational Theory and Behavior.

Total Shared Courses: 9 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>**App. of Stat. Design</td>
<td>3</td>
</tr>
<tr>
<td>**LEAD 603 Research Strategies for Leaders I</td>
<td>3</td>
</tr>
<tr>
<td>**LEAD 700 Research Strategies for Leaders II</td>
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</tr>
<tr>
<td>**LEAD 705 Research Strategies for Leaders III</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours taken from Penfield College: 22 hours
Total Hours for Master of Science: 31 hours
Total M.Div. / M.S. Combined Degree Requirement: 100 hours
MASTER OF ARTS IN CHRISTIAN MINISTRY
The Master of Arts in Christian Ministry degree (M.A.C.M.). The Master of Arts in Christian Ministry is a 48 hour professional degree designed to prepare women and men for competent leadership in specialized ministries in their faith communities. The degree seeks to develop the general theological understanding required as a basis for local church ministries and nurture the practical abilities and skills needed in that setting. The M.A.C.M. degree was developed to serve students who are either (1) not preparing for ordained pastoral ministry, but still desire a foundational understanding of theological education or (2) are currently serving as bi-vocational ministers and need to supplement their ministry experience with a solid theological education.

Faculty Advisor: Dr. Karen Massey

M.A.C.M. STUDENT LEARNING OUTCOMES

FROM ATS:  B.2.2  Religious Heritage: The program shall provide instruction in the religious heritage, including Scripture, theology, and history of the tradition.

Outcome: Graduates will possess foundational skills in the study of content, context, and interpretation of scripture and the Christian tradition.

*****

FROM ATS:  B.2.3  Cultural Context: The program shall provide instructional settings and opportunities for students to gain understanding of the context of the specialization in the broader range of ministerial practice and the purposes of the church and to develop appropriate understandings of the broader social context in which the specialized ministry is performed, including diverse cultural, religious, and linguistic contexts of ministry.

Outcome: Graduates will interpret and construct appropriate responses to the cultural norms and the impact of cultural change on ministerial contexts.

*****

FROM ATS:  B.2.4  Personal and Spiritual Formation: The program shall provide opportunities through which the student may grow in personal faith, emotional maturity, moral integrity, and public witness.

Outcome: Graduates will demonstrate the ability to make connections between their personal spiritual formation and their actions in the world.

*****

FROM ATS:  B.2.5  Specialization (Congregational Ministry): The program shall provide structured opportunities for students to gain understanding and skill in practice related to the areas of specialization, to acquire the capacity to design and maintain effective practices and programs in the areas of the specialty, and to develop skill in assessing the efforts and contributions of the specialized ministry.

Outcome: Graduates will be proficient in ecclesial practices relating to their area of specialization, such as leadership, worship, homiletics, pastoral care, and/or human development.

ONLINE M.A.C.M. DEGREE PROGRAM
The online Master of Arts in Christian Ministry degree program allows students to remain within their current ministry and professional contexts where they have already established significant
ministry roots and community relationships. Within these very familiar contexts, they are able to participate in courses that allow for the full integration of learning in the context of communities in which they already are viewed as leaders or have the potential to move quickly into leadership roles. The online M.A.C.M. allows the School of Theology to complement the mission of Mercer University by extending its reach into churches and neighborhoods far beyond the metropolitan Atlanta area. Students in this online degree program will be exposed to many of the same courses as traditional students, courses that encourage engagement in local churches and community ministries in order to affect social justice and community transformation.

Students entering the program must reside in a state or country where Mercer University is authorized to offer distance degree programs and courses to out-of-state residents. Students must also have consistent access to the internet, their own computer technology to complete assignments, and headphones and a webcam to facilitate video and audio conferencing.

The online M.A.C.M. program is designed for particular kinds of students, generally those who are several years beyond their college degree, already engaged in the professional practice of ministry or in a profession which does not allow them to move to the Atlanta area, and/or who serve as laypersons in churches who desire to have deeper theological and ministry training. The pace of the program is such that they are able to complete the degree by taking only two courses per semester over three years. Prospective students who live in the Atlanta area, who have recently graduated from college, or who have not yet established themselves in their professions are encouraged toward the traditional M.Div. and M.A.C.M. programs.

In order to facilitate the communal concerns posed by an online-only degree, students in the online M.A.C.M. program enter in a cohort based-system with a prescribed course sequence that will allow them to complete the degree in three years. Requiring students from each entering class to be together in all of the same courses strengthens their familiarity with one another and helps build community.

The university has a robust distance learning support system to facilitate student integration into the life of the university. This includes the student support services outlined on the following university web page: http://distancelearning.mercer.edu/support-services/.

Distance education students have access to all library resources that on-campus students enjoy through the University's library website. All electronic resources are licensed such that students have universal access to them, regardless of which campus they attend, or if they are working from off campus. Distance students can request print resources held by the libraries and US Mail delivers these materials to the student via email as a pdf. Students also have access to material not owned by the University through interlibrary loan. Distance education students have access to reference and research help from professional librarians by phone, email, or instant messaging.
**MASTER OF ARTS IN CHRISTIAN MINISTRY CURRICULUM TEMPLATE**

The Master of Arts in Christian Ministry is a two-year (48 hours) professional credential that can be taken in residence or online***, designed to prepare women and men for competent leadership in specialized ministries in their faith communities. The degree seeks to develop the general theological understanding required as a basis for local church ministries and nurture the practical abilities and skills needed in that setting.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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</tr>
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<tbody>
<tr>
<td><strong>Religious Heritage: 12 hours</strong></td>
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<td>2. Foundations in New Testament or *Advanced elective in NT</td>
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<tr>
<td>3. Foundations in Church History or *Advanced elective in CH</td>
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<td>4. Foundations in Theology or *Advanced elective in TP</td>
<td>THTP 500 or ______</td>
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<tr>
<td><strong>Cultural Context: 6 hours</strong></td>
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<tr>
<td>5. Missional Theology</td>
<td>THGU 500</td>
<td>3</td>
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<tr>
<td>6. Course focusing on class, race, ethnicity, gender, and/or religious diversity</td>
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<tr>
<td><strong>Personal and Spiritual Formation: 9 hours</strong></td>
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<tr>
<td>7. Spiritual Formation</td>
<td>THSP 501</td>
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<td>8. Ethics or *Advanced elective in ET</td>
<td>THET 500 or ______</td>
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<td>9. Course focusing on personal faith, emotional maturity, moral integrity, and/or public witness (see Handbook)</td>
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<tr>
<td><strong>Specialization (including supervised experience): 9 hours</strong></td>
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<tr>
<td>10. Contextual Ministry or CPE**</td>
<td>THLD 501 or THPC 601**</td>
<td>3</td>
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<tr>
<td>11. CPE continued** or course focusing on the practice of ministry (Preaching, Worship, Pastoral Care, Faith Development, or Community Engaged Ministry)</td>
<td>_____</td>
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<tr>
<td>12. Course focusing on the practice of ministry (Preaching, Worship, Pastoral Care, Faith Development, or Community Engaged Ministry)</td>
<td>_____</td>
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<td><strong>Electives: 12 hours</strong></td>
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</table>

Total Hours for M.A.C.M: 48

*Requires prior approval through submission of Advanced Placement Form.
**CPE is a six-hour course.
***The M.A.C.M. degree program is designed as a two-year program with a maximum of twelve (12) credit hours per semester (Fall/Spring).
MASTERS LEVEL COURSE DESCRIPTIONS

THBL 500. Introduction to Biblical Languages (3 hours)
Prerequisite(s): None.
This course serves as an introduction to biblical Hebrew and Greek. Students will learn the structures of the languages, a basic vocabulary, and how to access and use various tools for future use in studying biblical passages. (Offered occasionally)

THBL 501. Hebrew Exegesis I (3 hours)
Prerequisite(s): None.
This course introduces the study of biblical Hebrew for the purposes of exegesis. Students will learn basic phonology, morphology, syntax, and grammar, and will concentrate on building and using tools in the study of biblical Hebrew. Students will also encounter a variety of exegetical methods. (Offered every year)

THBL 502. Hebrew Exegesis II (3 hours)
Prerequisite(s): THBL 501 or advanced placement/permission of instructor.
This course is a continuation of Hebrew Exegesis I. Students will complete their study of basic biblical Hebrew grammar and begin reading selected texts in Hebrew. Attention will be given to the Hebrew form of the texts and to particular issues that present themselves in the process of reading. Students will complete a major exegetical project incorporating their learning of exegetical method with their newly acquired translation skills. (Offered occasionally)

THBL 511. New Testament Greek I (3 hours)
Prerequisite(s): None.
This course introduces the study of New Testament Greek for the purposes of exegesis. Students will learn basic phonology, morphology, syntax, and grammar. (Offered every year)

THBL 512. New Testament Greek II (3 hours)
Prerequisite(s): THBL 511 or advanced placement/permission of instructor.
A continuation of New Testament Greek I, this course will also require select readings from the Greek New Testament and exegetical papers on assigned texts. (Offered occasionally)

THBL 700. Biblical Aramaic & Syriac (3 hours)
Prerequisite(s): THBL 502 or advanced placement/permission of instructor.
In this course, students will read and study the Aramaic portions of the Old Testament found in the books of Daniel and Ezra and the Syriac translation of the book of Mark. The goal of the course is that students understand the basic structure and vocabulary of biblical Aramaic and Syriac, that they be able to deal with and reflect on the Aramaic and Syriac texts in both personal faith and public ministry, and that they develop tools and methods for continuing to study this portion of Scripture. (Offered occasionally)

THBL 701. The Literature of Ugarit (3 hours)
Prerequisite(s): THBL 502 or advanced placement/permission of instructor.
This is an introductory course to the Literature of Ugarit. The goal of the course is that students will: understand the basic structure and vocabulary of Ugaritic; study the content of a number of the epic poems of Ugarit; examine how the Ugaritic texts contribute to our understanding of the God of the
Old Testament; and develop tools for continuing study of this important aspect of Old Testament studies. (Offered occasionally)

THBL 702. Northwest Semitic Texts (3 hours)
Prerequisite(s): THBL 502 or advanced placement/permission of instructor.
In this course, students will read and study texts written in various dialects of Northwest Semitic, including, among others, The Mesha Inscription, the Karatepe Inscription, the Tell Dan Inscription, the DeirAlla Text, and the Siloam Tunnel Inscription. The goal of the course is that students develop an understanding of the Northwest Semitic language group and that they gain greater insight into the biblical text through their studies of texts from surrounding "contemporary" cultures. (Offered occasionally)

THBL 800. Special Topics: (1-3 hours)
May be repeated with different subtopics.
Prerequisite(s): Varies.

Advanced Hebrew Reading & Grammar: Subtitle
May be repeated with different subtopics
Prerequisite(s): THBL 502 or advanced placement/permission of instructor.
In this course, students will build on their studies of Hebrew from Hebrew Exegesis I (THBL 501) and Hebrew Exegesis II (THBL 502) in order to understand the morphology, grammar, and syntax of biblical Hebrew. The course is designed to strengthen the students' abilities at interpreting the biblical text for both their personal study and public ministry, whether in the pulpit or in the classroom. (Offered occasionally)

Advanced Hebrew Exegesis of the Old Testament: Subtitle
May be repeated with different subtopics
Prerequisite(s): THBL 502 and THOT 500; or advanced placement/permission of instructor.
Cross-listed as: THOT 601.
This is an advanced exegetical seminar in a particular book or set of texts from the Old Testament. Students registering under the THBL designation will be expected to incorporate Hebrew translation regularly in their exegetical study. Students may repeat the course with different subtopics. (Offered occasionally)

Advanced Greek Exegesis of the New Testament: Subtitle
May be repeated with different subtopics
Prerequisite(s): NTG 803, THBL 512, or advanced placement/permission of instructor.
This is an advanced exegetical seminar in a particular book or set of texts from the New Testament. Students should expect to incorporate Greek translation regularly in their exegetical study. Students may repeat the course with different subtopics. (Offered occasionally)

THCE 500. Faith Development (3 hours)
Prerequisite(s): None.
This course introduces the issues of how faith is nurtured in individuals and communities, and how the church can fulfill its mission of faith education. Students will study a range of developmental processes in children, adolescents, and adults, and how learning occurs through the life-stages of
individuals, families, and communities. Practical issues of how Christian education can be structured and developed in the local church will also be addressed. (Offered every year)

THCE 601. Ministry with Children   (3 hours)
Prerequisite(s): None.
This course will take the theories of faith development and apply them to practical ministries for children in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of children. (Offered occasionally)

THCE 602. Ministry with Youth   (3 hours)
Prerequisite(s): None.
This course will take the theories of faith development and apply them to practical ministries for youth in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of youth. (Offered occasionally)

THCE 603. Ministry with Adults   (3 hours)
Prerequisite(s): None.
This course will take the theories of faith development and apply them to practical ministries for adults in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of adults. (Offered occasionally)

THCE 605. Church Pedagogy & Curriculum Development   (3 hours)
Prerequisite(s): THCE 500 or advanced placement/permission of instructor.
This course will introduce students to the notion that sound teaching methodology and challenging content are both integral to the mission and ministry of Christian Education in the local church. Therefore, students will practice and evaluate various models of teaching and they will learn the basics of good curriculum development. (Offered occasionally)

THCE 606. Theological Approaches to Christian Education   (3 hours)
Prerequisite(s): THCE 500 or advanced placement/permission of instructor.
This course will attempt to integrate and probe the conversation between the disciplines of education and theology about the processes by which Christian faith is embodied, communicated and re-formed within the church and culture. It will address, from the perspective of Christian education, some of the crucial theological issues central to the educational task. (Offered occasionally)

THCE 607. Women: Believing, Worshiping, & Ministering   (3 hours)
Prerequisite(s): None.
This course will focus on women in the church and how a feminine perspective shapes and influences theology, worship and ministerial roles. Special attention will be given to issues that affect women ministers both spiritually and vocationally. (Offered occasionally)
THCE 702. Ministry of Writing (3 hours)
Prerequisite(s): None
Cross-listed as: THPR 702
Effective ministry is enhanced by effective writing. This course is directed at developing students’ understanding of writing as a ministry and honing their skills. Texts and discussions will introduce the principles and disciplines for a fresh, ongoing ministry of writing. In the manner of a Christian writing workshop, students will compose, share, and discuss a variety of forms of writing in service to the church. (Offered occasionally)

THCE 703. Pastoral Care with Children (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THPC 703
Theological understandings of the aging process will be integrated with insights about children. This deeper understanding of the needs of children will inform the theory and practice of pastoral care with children. (Offered occasionally)

THCE 704. Pastoral Care with Youth (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THPC 704
Theological understandings of the aging process will be integrated with insights about youth. This deeper understanding of the needs of adolescents will inform the theory and practice of pastoral care with youth. (Offered occasionally)

THCE 705. Pastoral Care with Men (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THPC 705
This course explores the specific needs of men from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of men will undergird specific guidance offered for pastoral care with men. (Offered occasionally)

THCE 706. Pastoral Care with Women (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THPC 706
This course explores the specific needs of women from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of women will undergird specific guidance offered for pastoral care with women. (Offered occasionally)

THCE 707. Pastoral Care with Senior Adults (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THPC 707
Theological understandings of the aging process will be integrated with insights about senior adults from gerontology. This deeper understanding of the needs of older persons will inform the theory and practice of pastoral care with senior adults. (Offered occasionally)
THCE 708. Sexuality & Ministry  (3 hours)
Prerequisite(s): None.
Cross-listed as: THPC 708
This course seeks to help students develop a positive understanding of human sexuality in light of their own religious faith and spirituality. Attention will be given to the students' own attitudes toward sexuality and how those may function to promote or hinder adequate fulfillment of ministerial responsibilities. (Offered occasionally)

THCE 709. Church Administration  (3 hours)
Prerequisite(s): None.
Cross-listed as: THLD 709
This course is an introductory study of administration in the congregational context. Issues of ongoing management, long-range planning, goal setting, finances, budget planning, committee structures and church polity will be discussed. (Offered occasionally)

THCE 800. Special Topics:  (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies. (Offered occasionally)

THCE 801. Supervised Teaching Ministry  (3 hours)
Prerequisite(s): Permission of instructor.
This course will provide faculty supervision for students who are teaching a single course in a pre-approved academic (non-ecclesial) capacity. Faculty supervisors will consult regarding syllabus construction, provide coaching for students throughout the course, and evaluate student pedagogy. Students must secure the teaching placement, solicit a faculty supervisor, and gain approval of the master’s degree program committee prior to registration. (Offered occasionally)

THCH 500. Foundations in Church History  (3 hours)
Prerequisite(s): None.
This course is a survey of the story of the Christian church from its inception to the present, including themes of theological/intellectual, spiritual, and institutional development. (Offered every year)

THCH 510. Baptist Heritage  (3 hours)
Prerequisite(s): None.
This course is a study of Baptist origins, development, principles, leaders, and current trends, with an emphasis on Baptists in the United States. The seventh of the ten founding principles of the McAfee School of Theology begins: “The School should hold steadfastly to the high and defining traditions of Baptists.” This course is designed to better equip students to appreciate and/or embody this invaluable and endangered living Christian tradition. (Offered every year)

THCH 601. History of American Christianity  (3 hours)
Prerequisite(s): None.
This course is a survey of the history of Christianity in the United States from the colonial period to the present in order to introduce the broad range of religious, political, and social movements that have shaped American Christianity and been shaped by it. (Offered occasionally)
THCH 602. The Reformation (3 hours)
Prerequisite(s): None.
This course is a study of the Lutheran, Reformed, Anglican, Radical, and Roman Catholic phase of the sixteenth-century Reformation. It provides understanding of the medieval roots of the Reformation, the basic distinctives and contributions of the major traditions that arose in the era, and the common denominators of the religious culture shared by Protestants and Roman Catholics alike in this period of Western Christianity. (Offered occasionally)

THCH 700. History of the Bible (3 hours)
Prerequisite(s): None
Cross-listed as: THNT 700 and THOT 700
This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century. (Offered occasionally)

THCH 701. Classics of Christian Devotion (3 hours)
Prerequisite(s): None.
Cross-listed as: THSP 701
This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality and personal reflection. Students will gain historical knowledge of the authors and works of classical spiritual writings, learn to interpret and evaluate Christian devotional works, and be provided a context for responding personally and vocationally to Christian spiritual formation as presented in various texts. (Offered occasionally)

THCH 703. Celtic Christianity (3 hours)
Prerequisite(s): THCH 500 or advanced placement/permission of instructor.
Cross-listed as: THSP 703
This course surveys the variety of distinctive Christian ways that appeared as Christianity developed in the Celtic culture on the far western edge of Europe between 400 and 1200 C.E. with an emphasis on those aspects that have had lasting influence and attraction among current day Christians. (Offered occasionally)

THCH 800. Special Topics: (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)
- Interweaving Faiths: Christian & Muslim Histories (3 hours)
  This course will explore the interwoven histories of the Christian and Muslim faiths from the origins of Islam to the present, with special focus on understanding the religious perspectives of each during times of cooperation as well as conflict.

THEO 700. Research & Design (2 hours)
Prerequisite(s): Admission to Academic Research Track or permission of instructor.
This course is a requirement for all Academic Research Track students. The course will introduce students to the task of identifying an original research problem, establishing a research methodology, setting limits to one’s research and building a bibliography. The course seeks to work with the
student in conjunction with his or her academic supervisor in order to present a completed Thesis prospectus by the conclusion of the term. (Offered every Fall semester)

THEO 701. Thesis Writing I (2 hours)
Prerequisite(s): THEO 700.
The first semester of required thesis writing for Academic Research track students.
(Offered every Fall semester)

THEO 702. Thesis Writing II (2 hours)
Prerequisite(s): THEO 701.
The second semester of required thesis writing for Academic Research track students.
(Offered every Fall semester)

THEO 800. Special Topics: (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)

THEO 900. Capstone (3 hours)
Prerequisite(s): Taken in student’s final year of coursework.
The Capstone course is taken in a student’s last year. The objective of the course is to help students to integrate the various facets of the Master of Divinity curriculum in preparation for graduation and entry into a full-time ministry position. To that end, it involves students in critical reflection on issues in ministry from biblical, historical, theological, and pastoral perspectives.
(Offered every year)

THET 500. Ethics (3 hours)
Prerequisite(s): None.
This course is an exploration of the moral dimensions of the Christian faith, including moral convictions, character, and practices. The course is grounded in an ethical methodology shaped by historic Christian theological commitments, and explores aspects of personal discipleship, the church’s internal moral life, and the Christian moral witness in society. (Offered every year)

THET 501. Models of Moral Leadership (3 hours)
Prerequisite(s): None.
An exploration of the character and actions of a number of significant moral leaders throughout world history. (Offered every year)

THET 600. History of Christian Ethics (3 hours)
Prerequisite(s): THET 500 or advanced placement/permission of instructor.
This course provides an overview of major thinkers and themes in the history of Christian moral thought. (Offered occasionally)

THET 601. Ministerial Ethics (3 hours)
Prerequisite(s): THET 500 or advanced placement/permission of instructor.
This course is a study of the ethical challenges and responsibilities of Christian clergy. (Offered occasionally)
THET 602. Christian Ethics and War (3 hours)
Prerequisite(s): THET 500 or advanced placement/permission of instructor.
This course provides an overview of the major issues and themes that have emerged over two millennia of Christians wrestling with the challenge of war. (Offered occasionally)

THET 603. Faith and Politics (3 hours)
Prerequisite(s): THET 500 or advanced placement/permission of instructor.
This course provides an examination of the wide diversity of Christian approaches to politics and public life historically and today. (Offered occasionally)

THET 604. Christian Formation for Racial Reconciliation, Part 1 and Christian Formation for Racial Reconciliation Part 2 (1.5 hours each)
Cross-listed as: THSP 604.
Prerequisite(s): THSP 501, application, and permission of instructor.
This course invites students to live into the call to Christian racial reconciliation in the context of a small, intentionally diverse spiritual formation group. The group will meet weekly for two semesters to discuss personal experiences of race and racism and the principles of Christian reconciliation. Through prayer and dialogue, the course aims to foster spiritual formation and social change by equipping students with the knowledge base and practical skills needed to engage in the ministry of racial reconciliation in local congregations and other ministry settings. Enrollment is limited to 15 students. Pass/Fail. (Offered occasionally)

THET 605. Ethics, Law, & Public Policy (3 hours)
Prerequisite(s): THET 500 or advanced placement/permission of instructor.
This course will explore social-ethical issues arising at the intersection of law, Christian ethics, and public policy. The key purpose of the course is to offer an interdisciplinary engagement with major social issues as these are contested in courts of law and public opinion, and not least, in the church itself. Taught as a joint Law/Theology course, the class aims to enhance learning through the intellectual encounter between Law and Theology/Ethics and the personal encounter between law students, ministry students, and faculty from both fields. (Offered occasionally)

THET 606. African American Traditions in Theological Ethics (3 hours)
Prerequisite(s): THET 500 or advanced placement/permission of instructor.
From early Christian experiences related to the Ethiopian Orthodoxy and Coptic traditions to the spirituals, African American music, art and literature, and the Black Church, this course helps students reflect on the multilayered and multi-dimensional breadth of the African and African American Christian experience. It explores the ways in which the African American Christian experience contributes to broader understandings of Christian ethics for the global Church. (Offered occasionally)

THET 607. Theology & Praxis of Martin Luther King, Jr. (3 hours)
Prerequisite(s): THET 500 or advanced placement/permission of instructor.
The purpose of this course is to explore the theological, ethical, and practical dimensions of Martin Luther King Jr.’s life and work, as one of the most influential leaders of the Twentieth Century. Through a critical review of key texts, primary sources, documentaries, recordings, and other sources from the Civil Rights Movement, the course introduces students to major theological and ethical themes of King’s work, on the backdrop of historical events that shaped the movement. (Offered occasionally)
THET 608. The Ethics of Reconciliation  
Prerequisite(s): THET 500 or advanced placement/permission of instructor.
The intent of this course is to help students reflect on the many ways in which Christians, historically and in a contemporary context, have engaged the challenges of difference and otherness, attending to ethical concerns related to racism, patriarchy, sexism, imperialism, colonialism and religious intolerance. At the same time, the course exposes students to movements that promote larger visions of peace, tolerance, and reconciliation (such as the anti-Apartheid struggle in South Africa and Christian pacifism in the twentieth century). The course also explores themes related to forgiveness, reconciliation, memory, and storytelling as well. (Offered occasionally)

THET 609. The Life and Thought of Howard Thurman  
Prerequisite(s): THET 500 or advanced placement/permission of instructor.
Howard Thurman, as a seminal figure in shaping the African American religious experience and the larger Christian narrative, has made an indelible impact on Christian practices and larger society. This course introduces students to Thurman’s life, thought, spirituality, and the ways in which his corpus of work helped informed theological and ethical discourse in the twentieth century. (Offered occasionally)

THET 611. The Sermon on the Mount  
Prerequisite(s): THNT 500, or advanced placement/permission of instructor.
Cross-listed as: THNT 611
The purpose of the course is to encounter the various texts of the Great Sermon with an acute sense of radical discipleship and its implications. The primary template will be the Sermon on the Mount, but with constant correlation with the Sermon on the Plain. (Offered occasionally)

THET 634. The Book of the Twelve  
Prerequisite(s): THOT 500 or advanced placement/permission of instructor.
Cross-listed as: THOT 634.
This course is an in-depth study of the Book of the Twelve. Special attention will be paid to the canonical shape of the Book of the Twelve as well as the different theologies and messages of each individual prophet. (Offered occasionally)

THET 700. Bioethics  
Prerequisite(s): THET 500 or advanced placement/permission of instructor.
The purpose of this course is to help prepare students for contemporary ministry by training them to analyze and address issues in the arena of healthcare from a Christian perspective. The course aims to enable ministers to equip those they serve in understanding their moral responsibility in decisions about the delivery and receiving of healthcare, and the impact of personal and social decisions in healthcare on the broader society. This course focuses on the bioethical issues that most commonly arise for pastors, chaplains, and other caregivers in the US and other technologically advanced societies. (Offered occasionally)

THET 701. Roman Catholic Ethics  
Prerequisite(s): THET 500 or advanced placement/permission of instructor.
This course is an introduction to historic and contemporary Catholic moral theology and scriptural teaching. (Offered occasionally)
THET 702. Social Justice & the Old Testament  
Prerequisite(s): THOT 500 or advanced placement/permission of instructor.  
Cross-listed as: THOT 702  
This course will explore the topic of social justice in conversation with various genres of Old Testament literature, providing resources for developing a biblical perspective on social ethics. Participants will focus on building a bridge between ancient historical and cultural factors “behind” the Old Testament texts and contemporary societal issues “before” the biblical texts. The course format will include a major research project and presentation, a seminar approach, and service-learning components. (Offered occasionally)

THET 704. Preaching & Ethics  
Prerequisite(s): THPR 500 or advanced placement/permission of instructor.  
Cross-listed as: THPR 704  
This course deals with how preaching may function prophetically to address the Word of God to contemporary social structures and systems. Students will explore the interpretation and communication of the biblical witness in the context of American society. Principles will be established for how such preaching may be faithfully and effectively done in the context of pastoral ministry. (Offered occasionally)

THET 706. Ethics of Human Dignity  
Prerequisite(s): THET 500, or advanced placement/permission of instructor.  
This course offers an intensive engagement with diverse theological and moral thinkers, most of whom have in common a passion for the analysis, recognition, and advance of human dignity. The presupposition of the course is that human dignity—the equal, immeasurable, and inviolable worth of each and every human being, and the just and dignified treatment which appropriately follows—ought to be viewed as a central human and Christian moral norm (knowing) and ought to shape the personal, ecclesial, and social character (being) and behavior (doing) of all followers of Jesus Christ. (Offered occasionally)

THET 707. Christian Sexual Ethics  
Prerequisite(s): THET 500 or advanced placement/permission of instructor.  
Through most of the Christian tradition, the churches have taught that the only morally legitimate context for sexual expression is in lifetime, monogamous, heterosexual marriage. This tradition always had its dissenters and nonconformists, but has come under especially intense theological, ethical, and cultural challenge over the past fifty years. This course examines both historic Christian traditions related to sexual ethics and alternative contemporary perspectives, against the backdrop of dramatic social changes. The course will explore both western and Global South contexts and perspectives. (Offered occasionally)

THET 708. Theology After the Holocaust  
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.  
Cross-listed as: THTP 708  
This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany’s “war against the Jews”--the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other “undesirable” groups), which is referred to as the Shoah, or Holocaust. The course considers the psychological and social worldviews of those “victimized,” “the executioners,” and the
“bystanders.” Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history on both religious communities. (Offered occasionally)

THET 709. Dietrich Bonhoeffer
Prerequisite(s): THET 500, or advanced placement/permission of instructor.
A reading-intensive seminar course examining the life and writings of Dietrich Bonhoeffer (1906-1945), the German theologian-ethicist whose resistance to the Nazi regime cost him his life. Biographical material will be considered in tandem with the evolution of Bonhoeffer's thinking and writing. Essays and books from each stage of his brief career will be considered. (Offered occasionally)

THET 710. Theology and Economics
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
Cross-listed as: THTP 710
This course examines the relationship between Christian Theology and economics on the assumption that economics and economy are not value free from the extra-economic realms of culture and religion. This course claims that economics is subordinate to theology in the sense that theological concerns set the moral parameters for the functioning of the market. Key theorists and theologians are reviewed including Adam Smith, Karl Marx, Hayek, Keynes, Freidman and Deleuze in the field of economics, and Augustine, Aquinas, Novak, Berger, Stephen D. Long, and Philip Goodchild in theology. (Offered occasionally)

THET 711. The Teachings of Jesus
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
Cross-listed as: THNT 711
This course is a study of the theological and ethical implications of the teachings of Jesus. (Offered occasionally)

THET 712. The Kingdom of God
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
Cross-listed as: THNT 712
This course is a comprehensive study of the kingdom of God sayings of Jesus with particular attention to exegesis and dialogue with the considerable body of scholarly publications. (Offered occasionally)

THET 713. Forgiveness and Reconciliation
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THPC 713
This course explores biblical, theological, and clinical approaches to forgiveness and reconciliation using a womanist/feminist pastoral methodology. Personal narrative and film will be used to explore the particularities of trauma/conflict in various contexts and to identify universal principles of forgiveness and reconciliation. Students will examine clinical and pastoral strategies for facilitating forgiveness and reconciliation in interpersonal relationships as well as large-scale social conflicts (i.e., racism, ethnic conflict, sexual violence). (Offered occasionally)
THET 714. Political Theology (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
Cross-listed as: THTP 714
The Christian imagination finds itself confronted with a picture, a theological image in which God, humanity and world form a divine nexus. Believers have reasons for thinking that they live in this nexus, just as they have reasons for assuming that it offers guidance for political life. Are Christians supposed to withdraw from a corrupted world that was abandoned by the Redeemer? Are Christians called upon to rule the earthly city with both church and state, inspired by the Holy Spirit? Or are believers expected to build a New Jerusalem that would hasten the Messiah’s return? These sorts of questions populate the field “political theology.” Major historic events in the history of Christianity and the theo-politicians who contributed to these watershed interpretations will be examined. (Offered occasionally)

THET 800. Special Topics: (1-3 hours)
May be repeated with different subtopics.
Prerequisite(s): Varies (Offered occasionally)

Thinkers and Movements in Christian Ethics: Subtitle
May be repeated with different subtopics
Prerequisite(s): THET 500 or advanced placement/permission of instructor
This course provides a focused examination of an especially significant thinker and/or movement in Christian ethics. Rotating subjects. (Offered occasionally)

Intensive Issue Seminar: Subtitle
May be repeated with different subtopics
Prerequisite(s): 500 or advanced placement/permission of instructor
This course provides a focused examination of one especially important and complex contemporary moral issue. Rotating Subjects. (Offered occasionally)

THGU 500. Missional Theology (3 hours)
Prerequisite(s): None.
This course explores the biblical, historical, and missiological foundations of God’s mission in the world with some attention to the implications of these foundations for a variety of ministry contexts. (Offered every year)

THGU 501. Community Engaged Ministry (3 hours)
Prerequisite(s): None.
This course uses community-based learning to help students experience and practice three forms of community-engaged ministry: asset-based community development, community organizing, and community building through faith-based/community partnerships. The course begins by looking at the difference between charity and justice as we ask how churches and communities might avoid “toxic charity” and instead create sustainable change that builds on the assets and lived experiences of our neighbors. After understanding the various approaches to community-engaged ministry, students will practice these methodologies as they explore four primary issues in community work: housing, economic development, health, and sustainability and ask what it means to live in God’s abundant life in the here and now. (Offered every year)
THGU 502. Cultural Intelligence (3 hours)
Prerequisite(s): None.
Cross-listed as: THPC 502
The 21st century church is embedded in a period of rapid and complex cultural change. In a society where patterns of immigration, suburbanization, and urban revitalization can rapidly change the racial and ethnic landscape of a community, the "homogeneous unit principle" strategy for church growth and vitality no longer works. In this course, students will develop the knowledge and skills of cultural intelligence that will enable them to minister effectively across cultures, to lead congregations and organizations facing cultural change, and to engage in racial justice ministry. (Offered every year)

THGU 600. Introduction to World Religions (3 hours)
Prerequisite(s): None
This course introduces the student to the diverse historical, philosophical, and spiritual foundations from which several major religions have developed. The course will consist of a survey of selected religions and include an examination of the impact these religions have made on the world. Basic principles of Hinduism, Buddhism, Islam, Chinese Religion, Shintoism, Judaism, Christianity, and alternative paths will be examined in the context of social, cultural, geographic, political, and economic conditions in which they developed. (Offered occasionally)

THGU 601. Church Planting (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor.
This course explores the current missiological conversations related to starting new churches, including such issues as postmodernism, ecclesiology and the missional church. Readings will explore specific contexts such as urban mission and ministry as well as practical questions of administration and polity that provide infrastructure for new church starts. (Offered occasionally)

THGU 602. Peace, Justice, & Reconciliation (3 hours)
Prerequisite(s): None
This course explores the philosophical roots of justice, peacemaking, and reconciliation as foundational building blocks in an emerging mission theology. Mission as pro-active advocacy among oppressed peoples is traced throughout various movements such as liberation theology, civil rights, and human struggles for justice. Issues of human dignity are explored as components within the gospel and viewed as essential for the church's missional calling. Globalism's impact on the struggle for a new mission theology will be highlighted in the study. As a result of the course, students will understand the historical developments that led missiologists to consider the need for a new mission theology built upon justice, peace, and reconciliation, and will encourage students to engage these issues in the local church's approach to the world. (Offered occasionally)

THGU 603. Judaism: History, Thought, & Practice (3 hours)
Prerequisite(s): None
Judaism reflects the story of a complex amalgam of a particular people seeking God and of God reaching out to that people. That four thousand year old drama is still playing out among Jewish communities here in Atlanta, in Jerusalem, Cape Town, Moscow, London, Paris, Berlin, Buenos Aires, Singapore, Mumbai and just about anywhere one’s finger could land on a spinning globe. This course attempts to provide a historical, theological, and practical introduction to Judaism and the Jewish community. (Offered occasionally)
THGU 604. Islam: History, Thought, & Practice (3 hours)
Prerequisite(s): None
This course attempts to provide a historical, theological, and practical introduction to Islam and the Islamic community. (Offered occasionally)

THGU 605. Judaism, Christianity, & Islam: A Global Perspective (3 hours)
Prerequisite(s): None
This course examines the origins of Judaism, Christianity and Islam, and explores the historic tensions that have existed between the three traditions. Particular attention is given to the modern era in order to help students understand the global and missiological contexts in which the religions interact today. The course gives attention to the sacred texts of each tradition and includes site visits to places of worship. (Offered occasionally)

THGU 606. Asian Religions (3 hours)
Prerequisite(s): None
This course explores the religions of Asia, including Hinduism, Buddhism, Taoism, Shintoism, and Confucianism with particular attention to the interaction between religion and culture in the Asian context and missiological implications for the Christian faith. Students will read the sacred texts of each tradition, meet adherents of the various religions, and make site visits to places of worship in the Atlanta area. (Offered occasionally)

THGU 608. The City & The Church (3 hours)
Prerequisite(s): THGU 500 or advanced placement/permission of instructor.
A reading and discussion colloquium examining issues related to urban ministry with attention to the processes of urbanization, the impact of global urbanization on the church and strategies for congregational effectiveness in the urban context with focus on metropolitan Atlanta. (Offered occasionally)

THGU 609. Faces of Jesus: A Global Perspective (3 hours)
Prerequisite(s): THGU 500 or advanced placement/permission of instructor.
This course will examine ways in which Jesus is perceived through the lens of many of the world's religious traditions with an emphasis upon such perceptions from the context of the two-thirds world. Particular focus will be given to the ways in which Jesus has been depicted in art and film. (Offered occasionally)

THGU 610. Mission of God in the 21st Century (3 hours)
Prerequisite(s): THGU 500 or advanced placement/permission of instructor.
This course assesses the church's role in the mission of God in the twenty-first century through the lens of previous historical shifts in the church's understanding of this mission, cultural realities that have shaped Christian mission, emerging missiological perspectives, and the shaping influence of churches in the eastern and southern hemispheres. Mission leaders from around the world will be conversation partners to assist students in understanding the twenty-first century context. (Offered occasionally)
THGU 611. Mercer on Mission: Subtitle (6 hours)
May be repeated with different subtopics. Requires application and travel overseas.
Prerequisite(s): Application and permission of instructor.
The mission immersion experience provides a cross-cultural ministry opportunity for students that occurs either in an international context or within the United States, but that must be outside the student’s own cultural context. Students will experience various cultures, worldviews and lifestyles with the purpose of providing clarity and direction to their own ministry calling and with the intention of significant missiological reflection upon their experience. (Offered occasionally)

THGU 612. Mission Methodology & Practice (3 hours)
Prerequisite(s): THGU 500 or advanced placement/permission of instructor.
This course will introduce students to emerging concepts in mission methodology and practice in areas of cross-cultural living and communication, sustainability, assets-based community development, and faith-sharing. This course will include visits to sites in the Atlanta metropolitan area. (Offered occasionally)

THGU 701. The Business of Social Enterprise (3 hours)
Prerequisite: Graduate Certificate in Christian Social Enterprise course.
Must apply and be accepted into certificate program.
This course begins by helping students understand the entrepreneurial mindset & ecosystems within social enterprise. Using a design thinking model, students will learn how to discern an opportunity, create a mission and vision, and various ways to incorporate a new business/venture (such as a blended value enterprise). Attention will be given to skills such as developing a business plan, navigating legal issues, creating a viable product, marketing, seeking investors, finding venture capital, scaling and pitch development. The course will emphasize skill building in organizational leadership as students are taught not only how to develop their own leadership skills, but how to work in various cultures. (Offered occasionally) (Fee associated with class)

THGU 702. Theology of Christian Social Enterprise (3 hours)
Prerequisite: Graduate Certificate in Christian Social Enterprise course.
Must apply and be accepted into certificate program.
This course will begin with the history of Christian social enterprise by looking across history, from the early church, through reformation, to modern movements and models as well as global perspectives. The course will look deeply into theological perspective of Christian engagement such as incarnational theology or Christian social theory. Scripture will also be used (particularly the gospel of Luke) to examine Christian understandings of wealth and poverty. (Offered occasionally) (Fee associated with class)

THGU 703. Theory of Social Change (3 hours)
Prerequisite: Graduate Certificate in Christian Social Enterprise course.
Must apply and be accepted into certificate program.
This course will focus on how social change happens and the conditions for social change. Students will read literature on theories of social change from the fields of anthropology and sociology and examine movements and events that have created social change, such as the civil rights movement. Attention will be given to different development theories (such as ABCD) and be exposed to postcolonial and decolonizing perspectives. Students will also learn how to measure social change using qualitative and quantitative research. (Offered occasionally) (Fee associated with class)
THGU 800. Special Topics: (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)

Poverty, Wealth & Inequalities (3 hours)
This course in community development and social ethics will look at poverty, wealth, and inequalities through the lenses of intersectionality and structural injustice. We will begin the course by using the four sources within Christian Ethics—scripture, tradition, reason, and experience—to understand the nature of poverty and why chronic poverty is so difficult to dismantle. We will then turn to sociology and economics to better understand inequalities in the US and abroad. Finally, we will look at constructive ways to dismantle chronic poverty by exploring creative approaches within community development, community organizing, and social enterprise. The entire course will utilize a community-based research model for teaching and learning as we partner with a local non-profit to do qualitative and quantitative research on poverty, wealth, and inequality that will benefit their specific work within a specific neighborhood. Additional fieldwork with our partner non-profit/neighborhood will be required outside of class times.

Field Research in Congregations & Communities (3 hours)
Prerequisite: permission of instructor
In this course, students will learn about qualitative research through working on a community-based collaborative research project in local churches/communities. The course begins with an introduction to re-search questions and basic research design. It then moves to a deeper exploration of qualitative social research and the practice of ethnography through an overview of classic approaches to ethnography such as: interpretive ethnography, extended case method, analytic induction, biographical method, relativism, grounded theory, and phenomenology. Particular attention is given, through both instruction and praxis, to action research, open-ended interviewing, participant observation, and the participatory process. Throughout the course, students will learn how the practice of qualitative research can enrich the work of the academy, congregations, and communities by prioritizing the role of experience and allowing space for asset-based community development and community organizing initiatives to emerge.

THLD 500. Leadership (3 hours)
Prerequisite(s): None.
An examination of the processes of leading as a minister. The language of leadership as a static noun is shifted to the more dynamic quality of leading as a verbal reality. The focus of the course is on the elements that distinguish congregations and ministry organizations as organic organizations that involve multiple elements of being, knowing, and doing for relating to laity and staff to fulfill the mission of God in the world. (Offered every year)

THLD 501. Contextual Ministry (3 hours)
Prerequisite(s): None
This course allows students to work in ministry settings alongside practitioners of ministry. In the classroom and on the field, the focus of the class is to help students integrate their theological education and the practice of ministry. Requires field placement and mentor. (Offered every year)
THLD 600. Leadership in the Black Church
Prerequisite(s): None.
This course serves as a broad introduction into leadership in the Black Church. The course focuses extensively on the theoretical, ideological and practical implications of leadership opportunities and challenges present within the Black Church. It also delves into several specialized and contextual topics in black church dynamics, including socio-economic structures, political influences, management of financial resources, gender roles, black family life, and the relevancy of the Black Church in the life of the community and its people. Leadership will be developed through the engagement of multiple elements of being, knowing, and doing in order to fulfill the mission of God in the world. (Offered occasionally)

THLD 601. How to be an Effective Pastor
Prerequisite(s): None.
This course will help students to define, discern, and articulate the role of the pastor; increase their love for the pastorate; strengthen their faith in the church as a valid setting in which to perform effective ministries for Christ; and prepare to do well in pastoral ministry, including how to survive first and then thrive. (Offered occasionally)

THLD 602. Change & Conflict
Prerequisite(s): None
This course will be an examination of the nature and dynamics of change and conflict in churches and religious institutions. The course studies the leadership role of the minister in effecting change and understanding conflict with focus on the skills needed to serve as a change agent. (Offered occasionally)

THLD 603. Leadership & Biography
Prerequisite(s): None
Students in this Leadership elective will read biographies of religious leaders and other leaders with an eye for the principles and practices of leadership that led to their significant contributions. The course is designed to teach skills for reading biography that will make life stories an ongoing resource for personal leadership development. (Offered occasionally)

THLD 701. The Art, Science, & Spirituality of Leadership
Prerequisite(s): None
This course provides an overview of both secular and theological literature on leadership. The purpose of the course is to help students discover and develop their preferred model, style, and practice of leadership in Christian ministry. (Offered occasionally)

THLD 702. Developing Leaders in the Congregation
Prerequisite(s): None
This course is about discovering, developing, and nurturing lay and clergy leaders for the local congregation. Special attention will be given to leadership development through mentoring, teaching, and example. (Offered occasionally)
THLD 703. Baptist Leaders in the 20th Century
Prerequisite(s): None
This course will combine lectures with reading and research to learn about and learn from strategic Baptist leaders in the 20th century. It will also explore lesser-known Baptist leaders in an effort to heighten understanding of effective leadership for today. (Offered occasionally)

THLD 704. Leadership & Spiritual Formation
Prerequisite(s): THSP 501.
Cross-listed as: THSP 704
This course will examine the truths and practices of Christian Spirituality that are essential for good leadership. The focus of the course will be on the spiritual formation necessary at various stages and levels of leadership. Attention will also be given to biblical, ancient, modern, and postmodern understandings of spiritual practices that have informed various leaders throughout the centuries. (Offered occasionally)

THLD 709. Church Administration
Prerequisite(s): None
Cross-listed as: THCE 709
This course is an introductory study of administration in the congregational context. Issues of ongoing management, long-range planning, goal setting, finances, budget planning, committee structures and church polity will be discussed. (Offered occasionally)

THLD 800. Special Topics:
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)

The Practice of Pastoral Ministry
Prerequisites: THSP 501 and THLD 500 or advanced placement/permission of instructor
This course is an exploration into the identity, relationships and responsibilities of pastoral leaders in local Christian congregations. The class will examine the complexity and challenges of pastoral leadership within the context of a changing congregational, denominational and cultural context. Special attention will be given to the theological, spiritual and human resources necessary for effective pastoral leadership.

THNT 500. Foundations in New Testament
Prerequisite(s): None.
This course is an introduction to modern biblical studies focusing on the study of Jesus and the gospels and Paul and the early church, as well as pursuing leading themes in the New Testament. (Offered every year)

THNT 602. Gospel of Matthew
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
The goals of this course are to lead you to understand the life setting of the Gospel of Matthew; appreciate its literary design and subtleties of meaning; recognize the contribution of this Gospel to the theology of the early church; be able to interpret passages from Matthew, with a keen sensitivity to Matthean themes and theology; relate the Gospel to contemporary ethical, social, and religious issues; and cultivate an appreciation for Matthew as a source of spiritual nurturance and direction. (Offered occasionally)
THNT 603. The Gospel of Mark
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
The Gospel of Mark has been at the center of modern scholarship on Jesus and the study of the synoptic Gospels. This course examines the composition of Mark, its leading themes, and its theological distinctives. It also acquaints the student with Markan scholarship and the power of the gospel story in worship and preaching. (Offered occasionally)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course is an examination of the Gospel of Luke as an apologetic presentation of the ministry and significance of Jesus Christ, its literary and theological features, and the message of Luke for contemporary Christians. (Offered occasionally)

THNT 605. The Gospel of John
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
The objective of this course is to lead students into a life-long love affair with the Gospel of John. This Gospel is at once the simplest and the most profound of the Gospels; and it has had a formative impact on our understanding of Jesus and on the church’s Christology. This course leads the student into an intense reading of the Gospel in conversation with some of John’s leading interpreters. (Offered occasionally)

THNT 606. The Passion & Resurrection Narratives
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course is a study of the passion and resurrection narratives in the gospels. (Offered occasionally)

THNT 607. Contemporary Studies of Jesus
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course surveys the history of scholarship on Jesus from David Friedrich Strauss to the present, with particular emphasis on the methodology, resulting portraits, and theological significance of the work of the leading contributors to contemporary studies of the historical Jesus. (Offered occasionally)

THNT 608. The Parables of Jesus
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course is a critical analysis of the body of the parabolic literature in the synoptics, interacting with the most recent scholarship, including the Jesus Seminar. Using a triangular model, attention will be given to the historical, theological and literary dimensions, with particular emphasis upon the latter. The primary focus will fall upon the text as performative act in the ministry of Jesus, but with eventual interest in the practical hermeneutical implications for the life of the church and the world. (Offered occasionally)

THNT 609. The Miracles of Jesus
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course will examine the miracles of Jesus with a particular focus on the healing narratives, inclusive of the exorcisms in both the Synoptics and John. It will raise scientific and critical issues, place the miracle tradition in historical context, involve the students in careful exegesis of the texts, and pay some thoughtful attention to contemporary relevance. (Offered occasionally)
THNT 610. I & II Peter, James, & Jude  (3 hours)
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course will examine these first century Christian writings by asking questions about genre, date, authorship, and SitzimLeben, as well as their respective theological and literary features, and to what degree they might be interrelated. Students will become conversant with the major theological and literary issues surrounding each of the works, formulate their own informed opinions, and write at least two academic papers. (Offered occasionally)

THNT 611. The Sermon on the Mount  (3 hours)
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
Cross-listed as: THET 611
The purpose of the course is to encounter the various texts of the Great Sermon with an acute sense of radical discipleship and its implications. The primary template will be the Sermon on the Mount, but with constant correlation with the Sermon on the Plain. (Offered occasionally)

THNT 612. The Johannine Tradition  (3 hours)
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course is a study of the Gospel and three letters of John. (Offered occasionally)

THNT 613. The Book of Acts  (3 hours)
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course is an examination of the book of Acts as an example of Greco-Roman historiography and as the companion volume to the Gospel of Luke which concentrates on the ministry of the Apostles and apostolic figures in the expansion of the Christian movement. Possible lessons for the contemporary church shall also be examined. (Offered occasionally)

THNT 614. Paul  (3 hours)
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course will examine key theological and ethics issues in the New Testament writings attributed to the Apostle Paul. It will also examine the interpretation of Paul in one or more Christian thinkers (e.g., Augustine, Luther, Wesley, Barth, Tillich) through an examination of two or more of their sermons. (Offered occasionally)

THNT 615. The Book of Romans  (3 hours)
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course is an examination of the meaning and message of the book of Romans within its cultural context and its role in contemporary discussions. (Offered occasionally)

THNT 616. The Corinthian Correspondence  (3 hours)
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course is an examination of the history and development of 1 & 2 Corinthians. (Offered occasionally)

THNT 617. The Book of Galatians  (3 hours)
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course is an examination of the meaning and message of the book of Galatians within its cultural context, its place in the Pauline corpus, and its role in contemporary discussions. (Offered occasionally)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>THNT 618</td>
<td>The Thessalonian Correspondence</td>
<td>3 hours</td>
<td>THNT 500 or advanced placement/permission of instructor.</td>
<td>This course is an examination of the relationship between 1&amp; 2 Thessalonians. (Offered occasionally)</td>
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<tr>
<td>THNT 619</td>
<td>The Pastoral Epistles: 1&amp;2 Timothy and Titus</td>
<td>3 hours</td>
<td>THNT 500 or advanced placement/permission of instructor.</td>
<td>A study of the content and purpose of the Pastoral Epistles. (Offered occasionally)</td>
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<tr>
<td>THNT 620</td>
<td>The Captivity Letters: Colossians, Ephesians, Philippians, &amp; Philemon</td>
<td>3 hours</td>
<td>THNT 500 or advanced placement/permission of instructor.</td>
<td>This course is a study of the literary, rhetorical and theological relationships among these four books. (Offered occasionally)</td>
</tr>
<tr>
<td>THNT 700</td>
<td>History of the Bible</td>
<td>3 hours</td>
<td>None</td>
<td>Cross-listed as: THCH 700 and THOT 700</td>
</tr>
<tr>
<td>THNT 701</td>
<td>The Bible &amp; Popular Culture</td>
<td>3 hours</td>
<td>THOT 500 or THNT 500 or advanced placement/permission of instructor.</td>
<td>Cross-listed as: THOT 701</td>
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<tr>
<td>THNT 702</td>
<td>Studies in non-Pauline Christianity</td>
<td>3 hours</td>
<td>THNT 500 or advanced placement/permission of instructor.</td>
<td>This course will study select topics in 1&amp; 2 Peter, James, Jude, and/or John’s Apocalypse. (Offered occasionally)</td>
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<td>THNT 703</td>
<td>The Apocalypse of John</td>
<td>3 hours</td>
<td>THNT 500 or advanced placement/permission of instructor.</td>
<td>A study of the social setting and purpose of the Apocalypse. (Offered occasionally)</td>
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<tr>
<td>THNT 704</td>
<td>Second Temple Judaism</td>
<td>3 hours</td>
<td>THNT 500 or advanced placement/permission of instructor.</td>
<td>This course will provide a socio-historical overview of Judaism from the sixth century BCE to the second century CE. (Offered occasionally)</td>
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</tbody>
</table>
THNT 705. Apocalyptic Literature
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
Cross-listed as: THOT 705
This course is a study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation. (Offered occasionally)

THNT 706. Colloquium
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
This course is an advanced seminar on the New Testament. (Offered occasionally)

THNT 707. Preaching the Gospel of Matthew
Prerequisite(s): THPR 500 and THNT 500, or advanced placement/permission of instructor.
Cross-listed as: THPR 707
This course focuses on the preaching possibilities contained in the Gospel of Matthew. Students will examine recent approaches to analyzing and interpreting Matthew, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THNT 708. Preaching the Gospel of Mark
Prerequisite(s): THPR 500 and THNT 500, or advanced placement/permission of instructor.
Cross-listed as: THPR 708
This course focuses on the preaching possibilities contained in the Gospel of Mark. Students will examine recent approaches to analyzing and interpreting Mark, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THNT 709. Preaching the Gospel of Luke
Prerequisite(s): THPR 500 and THNT 500, or advanced placement/permission of instructor.
Cross-listed as: THPR 709
This course focuses on the preaching possibilities contained in the Gospel of Luke. Students will examine recent approaches to analyzing and interpreting Luke, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THNT 710. Preaching the Gospel of John
Prerequisite(s): THPR 500 and THNT 500, or advanced placement/permission of instructor.
Cross-listed as: THPR 710
This course focuses on the preaching possibilities contained in the Gospel of John. Students will examine recent approaches to analyzing and interpreting John, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THNT 711. The Teachings of Jesus
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.
Cross-listed as: THET 711
This course is a study of the theological and ethical implications of the teachings of Jesus. (Offered occasionally)
THNT 712. The Kingdom of God  
Prerequisite(s): THNT 500 or advanced placement/permission of instructor.  
Cross-listed as: THET 712  
This course is a comprehensive study of the kingdom of God sayings of Jesus with particular attention to exegesis and dialogue with the considerable body of scholarly publications.  
(Offered occasionally)  

THNT 713. John Wesley's Interpretation of Scripture  
Prerequisite(s): THNT 500 or THTP 500.  
Cross-listed as: THTP 713  
This course will examine Wesley's interpretation of Scripture by examining of 25-30 select published sermons. Students will evaluate how well Wesley has related the biblical text to his social context and to identify the principle ethical/theological position Wesley takes against his contemporaries. Each student will write three papers. One of the three papers will examine either Wesley's "Christian Perfection," "Justification by Faith," "The Scripture Way of Salvation" or "On Working Out Your Own Salvation." Students from Methodist/Wesleyan traditions who choose to write on three of the four aforementioned sermons may petition their annual conference or seminary for credit for Methodist Doctrine.  
(Offered occasionally)  

THNT 800. Special Topics: Subtitle  
May be repeated with different subtopics.  
Prerequisite(s): Varies  
Advanced English Exegesis of the New Testament: Subtitle  
May be repeated with different subtopics  
Prerequisite(s): THNT 500 or advanced placement/permission of instructor  
This course is an advanced study of a given New Testament book or major theme.  
(Offered occasionally)  

New Testament Theology  
Prerequisite: THNT 500  
Cross-listed as THTP 800  
This course serves as an introduction to the major concerns and problems posed by the discipline of New Testament Theology. New Testament Theology explores the theological relationships between and among the writings of the New Testament and how concepts and ideas from those writings are in used and understood in contemporary settings. This course considers the unity and diversity of the New Testament writings, the factors involved in deciding which are major and which are minor voices, and the use of the New Testament in contemporary theology.  
(Offered occasionally)  

THOT 500. Foundations in Old Testament  
Prerequisite(s): None.  
This course introduces the study of the Old Testament and gives students tools for continuing study of this portion of the scriptures. Special attention will be given to the Old Testament's backgrounds in history, canonical formation, language and translation, literary form, history of interpretation, and use in the Christian church.  
(Offered every year)
THOT 601. Ancient Israelite Religion from a Post-Colonial Perspective (3 hours)
Prerequisite(s): THOT 500 or advanced placement/permission of instructor.
This course will survey various theories on the development and nature of Israelite religion within its ancient Near Eastern context. Participants will explore topics such as sacred space, ritual, sacrifice, worship, ethics, and the rise of monotheism from within a polytheistic culture. In particular, students will explore the manner in which colonial forces impact and shape the development of Israelite theology. (Offered occasionally)

THOT 602. Interpreting Ecclesiastes (3 hours)
Prerequisite(s): THOT 500 or advanced placement/permission of instructor.
Students in this course will encounter theological, philosophical, and ethical concepts in the book of Ecclesiastes. The course will address classical exegetical approaches to the composition, date, and meaning of the text in its original context. Students will also examine themes from the book’s reception history in art, music, literature, and popular culture. (Offered occasionally)

THOT 603. Feminist Interpretations of the Book of Psalms (3 hours)
Prerequisite(s): THOT 500 or advanced placement/permission of instructor.
In this class, students will explore feminine images of God in the Psalter and the ways in which the book addresses issues that are particularly important to those who read the biblical text from a feminist perspective. (Offered occasionally)

THOT 634. The Book of the Twelve (3 hours)
Prerequisite(s): THOT 500 or advanced placement/permission of instructor.
This course is an in-depth study of the Book of the Twelve. Special attention will be paid to the canonical shape of the Book of the Twelve as well as the different theologies and messages of each individual prophet. (Offered occasionally)

THOT 651. The Book of Psalms (3 hours)
Prerequisite(s): THOT 500 or advanced placement/permission of instructor.
This course will examine the overall structure and message of the book of Psalms, its individual components, and its interpretation by and influence on the people of God throughout the millennia. Students will: critically study the shape and story of the macro and micro components of the Psalter; integrate the words of the Psalter into their own striving for contact with the "Ultimate Source" of all life; and discover ways in which they might be able to help others appropriate the words of the Psalter in their own quests for communicating with God. (Offered occasionally)

THOT 660. Teaching from the Wisdom Literature (3 hours)
Prerequisite(s): THOT 500 or advanced placement/permission of instructor.
Roland Murphy writes that wisdom literature is "exciting" because it deals directly with life. This course will explore the phenomenon of "wisdom" in the ancient Near East and in the Hebrew Bible, examine the Books of Proverbs, Job, Ecclesiastes, Song of Songs, The Wisdom of Sirach and the Wisdom of Solomon, and discuss how the "wisdom" of the Hebrew Bible can be appropriated into the everyday life of Christians. (Offered occasionally)
THOT 700. History of the Bible  (3 hours)
Prerequisite(s): None
Cross-listed as: THCH 700 and THNT 700
This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century. (Offered occasionally)

THOT 701. The Bible & Popular Culture  (3 hours)
Prerequisite(s): THOT 500 or THNT 500 or advanced placement/permission of instructor.
Cross-listed as: THNT 701
This course develops skills for analyzing contemporary culture, biblical literature, and the intersection between the two. Participants will engage biblical allusion and interpretation in a variety of genres, including, but not limited to: film, television, music, literature, art, political rhetoric, and the like. The course will also enable participants to engage popular culture in teaching the Bible in either church or academic settings. (Offered occasionally)

THOT 702. Social Justice & the Old Testament  (3 hours)
Prerequisite(s): THOT 500 or advanced placement/permission of instructor.
Cross-listed as: THET 702
This course will explore the topic of social justice in conversation with various genres of Old Testament literature, providing resources for developing a biblical perspective on social ethics. Participants will focus on building a bridge between ancient historical and cultural factors “behind” the Old Testament texts and contemporary societal issues “before” the biblical texts. The course format will include a major research project and presentation, a seminar approach, and service-learning components. (Offered occasionally)

THOT 703. Preaching the Old Testament  (3 hours)
Prerequisite(s): THOT 500 and THPR 500; or advanced placement/permission of instructor.
Cross-listed as: THPR 703
This course focuses on the preaching possibilities contained in the Old Testament. Students will examine recent approaches to analyzing and interpreting the Old Testament, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THOT 704. The Theology of Exile  (3 hours)
Prerequisite(s): THOT 500 or advanced placement/permission of instructor.
This course explores the theological and ethical responses to the destruction of Jerusalem and the Babylonian exile in the Old Testament, particularly in the books of Jeremiah, Lamentations, Ezekiel, and Second Isaiah. Students will encounter traditional exegetical issues as well as newer interpretive strategies. The topics discussed will include the presence and absence of God, the implications of a retribution theology of the exile, the portrayal of women in exilic literature, ethics after exile, oracles against foreign nations, the tradition of lament, and the vision for the establishment of a new community and religious identity after exile. (Offered occasionally)
THOT 705. Apocalyptic Literature  
Prerequisite(s): THOT 500 or THNT 500 or advanced placement/permission of instructor. 
Cross-listed as THNT 705 
This course is a study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation. (Offered occasionally)

THOT 800. Special Topics: Subtitle  
May be repeated with different subtopics. 
Prerequisite(s): Varies

Advanced English Exegesis of the Old Testament: Subtitle
May be repeated with different subtopics 
Prerequisite(s): THOT 500 or advanced placement/permission of instructor
This is an advanced exegetical seminar in a particular book or set of texts from the Old Testament. Students registering under the THOT designation will engage the texts using various English translations, though they are encouraged to use the Hebrew when able. Students may repeat the course with different subtopics. (Offered occasionally)

Creation Theology, Spirituality, and the Arts  
Prerequisite(s): THOT 500 or advanced placement/permission of instructor
This course will explore the intersection of Hebrew Bible creation theology, spiritual formation, and the creative arts. Participants will study various interpretive approaches to creation literature throughout the Old Testament. The biblical study will provide the foundations for bi-weekly nature/creation experiences in which class members practice mindfulness while also exploring the creative arts as spiritual discipline. Participants should, therefore, be willing to travel to different locations within metro-Atlanta for approximately half of the class sessions. Each member should also set aside a non-interrupted eight-hour time block for an individual nature retreat that will provide the foundation of their final project. For the final project, class members may choose any artistic medium to communicate their experiences of the Holy in the intersection between scripture and the natural world. The final project includes a paper articulating exegetical reflections on scripture and how they influence the artistic expression in the final project.

THPC 500. Pastoral Care  
Prerequisite(s): None.
This course will integrate theology and pastoral care in both personal and congregational dimensions of the minister’s life in order to improve both theory and practice for ministry effectiveness in the community of faith and the world. The student’s compassion and service will be nurtured and focused by dialogue with the findings of psychology of religion and the disciplines of spiritual development. (Offered every year)

THPC 502. Cultural Intelligence  
Prerequisite(s): None. 
Cross-listed as: THGU 502.
The 21st century church is embedded in a period of rapid and complex cultural change. In a society where patterns of immigration, suburbanization, and urban revitalization can rapidly change the racial and ethnic landscape of a community, the "homogeneous unit principle" strategy for church
growth and vitality no longer works. In this course, students will develop the knowledge and skills of cultural intelligence that will enable them to minister effectively across cultures, to lead congregations and organizations facing cultural change, and to engage in racial justice ministry. (Offered every year)

THPC 601. Clinical Pastoral Education Unit 1 (6 hours)
Prerequisite(s): Acceptance into ACPE approved program.
This course gives six hours credit for students accepted into and completing satisfactorily an off-campus basic unit of Clinical Pastoral Education (C.P.E.). (ACPE accredited) C.P.E. is done under the direction of a certified C.P.E. supervisor in a hospital, church or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection. Students will be awarded a grade of pass or fail and should register for the course in the semester in which they will complete the requirements for one full unit. (Offered every semester) (Fee associated with class)

THPC 602. Clinical Pastoral Education Unit 2 (6 hours)
Prerequisite(s): Acceptance into ACPE approved program and THPC 601
This course gives six hours credit for students accepted into and completing satisfactorily a second off-campus basic unit of Clinical Pastoral Education (C.P.E.). (ACPE accredited) C.P.E. will be done under the direction of a certified C.P.E. supervisor in a hospital, church, or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection. Students will be awarded a grade of pass or fail and should register for the course in the semester in which they will complete the requirements for one full unit. Students may receive course credit for a maximum of two courses (12 hours) of CPE. (Offered every semester) (Fee associated with class)

THPC 603. Emotional Competence in Ministry (3 hours)
Prerequisite(s): None
This course introduces students to the literature and practices of emotional intelligence as a resource for pastoral ministry. Students will assess this material from pastoral theological perspectives and integrate these resources into their practice of ministry. Students will develop a beginning level of competence in the core areas of emotional intelligence: emotional self-awareness, management of one’s own emotions, awareness of the emotions of others, and appropriate responses to other people’s emotions. Students will explore the use of these skills in pastoral ministry. (Offered occasionally)

THPC 604. Professional Development in Pastoral Counseling (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
This course will address the student’s professional development in the field of pastoral care and counseling. Students will gain knowledge of and appreciation for the processes of certification, licensing, continuing education, and ongoing pastoral theological reflection and integration. Students will also learn about a variety of pastoral care and counseling ministries. Students will explore which ministries are best suited to their gifts, interests, and callings. Students will reflect carefully upon their own sense of vocation in pastoral care and counseling. (Offered occasionally)

THPC 605. The Theory & Practice of Pastoral Counseling (3 hours)
Prerequisite(s): THPC 500, COUN 602 and COUN 612, and min. 75 hrs; or advanced placement/permission of instructor.
This course will introduce students to the ministry of pastoral counseling. It will explore pastoral counseling from a perspective that integrates theory and practice. Psychological and theological approaches to pastoral counseling will be introduced and integrated. In addition, the life and work of the pastoral counselor will be addressed. Students will gain knowledge of and appreciation for pastoral counseling. (Offered occasionally)

**THPC 606. Addiction & Grace**
(3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
This course will enable students to understand the physical, mental, emotional, spiritual, social, and theological aspects of the processes of addiction and recovery. Both substance and process addictions will be addressed. Learners will explore in depth their own experiences with addiction and grace. Students will develop and practice skills to minister effectively with addicted persons. (Offered occasionally)

**THPC 607. Dreams as a Resource for Pastoral Care**
(3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THSP 607
This course will enable students to understand and make use of dreams as a resource for pastoral care. Students will learn and integrate psychological, Biblical, theological, and spiritual perspectives on interpreting dreams. Learners will explore in depth their own experiences with dreams. Students will develop and practice skills to use dreams effectively in their work of ministry. (Offered occasionally)

**THPC 608. The Coaching Minister**
(3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor.
This course will introduce students to the knowledge, skills, and personal attributes needed for the practice of coaching within a ministry context. Students will explore theological, theoretical, spiritual, and practical aspects of ministry coaching. Learners will observe, critique, and practice a process that guides persons to move toward their goals for change. (Offered occasionally)

**THPC 609. Pastoral Care Regarding Grief & Loss**
(3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Grief and loss will be explored from the perspectives of both the theological disciplines and the social sciences. This material will be integrated to help the student understand how to best provide pastoral care in situations of grief and loss. (Offered occasionally)

**THPC 610. Pastoral Care During Death & Dying**
(3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Death and dying will be explored from the perspectives of both the theological disciplines and the social sciences. This material will be integrated to help the student understand how to best provide pastoral care with persons who are dying and their families before and after the death. (Offered occasionally)

**THPC 611. Pastoral Theology of Love**
(3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
This course will use a pastoral theological methodology to study the experience of love. Disciplines from the theological disciplines and the social sciences will be employed to understand love in human experience and in ministry. (Offered occasionally)
THPC 612. Pastoral Care & the African American Family (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
This course focuses upon the unique pastoral care needs that arise out of the historical and contemporary experiences of African Americans. Students will review foundational and emerging texts in the theology and practice of African American pastoral care, while paying attention to sociocultural forces that shape the social, economic, and psychological well-being of African American families and communities. Students will be introduced to practical theological applications for providing care and counseling within African American communities. (Offered occasionally)

THPC 613. Marriage: Theory & Practice (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
This course introduces the theory and practice of pre-marital and marital counseling, focusing upon systems, trans-generational, and life-cycle perspectives. Special attention is given to the factors that contribute to relational health and disorder as well as practical resources for marriage education and couples counseling in local congregations. (Offered occasionally)

THPC 614. Trauma Stewardship (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
This course prepares students to provide pastoral care and counseling to individuals, families, and communities impacted by trauma. It provides a general introduction to the nature of trauma, its impact on mental, physical, and pastoral intervention models for working with traumatized persons. Students will learn to identify the signs of trauma exposure response and to identify self-care and coping strategies that will sustain pastoral caregivers’ work with trauma survivors. (Offered occasionally)

THPC 701. Preaching & Pastoral Care (3 hours)
Prerequisite(s): THPR 500 or advanced placement/permission of instructor.
Cross-listed as: THPR 701
This course is intended to deepen the preacher’s understanding of pastoral care and the ways in which preaching is an act of care. The underlying assumption is that preaching can be a meaningful expression of God’s grace and nurture. Students will explore biblical foundations for preaching as pastoral care with special emphasis on the preaching of Jesus. Each student will prepare and deliver sermons related to pastoral topics. (Offered occasionally)

THPC 702. Spirituality & Pastoral Care (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THSP 702
This course will explore how the practices of Christian spirituality and pastoral care intersect. Particular attention will be given to the theories and practices related to caring for the soul. (Offered occasionally)

THPC 703. Pastoral Care with Children (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THCE 703
Theological understandings of the aging process will be integrated with insights about children. This deeper understanding of the needs of children will inform the theory and practice of pastoral care with children. (Offered occasionally)
THPC 704. Pastoral Care with Youth (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor.
Cross-listed as: THCE 704
Theological understandings of the aging process will be integrated with insights about youth. This deeper understanding of the needs of adolescents will inform the theory and practice of pastoral care with youth. (Offered occasionally)

THPC 705. Pastoral Care with Men (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THCE 705
This course explores the specific needs of men from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of men will undergird specific guidance offered for pastoral care with men. (Offered occasionally)

THPC 706. Pastoral Care with Women (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THCE 706
This course explores the specific needs of women from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of women will undergird specific guidance offered for pastoral care with women. (Offered occasionally)

THPC 707. Pastoral Care with Senior Adults (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THCE 707
Theological understandings of the aging process will be integrated with insights about senior adults from gerontology. This deeper understanding of the needs of older persons will inform the theory and practice of pastoral care with senior adults. (Offered occasionally)

THPC 708. Sexuality & Ministry (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THCE 708
This course seeks to help students develop a positive understanding of human sexuality in light of their own religious faith and spirituality. Attention will be given to the students’ own attitudes toward sexuality and how those may function to promote or hinder adequate fulfillment of ministerial responsibilities. (Offered occasionally)

THPC 709. Psychology of Religious Experience (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THSP 709
This course will explore psychological understandings of religious experience. Both classical and modern resources will be analyzed, so that the psychology of religious experience can be a resource for offering pastoral care. (Offered occasionally)
THPC 710. Coaching for Spiritual Growth (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THSP 710
This course explores the contemporary practice of life coaching as a methodology for facilitating the spiritual growth of individuals. Spiritual growth will be addressed from both classical perspectives and modern approaches to spirituality within coaching and Christianity. (Offered occasionally)

THPC 711. Spiritual Guidance in Ministry (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THSP 711
Providing spiritual guidance through pastoral conversations will be explored. Spiritual guidance regarding healing faulty images of God and a troubled relationship with God will be emphasized. (Offered occasionally)

THPC 713. Forgiveness and Reconciliation (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THET 713
This course explores biblical, theological, and clinical approaches to forgiveness and reconciliation using a womanist/feminist pastoral methodology. Personal narrative and film will be used to explore the particularities of trauma/conflict in various contexts and to identify universal principles of forgiveness and reconciliation. Students will examine clinical and pastoral strategies for facilitating forgiveness and reconciliation in interpersonal relationships as well as large-scale social conflicts (i.e., racism, ethnic conflict, sexual violence). (Offered occasionally)

THPC 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)

Pastoral Perspectives of Gender and Sexuality (3 hours)
Prerequisite: THPC 500 or advanced placement/permission of instructor.
This course introduces students to the ethical practice of addressing issues of gender and sexuality in pastoral care and counseling. Using an interdisciplinary framework, students involved in this course will critically analyze their personal, cultural, and theological views of gender and sexuality; and will learn how gender, sexuality, and race intersect to shape and impact individual identities.

THPR 500. Preaching (3 hours)
Prerequisite(s): None. THOT 500 and THNT 500 recommended.
This course introduces the principles and disciplines of effective preaching. It offers the tools for the fresh, ongoing interpretation of scripture into the lives of listeners. Students will study cultural and congregational factors in the preaching event, methods for interpreting texts, the process of sermon development, and the practical issues of oral communication. (Offered every year)

THPR 600. The Practice of Preaching (3 hours)
Prerequisite(s): THPR 500 or advanced placement/permission of instructor.
Designed for all students whose vocation will include preaching, this course will expand the student’s comprehension of the preaching task, and will give particular focus to the development and
application of homiletical skills. The course includes a strong component of guided classroom preaching, discussion and response. (Offered occasionally)

THPR 601. Preaching & Film
Prerequisite(s): THPR 500 or advanced placement/permission of instructor.
This course introduces and analyzes the connections between contemporary films and preaching. Students will examine the relationships of faith and culture, films and culture, films and homiletical thought, and films and the preaching event. Films will be viewed and interpreted in terms of these relationships. Students will preach sermons based on the intersection of particular films and particular texts. (Offered occasionally)

THPR 701. Preaching & Pastoral Care
Prerequisite(s): THPR 500 or advanced placement/permission of instructor.
Cross-listed as: THPC 701
This course is intended to deepen the preacher’s understanding of pastoral care and the ways in which preaching is an act of care. The underlying assumption is that preaching can be a meaningful expression of God’s grace and nurture. Students will explore biblical foundations for preaching as pastoral care with special emphasis on the preaching of Jesus. Each student will prepare and deliver sermons related to pastoral topics. (Offered occasionally)

THPR 702. Ministry of Writing
Prerequisite(s): None
Cross-listed as: THCE 702
Effective ministry is enhanced by effective writing. This course is directed at developing students’ understanding of writing as a ministry and honing their skills. Texts and discussions will introduce the principles and disciplines for a fresh, ongoing ministry of writing. In the manner of a Christian writing workshop, students will compose, share, and discuss a variety of forms of writing in service to the church. (Offered occasionally)

THPR 703. Preaching the Old Testament
Prerequisite(s): THPR 500; or advanced placement/permission of instructor.
Cross-listed as: THOT 703
This course focuses on the preaching possibilities contained in the Old Testament. Students will examine recent approaches to analyzing and interpreting the Old Testament, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THPR 704. Preaching & Ethics
Prerequisite(s): THPR 500 or advanced placement/permission of instructor.
Cross-listed as: THET 704
This course deals with how preaching may function prophetically to address the Word of God to contemporary social structures and systems. Students will explore the interpretation and communication of the biblical witness in the context of American society. Principles will be established for how such preaching may be faithfully and effectively done in the context of pastoral ministry. (Offered occasionally)
THPR 705. Preaching as a Spiritual Discipline (3 hours)
Prerequisite(s): THPR 500 or advanced placement/permission of instructor.
Cross-listed as: THSP 705
This course focuses on the spiritual formation of the preacher. This is not solely a preaching nor a spiritual formation course, but an exploration of the intersection. Students will investigate ways that the homiletical process can be part of their discipleship. (Offered occasionally)

THPR 707. Preaching the Gospel of Matthew (3 hours)
Prerequisite(s): THPR 500 or advanced placement/permission of instructor.
Cross-listed as: THNT 707
This course focuses on the preaching possibilities contained in the Gospel of Matthew. Students will examine recent approaches to analyzing and interpreting Matthew, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THPR 708. Preaching the Gospel of Mark (3 hours)
Prerequisite(s): THPR 500 or advanced placement/permission of instructor.
Cross-listed as: THNT 708
This course focuses on the preaching possibilities contained in the Gospel of Mark. Students will examine recent approaches to analyzing and interpreting Mark, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THPR 709. Preaching the Gospel of Luke (3 hours)
Prerequisite(s): THPR 500 or advanced placement/permission of instructor.
Cross-listed as: THNT 709
This course focuses on the preaching possibilities contained in the Gospel of Luke. Students will examine recent approaches to analyzing and interpreting Luke, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THPR 710. Preaching the Gospel of John (3 hours)
Prerequisite(s): THPR 500 or advanced placement/permission of instructor.
Cross-listed as: THNT 710
This course focuses on the preaching possibilities contained in the Gospel of John. Students will examine recent approaches to analyzing and interpreting John, with attention to the proclamation of particular texts. Each student will preach at least two sermons. (Offered occasionally)

THPR 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)

THSP 501. Spiritual Formation (3 hours)
Required 1st semester
Prerequisite(s): None.
This course emphasizes learning to ask the right questions in order to integrate personal, academic, and professional foundations around a center of spiritual maturity. Discussion of these issues will be pursued in a context of community in a small group. This course is required of all first-semester M.Div. and M.A.C.M. students. Students who withdraw from this course must withdraw from all other courses for the semester. Students who do not pass the course must take it in the succeeding
semester and may be subject to a required reduction in course load.
(Offered every semester) ( Fee associated with class)

THSP 601. Spiritual Disciplines for Christian Spiritual Formation  
Prerequisite(s): THSP 501 or advanced placement/permission of instructor.
This course is an introduction to classical Christian spiritual disciplines from historical, experiential, and ministry perspectives with a view to enrichment of personal and vocational spiritual formation.  
(Offered occasionally)

THSP 602. Christian Pilgrimage  
Prerequisite(s): THSP 501 or advanced placement/permission of instructor.
This course will explore the Christian pilgrimage as a model for understanding and practicing Christian spiritual formation.  It will include various approaches to pilgrimage, including literary, historical, theological, and sociological perspectives. (Offered occasionally)

THSP 603. Writing as a Spiritual Discipline  
Prerequisite(s): THSP 501 or advanced placement/permission of instructor.
This course is directed at developing the student’s understanding of writing as a way of growing in their faith and understanding. The focus is on writing as a means of spiritual formation. Students will compose, share, and discuss prayers, journals, essays, and responses to other spiritual disciplines.  
(Offered occasionally)

THSP 604. Christian Formation for Racial Reconciliation, Part 1  
and Christian Formation for Racial Reconciliation Part 2  
Cross-listed as: THET 604.
Prerequisite(s): THSP 501, application, and permission of instructor.
This course invites students to live into the call to Christian racial reconciliation in the context of a small, intentionally diverse spiritual formation group. The group will meet weekly for two semesters to discuss personal experiences of race and racism and the principles of Christian reconciliation. Through prayer and dialogue, the course aims to foster spiritual formation and social change by equipping students with the knowledge base and practical skills needed to engage in the ministry of racial reconciliation in local congregations and other ministry settings. Enrollment is limited to 15 students. Pass/Fail. (Offered occasionally)

THSP 607. Dreams as a Resource for Pastoral Care  
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THPC 607
This course will enable students to understand and make use of dreams as a resource for pastoral care. Students will learn and integrate psychological, Biblical, theological, and spiritual perspectives on interpreting dreams. Learners will explore in depth their own experiences with dreams. Students will develop and practice skills to use dreams effectively in their work of ministry.  
(Offered occasionally)

THSP 701. Classics of Christian Devotion  
Prerequisite(s): None
Cross-listed as: THCH 701
This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality, and personal reflection. Students will gain historical knowledge of the authors
and works of classical spiritual writings, learn to interpret and evaluate Christian devotional works, and be provided a context for responding personally and vocationally to Christian spiritual formation as presented in various texts. (Offered occasionally)

THSP 702. Spirituality & Pastoral Care  
Prerequisite(s): THSP 501, or advanced placement/permission of instructor.  
Cross-listed as: THPC 702  
This course will explore how the practices of Christian spirituality and pastoral care intersect. Particular attention will be given to the theories and practices related to caring for the soul. (Offered occasionally)

THSP 703. Celtic Christianity  
Prerequisite(s): THCH 500 or advanced placement/permission of instructor.  
Cross-listed as: THCH 703  
This course surveys the variety of distinctive Christian ways that appeared as Christianity developed in the Celtic culture on the far western edge of Europe between 400 and 1200 C.E. with an emphasis on those aspects that have had lasting influence and attraction among current day Christians. (Offered occasionally)

THSP 704. Leadership & Spiritual Formation  
Prerequisite(s): THLD 500 and THSP 501.  
Cross-listed as: THLD 704  
This course will examine the truths and practices of Christian Spirituality that are essential for good leadership. The focus of the course will be on the spiritual formation necessary at various stages and levels of leadership. Attention will also be given to biblical, ancient, modern, and postmodern understandings of spiritual practices that have informed various leaders throughout the centuries. (Offered occasionally)

THSP 705. Preaching as a Spiritual Discipline  
Prerequisite(s): THPR 500 or advanced placement/permission of instructor.  
Cross-listed as: THPR 705  
This course focuses on the spiritual formation of the preacher. This is not solely a preaching nor a spiritual formation course, but an exploration of the intersection. Students will investigate ways that the homiletical process can be part of their discipleship. (Offered occasionally)

THSP 709. Psychology of Religious Experience  
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.  
Cross-listed as: THPC 709  
This course will explore psychological understandings of religious experience. Both classical and modern resources will be analyzed, so that the psychology of religious experience can be a resource for offering pastoral care. (Offered occasionally)

THSP 710. Coaching for Spiritual Growth  
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.  
Cross-listed as: THPC 710  
This course explores the contemporary practice of life coaching as a methodology for facilitating the spiritual growth of individuals. Spiritual growth will be addressed from both classical perspectives and modern approaches to spirituality within coaching and Christianity. (Offered occasionally)
THSP 711. Spiritual Guidance in Ministry (3 hours)
Prerequisite(s): THPC 500 or advanced placement/permission of instructor.
Cross-listed as: THPC 711
Providing spiritual guidance through pastoral conversations will be explored. Spiritual guidance regarding healing faulty images of God and a troubled relationship with God will be emphasized. (Offered occasionally).

THSP 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)

THTP 500. Foundations in Theology (3 hours)
Prerequisite(s): None.
This course surveys briefly the history of Western theological thought and notes developing world movements in the modern period and then focuses upon the nature, sources, and scope of systematic theology identifying the major theologians, issues, and terminology associated with the central Christian doctrines that have shaped the community of faith. The course will survey the basic components of Christian doctrine and the task of Christian theology. (Offered every year)

THTP 601. Christian Theology & Culture (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
This course examines the dynamic interaction of faith in life, seeking to develop the student’s competence in identifying descriptions of “Culture” and Christianity that respectfully appreciate and critically evaluate the particular worldview in his or her place of ministry. The students are encouraged to use Christian theology as a skill to be applied in a local community context through biblical interpretation, pastoral counseling, preaching, and teaching. (Offered occasionally)

THTP 602. Suffering and Evil (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
This course examines the philosophical and theological challenges of the problem of evil and suffering for the Judeo-Christian tradition. Various historical theological responses are evaluated such as: the free-will defense, temporal dualism, Soul-making models, protest theodicy and evolutionary models. The student is encouraged to construct his or her own theological response. (Offered occasionally)

THTP 603. Atonement & Reconciliation (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
This course examines the human predicament of alienation from God, from oneself and from others. The primary metaphors of the Christian tradition “sin and bondage of the will” are examined through a survey of biblical theology and the Western Christian tradition. The course emphasizes the need for a culturally relevant Christian understanding of atonement and reconciliation in light of the life, ministry and death of Jesus Christ. (Offered occasionally)

THTP 604. Models of God (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
Models of God are central to the identity of any culture, nation, tribe, and family or self. This course asks a series of questions related to this assumption. What is the psychological and sociological basis for our search and need for the sacred? How does the religious tradition of Israel identify its
understandings of God? How is the human search for the sacred formulated in a distinctively Christian understanding of God? What are the necessary components of a Christian understanding of God? This class attempts to identify the pivotal turning points in history of the Western Christian understanding of God. (Offered occasionally)

THTP 605. Religious Language
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
The Religious Language course examines the nature, status, and reference of religious metaphor and language. In order to address these issues the course must briefly identify a history of semantic theory and its relationship to religious communities. The course will introduce key personalities, terminology and ways of creating composite metaphors and image schemes for use in worship, prayer and devotional settings. (Offered occasionally)

THTP 606. Theology & Science
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
This course provides an introduction to the religious view of “the Self” and its interface with contemporary science. Religion as a cultural activity is linked with the creation and maintenance of certain kinds of self-conceptions. Religion transforms biological human identity into a supernatural related self through the use of symbols. Science is called upon to describe the “what am I” question or biological identity while religious language and theology focus on the “who am I” question of supernatural identity. It is the interplay between the languages of science and theology that we see the emergence of the responsible self who asks, “How should I act” within the community. This course encourages cross-cultural communication as a context whereby participants will benefit from the diverse backgrounds and knowledge of others. This will lead to a broader and hopefully wiser understanding of oneself. (Offered occasionally)

THTP 607. Christology
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
This course surveys the nature and person of Jesus Christ as recorded in the canonical Gospels and the epistles of the New Testament noting the developing discussion in the post-biblical councils and contemporary reformulations. Primary considerations include the relationship of Jesus' nature and person with the nature and person of God. The course concludes with an examination of contemporary Christological debates and their impact on the church. (Offered occasionally)

THTP 608. Ecclesiology
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
This course examines the purpose, nature and mission of the Church. Ecclesiology deals with the church's origin, its relationship to the life, ministry and teaching of Jesus; its role in salvation, its discipline, its destiny, and its leadership. The course will seek to address the various models and manifestations of the church in a variety of global and historical contexts. The course concludes with creative reflection on how might the church reconfigure itself for the future. (Offered occasionally)

THTP 609. Eschatology
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
This course surveys the branch of Christian theology devoted to the study of “Last Things.” The major issues and events in Christian eschatology are death and the afterlife, Heaven and Hell, the Parousia (Second Coming of Jesus), the Resurrection of the Dead, the Rapture, the Tribulation, the end of the world, the Last Judgment, and the New Heaven and New Earth of the World to Come.
This course examines how Christian views of history and the end-times have influenced Western and Global Christianity in the fields of politics, religious movements, and literature. (Offered occasionally)

THTP 610. Faith & Atheisms (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
This course examines the growing cultural interest in the multi-dimensional claims of Atheism and asks how the community-of-those-committed-to-Christ reads this cultural event and responds appropriately. The course surveys the atheist critiques of religion in order to analyze observations about the sometimes disreputable functions of religious practice and belief. While the current attention tends to focus on “atheisms of science” by authors like Daniel Dennett, Richard Dawkins, and Christopher Hitchens, this course will also examine historical figures such as Freud, Marx, Nietzsche and that of Thomas Altizer, Richard Rubenstein and Slavoj Zizek respectfully. (Offered occasionally)

THTP 708. Theology After the Holocaust (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
Cross-listed as: THET 708
This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany’s “war against the Jews” -- the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other “undesirable” groups), which is referred to as the Shoah, or Holocaust. The course considers the psychological and social worldviews of those “victimized,” “the executioners,” and the “bystanders.” Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history on both religious communities. (Offered occasionally)

THTP 709. Theology and Ethnography (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
This course assumes that Theology without concrete access to how believers live can be empty. The language of theology requires that which is not always explicitly theological language (behavior, will, perception, images, time, space, sight, sound, and the gesturing body) in order for language about God to be relevant; theology needs detailed study of these phenomena in actual communities. Ethnographic research is a fruitful means by which this manner of embedded theological interpretation makes this interface possible. The course teaches ethnographic interviewing as a process for reflection on embedded theology in a local context. (Offered occasionally)

THTP 710. Theology & Economics (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
Cross-listed as: THET 710
This course examines the relationship between Christian Theology and economics on the assumption that economics and economy are not value free from the extra-economic realms of culture and religion. This course claims that economics is subordinate to theology in the sense that theological concerns set the moral parameters for the functioning of the market. Key theorists and theologians are reviewed including Adam Smith, Karl Marx, Hayek, Keynes, Friedman, and Deleuze in the field of economics, and Augustine, Aquinas, Novak, Berger, Stephen D. Long, and Philip Goodchild in theology. (Offered occasionally)
THTP 713. John Wesley's Interpretation of Scripture (3 hours)
Prerequisite(s): THNT 500 or THTP 500.
Cross-listed as: THNT 713
This course will examine Wesley's interpretation of Scripture by examining 25-30 select published sermons. Students will evaluate how well Wesley has related the biblical text to his social context and to identify the principle ethical/theological position Wesley takes against his contemporaries. Each student will write three papers. One of the three papers will examine either Wesley's "Christian Perfection," "Justification by Faith," "The Scripture Way of Salvation" or "On Working Out Your Own Salvation." Students from Methodist/Wesleyan traditions who choose to write on three of the four aforementioned sermons may petition their annual conference or seminary for credit for Methodist Doctrine. (Offered occasionally)

THTP 714. Political Theology (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
Cross-listed as: THET 714
The Christian imagination finds itself confronted with a picture, a theological image in which God, humanity and world form a divine nexus. Believers have reasons for thinking that they live in this nexus, just as they have reasons for assuming that it offers guidance for political life. Are Christians supposed to withdraw from a corrupted world that was abandoned by the Redeemer? Are Christians called upon to rule the earthly city with both church and state, inspired by the Holy Spirit? Or are believers expected to build a New Jerusalem that would hasten the Messiah’s return? These sorts of questions populate the field “political theology.” Major historic events in the history of Christianity and the theo-politicians who contributed to these watershed interpretations will be examined. (Offered occasionally)

THTP 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics.
Prerequisite(s): Varies

Guided Readings: Subtitle
May be repeated with different subtopics
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
The readings in this course are designed for the advanced student in. An in depth, close reading, of writers who have shaped Christian theological discourse will be the focus of the course. Examples include the writings of Karl Barth, Paul Tillich, Ludwig Wittgenstein, G.W.F. Hegel, Meister Eckhart, Augustine of Hippo, Thomas Aquinas, John Calvin, Martin Luther, JurgenMoltmann, and Johann Baptist Metz. The Guided Readings course is sometimes organized around topics and issues such as: Political theology, Liberation theology, Feminist theology, Post-colonial theology, and Contextual theology. The primary task of this seminar is critical reading and analysis of the material covered with the expectation that each seminar participant will actively participate in the discussion. (Offered occasionally)

New Testament Theology (3 hours)
Prerequisite: THNT 500
Cross-listed as THNT 800
This course serves as an introduction to the major concerns and problems posed by the discipline of New Testament Theology. New Testament Theology explores the theological
relationships between and among the writings of the New Testament and how concepts and ideas from those writings are in used and understood in contemporary settings. This course considers the unity and diversity of the New Testament writings, the factors involved in deciding which are major and which are minor voices, and the use of the New Testament in contemporary theology.

THWL 500. Worship (3 hours)
Prerequisite(s): None.
This course will introduce students to the history, theology, and practice of Christian worship. Explorations will be made of the varieties of worship in Israel, in the early church, in the church throughout history, in historic Baptist traditions, and in various modern cultural contexts. Students will learn to think theologically about the character, the content, and the form of worship, and will be asked to make application in their various church contexts. Students will also learn practical worship skills for quality worship leadership. (Offered every year)

THWL 600. Worship & the Arts (3 hours)
Prerequisite(s): THWL 500 or advanced placement/permission.
This course will be an advanced worship elective. Students will focus on the relationship between worship and the arts through readings on theological aesthetics; lectures by professional and amateur artists; experiential encounters with various artistic media; and attendance at a film event, a musical performance, and a visual art exhibit. Students will incorporate their insights on worship and art in the planning and leadership of chapel each week at McAfee. (Offered occasionally)

THWL 601. Worship in the African American Church (3 hours)
Prerequisite(s): THWL 500 or advanced placement/permission.
This course will introduce students to the history, theology and practice of worship in the African American church. Students will learn to think theologically about the character, the content, and the form of worship. Students will also learn practical worship skills for quality worship leadership. (Offered occasionally)

THWL 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)

DOCTOR OF MINISTRY DEGREE PROGRAM

DOCTOR OF MINISTRY GOALS AND OUTCOMES

To introduce significant scholarship in specific areas of specialization (Christian Spirituality, Justice and Peacemaking, Leadership and Ministry, Mission and Community Transformation, Pastoral Care/Chaplaincy, Preaching, Scripture and the Life of the Church, and Theology/Christian Worship) that connects to the practice of ministry (Knowing).

Demonstrated in Seminars.
Outcome 1: Graduates will demonstrate an ability to reflect critically on advanced scholarship related to their particular areas of specialization.
Outcome 2: Graduates will demonstrate an ability to connect readings in their areas of specialization with the practice of ministry.

To develop advanced levels of competency in specific areas of ministry (Being).

**Demonstrated in Experiential Learning Units.** Note: Spiritual maturity is defined for this purpose as “Receiving and nurturing loving (intimate, honest, genuine) encounters with God which then enhance your ability to express love for your neighbors and yourself.”

Outcome 1: Graduates will demonstrate increased competency in the professional practice of ministry, including ethical standards.
Outcome 2: Graduates will experience personal growth in the area of spiritual maturity.

To integrate theological and pastoral issues with the practice of ministry in particular contexts in ways that reflect growth in ministerial capacity and spiritual maturity (Doing).

**Demonstrated in Project Thesis**

Outcome 1: Graduates will demonstrate within their ministry contexts an enhanced level of institutional strength related to the institutions’ practice of ministry.
Outcome 2: Graduates will demonstrate an enhanced level of pastoral skill related to the practice of ministry in their ministry contexts.
DOCTOR OF MINISTRY CURRICULUM TEMPLATE

Experiential Learning Units: 6-8 hours, depending on specialization

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<tr>
<td>Semester/Year</td>
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**Preaching Specialization:**

1. Preaching Specialization I                   DMIN 632  2
2. Preaching Specialization II                  DMIN 633  2
3. Preaching Specialization III                 DMIN 634  2
Total: 6 hours

**Spirituality Specialization:**

1. Spiritual Practice Unit I                    DMIN 721  1
2. Spiritual Practice Unit II                   DMIN 722  1
3. Spiritual Practice Unit III                  DMIN 723  1
4. Spiritual Practice Unit IV                   DMIN 724  1
5. Spiritual Practice Unit V                    DMIN 725  1
6. Spiritual Practice Unit VI                   DMIN 726  1
7. Spiritual Practice Unit VII                  DMIN 727  1
8. Spiritual Practice Unit VIII                 DMIN 728  1
Total: 8 hours

**All other Specializations:**

1. Ministry Coaching I                          DMIN 740  2
2. Ministry Coaching II                         DMIN 741  2
3. Ministry Coaching III                        DMIN 742  2
Total: 6 hours

Seminars: 16-18 hours, depending on specialization

**Spirituality Specialization:**

<table>
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<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<td>Semester/Year</td>
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1A. Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar Prep
1B. Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar

2A. Spiritual Practices in the Life of the Church Seminar Prep
2B. Spiritual Practices in the Life of the Church Seminar

Choose one seminar prep/seminar pairing from the following three options for courses 3A & 3B:

Option 1: The Practice of Ministry Seminar Prep/Seminar DMIN 730/DMIN 731
Option 2: Contextual Ministry & Culture Today Seminar Prep/Seminar DMIN 733/DMIN 734
Option 3: Biblical/Theological Foundations for Ministry Seminar Prep/Seminar DMIN 720/DMIN 734

3A. __________________________ Seminar Prep  2
3B. __________________________ Seminar  4

Total: 16 hours

**All other Specializations, complete Path 1 or Path 2:**

Path 1:

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<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<td>Semester/Year</td>
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1A. The Practice of Ministry Seminar Prep         DMIN 730  2
1B. The Practice of Ministry Seminar              DMIN 731  4
### Path 2:

Choose two seminar prep/seminar pairings from the following three options for courses 1A & 1B and 2A & 2B:
- Option 1: The Practice of Ministry Seminar Prep/Seminar DMIN 730/DMIN 731
- Option 2: Contextual Ministry & Culture Today Seminar Prep/Seminar DMIN 733/DMIN 734
- Option 3: Biblical/Theological Foundations for Ministry Seminar Prep/Seminar DMIN 720/DMIN 734

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<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1A. ___________________ Seminar Prep</td>
<td>DMIN 733</td>
<td>2</td>
</tr>
<tr>
<td>1B. ___________________ Seminar</td>
<td>DMIN 734</td>
<td>4</td>
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Total: 18 hours

Choose one seminar prep/spiritual practice unit combination from the following two options for courses 3A, 3B, & 3C:
- Option 1: Spiritual Practice Unit I DMIN 721 (1 hour) + Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar Prep DMIN 702 (1 hour) + Seminar DMIN 703 (4 hours)
- Option 2: Spiritual Practice Unit I DMIN 721(1 hour) + Spiritual Practices in the Life of the Church Seminar Prep DMIN 704 (1 hour) + Seminar DMIN 705 (4 hours)

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<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>3A. Spiritual Practice Unit I</td>
<td>DMIN 721</td>
<td>1</td>
</tr>
<tr>
<td>3B. ___________________ Seminar Prep</td>
<td>DMIN 702</td>
<td>1</td>
</tr>
<tr>
<td>3C. ___________________ Seminar</td>
<td>DMIN 703</td>
<td>4</td>
</tr>
</tbody>
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Total: 18 hours

### Project Thesis: 9 hours, all specializations

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Project Thesis Workshop I</td>
<td>DMIN 750</td>
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<tr>
<td>Project Thesis Workshop I</td>
<td>DMIN 751</td>
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<tr>
<td>Thesis Project I</td>
<td>DMIN 755</td>
<td>2</td>
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<tr>
<td>Thesis Project II</td>
<td>DMIN 756</td>
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<tr>
<td>Thesis Project III</td>
<td>DMIN 757</td>
<td>2</td>
<td></td>
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<tr>
<td>Oral Examination</td>
<td>DMIN 758</td>
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Total required for D.Min. Degree Program: 33 hours
OVERVIEW OF THE D.MIN. DEGREE PROGRAM
The Doctor of Ministry degree is the highest professional degree offered by a theological school. The Doctor of Ministry degree presupposes the M.Div. degree and constitutes an advanced professional degree at the doctoral level available to those seeking to enhance their ministry. Thus, it is the purpose of the D. Min. degree to provide the level of knowledge, theoretical clarity, and competence of practice commensurate with the highest earned degree for the profession and practice of ministry.

The McAfee School of Theology’s program invites ministers, denominational leaders, and persons in a variety of ministries to join with colleagues in working for excellence in ministerial leadership within the local church and ministry settings. The program focuses on the spiritual life of the minister, the continual development of learning in the discipline of ministry, and the praxis of ministry in everyday situations.

The D.Min. degree at McAfee emphasizes collegial learning with professors and peers, intense study in a variety of subjects designed and taught specifically for Doctor of Ministry students, a three semester program of experiential learning in one’s ministry setting that is varied based on the chosen option of study, and a final written Project Thesis with a focus on a particular aspect of ministry. The McAfee Doctor of Ministry challenges a person in ministry to seek his or her best in response to God's calling in Jesus Christ.

Students choose to study in one of eight specializations. Once students have selected a specialization, they must interview with a faculty member in that specialization area prior to admission.

The focus of the program is to cultivate in students a theologically informed praxis of ministry that manifests the unity and interrelatedness of theory and practice. All acts of ministry are seen in the light of an informed theological vision of the nature and mission of the Church in the world, and in turn, the actual practice of ministry continually shapes and reforms that theological vision.

AREAS OF SPECIALIZATION
The Doctor of Ministry faculty of McAfee School of Theology is diverse in its expertise in academic disciplines, practical experience in ministry, and interests in topics for a Project Thesis. Every effort will be made to accommodate the interests and needs of students within the limits of faculty teaching and supervisory loads. The decision for the selection of a Faculty Supervisor is reciprocal, with each Faculty Supervisor free to accept a given student for supervision after explorations of the student’s interests and skills. The Associate Dean will consult with each student to determine which faculty member to approach to become his or her faculty supervisor. After positive communication from the Associate Dean, the student will initiate communication with the faculty member requesting supervision for the remainder of the program.

Ministry in its multiple facets is the focus of the program. The following areas are the primary areas of available supervision for the program. A Faculty Supervisor within these respective areas should be sought by the student prior to entering the program. Brief resumes of each member of the faculty are available on the Mercer web site.
Christian Spirituality
This specialization focuses on ministry designed to enhance spiritual formation, disciplines of prayer, and equipping congregants to develop in their faith commitments require the leadership of minister as spiritual guide. Spiritual formation focuses on the needs of congregations and individuals to continue growing in matters of individual faith and as a corporate faith community.

Justice and Peacemaking
This specialization focuses on the application of the ethical mandates of the Kingdom of God and students will engage biblical, historical, and theological understandings of the minister as ethical guide in all of the arenas of contemporary life.

Leadership and Ministry
Students will study leading congregations in the transformational processes of change, to adapt to changing community contexts, or to develop creative initiatives in management of congregational ministries such as coaching. Students explore through reading and practice the principles of effective leadership and management.

Mission and Community Transformation
This area offers opportunities for students to develop projects that focus on the concept of the kingdom of God as a redeeming reality in the world. Issues that affect the church’s mission such as postmodernism, cultural shifts, social justice, and demographic changes are examined. The church is viewed as the communal embodiment of Christian faith yet joining with others in encompassing concern for the ongoing task of redemption, renewing social order, and promoting justice and peace in the world.

Pastoral Care/Chaplaincy
Students engage in ministry projects related to pastoral counseling, chaplaincy services, and congregational care will explores the primary competencies of pastoral care giving through reading, clinical supervision, and Ministry Coaching.

Preaching
Students who wish to focus on preaching and faith communication will explore creative ways to communicate the gospel through the spoken and written word. Effective methods of communication and research into the ways congregations and readers understand the gospel are explored. Faith communication through the arts, through story, written communication, and visual and electronic means are researched as ways to enhance the minister’s task of sharing the word of God.

Scripture and the Life of the Church
Students reflect upon the importance of a biblically based ministry and challenges students to evaluate their ministry in terms of scripture. Students are introduced to the latest in scholarship, tools, and resources that will help them formulate a ministry project emphasizing biblical understanding.

Theology/Christian Worship
Students engaged in ministry projects related to worship focus on how congregations address the differing worship traditions of the Church as well as varied styles that are present today. The varieties of worship style are explored in order to give insight to the student regarding the meaning, symbol, development, and history of various approaches.
Students may also focus attention upon rethinking Christian faith in the context of the congregation and that reflect on the continuing task of theological formation in light of Scripture and the Church’s faith and contemporary experience.

DESIGN OF THE PROGRAM
The McAfee Doctor of Ministry Degree program is a 33-hour program developed to concentrate on the content of the program’s various components. Students remain in their fields of service for the entire program, coming to McAfee for classes and focused collegial interaction, for individual study at the library, or to engage in consultation with the student’s faculty supervisor.

Faculty Supervision
Each student in the D. Min. program will work with a Faculty Supervisor in his or her area of specialization. Supervisors provide advising in the program process, collaboration on experiential learning modules integrating research and ministry, and supervision of the Project Thesis. A faculty supervisor will be suggested in consultation with the student and the Associate Dean.

All students must be assigned to a faculty supervisor prior to beginning the program. Changes may be made in Faculty Supervision if the student’s Project Thesis proposal changes or requests are made to the Associate Dean. Normally, Faculty Supervisors may teach only one D.Min. seminar in an academic year and are limited to a supervisory load of five students per year.

The student should recognize the teaching load of the faculty supervisor and understand that all consultations must be by appointment. The use of e-mail is encouraged since it provides documentation of faculty-student interaction and collaboration.

The faculty supervisor has jurisdiction over all grades given during the experiential learning units, the Project Thesis, and oral examination. The Faculty Supervisor will recommend to the Associate Dean of the D.Min. Program that a student be allowed to graduate upon completion of all degree requirements.

Experiential Learning Units
A variety of learning experiences to enhance one’s knowledge and practice in ministry are completed as a core part of the degree. These units are completed in the student’s place of ministry and do not require an on-campus presence. A Ministry Coach, Preaching Consultant, or Spiritual Director works with the student in each ELU and serves on the student’s oral defense committee. Coaches, Consultants, and Directors must have advanced degrees and extensive expertise in their areas.

Seminars
Students will attend three D.Min. seminars of two weeks’ duration each on campus. The seminars will normally be scheduled for the summer term, but may be scheduled at other times of the year depending on enrollment in the program. Each seminar will be a combination of core requirements of reading, reports on readings, written presentations integrating the seminar subject with one’s ministry, and additional readings and assignments negotiated with each student. Students are encouraged to focus their reading, presentations, and other assignments upon their specific areas of specialization. A variety of assignments may be expected including case studies, research papers on a ministry topic, or examples of ministry from one’s setting (sermons, verbatim, organizational analyses, contextual studies, coaching process, issues of spirituality, etc). All students are required to
register for the appropriate Seminar Preparation in the semester prior to the scheduled seminar with completion of the core preparation prior to the scheduled seminar. The additional student-negotiated research and writing for the seminar will be complete on a schedule approved by the seminar faculty leader.

Students in the Christian Spirituality specialization have a different seminar structure from all other students in the program. Two specific seminars in Christian Spirituality are required, as well as one additional seminar.

Seminars may be completed in any sequence. Normally each student will complete one seminar each year of the three-year program. A common syllabus has been developed by the faculty for each seminar and will be available to the student at the beginning of the semester of each unit of Seminar Preparation.

**Institutional Review Board**

Because student research will involve human subjects in some way (for example through surveys and interviews), students will be required to complete a statement of their methods and purpose for review by the Institutional Review Board of Mercer University. An IRB performs critical regulatory oversight functions for research conducted on human subjects to ensure such research is scientific and ethical. It may be helpful to know that a key to obtaining IRB approval of the research process is anonymity of the subjects.

Attention will be given in the workshop to the IRB process at Mercer University. Students will be required to complete an online certification process during the workshop that acquaints them with legal requirements for research with human subjects. The process of completion and certification will be covered in the Project Thesis Workshop.

Please review prior to the seminar the following brief documents at [www2.mercer.edu/ResearchCompliance/IRB](http://www2.mercer.edu/ResearchCompliance/IRB): “What Constitutes Research,” “Investigator Guide,” and “Types of IRB Review,” with attention within that document to “Expedited Review."

It is recommended the Project Thesis Workshops be taken relatively early in the program. At least one seminar and one experiential learning unit are prerequisite to registration for the first workshop. Each workshop will be scheduled for one week, M-F sequentially. Students may enroll for either or both, as long as Workshop I is completed before Workshop II.

Completion of a Project Thesis Proposal worthy of submission to the D. Min. Committee is required for the completion of Project Thesis II. If both seminars are completed together, expectations of both classes must be met within the time frame of the course.

**Project Thesis**

The culmination of the D.Min. program is the completion of a Project Thesis. The Project Thesis should reflect the research skills learned in the program and demonstrate the student’s capacity to integrate biblical, theological, historical, and contextual research with a specific ministry project that is practical and reflective of the student’s abilities as a leader and minister.

It is recommended the Project Thesis Workshops (one hour credit per workshop) be taken relatively early in the program. At least one seminar and Experiential Learning Unit are prerequisites to
enrollment in the workshops. Each workshop will be scheduled for one week, M-F sequentially. The workshops will guide the student in the processes of conceptualizing a ministry project including the specific ministry to be performed, foundational academic research related to it, and social research methods for analysis and evaluation. Attention will be given to the development of a Project Thesis Proposal, Mercer University expectations for Institutional Review Board (IRB) approval, necessary writing skills, and form and style expectations of the school will be reviewed. Completion of a Project Thesis Proposal worthy of submission to the D.Min. Committee is required for the completion of Project Thesis Workshop II.

The D.Min. Committee has established guidelines for the submission of Project Thesis Proposals following completion of Project Methodology Workshop and prior to beginning the writing of the Project Thesis.

Once the Project Thesis Proposal is approved, including IRB approval, the student may begin writing. The Faculty Supervisor will provide primary feedback to chapters submitted in the writing stage, though it is recommended the student share written work with his/her Ministry Coach/Preaching Consultant/Spiritual Guide to solicit reactions. Formal Faculty Supervision for Thesis Writing is available for three units during which the student must be registered for Project Thesis Writing.

Style and Form
Each proposal should follow BOTH the McAfee Style Guide and Mercer University Theses & Dissertation Guidelines. Where there are differences, follow the Mercer University guidelines.

The proposal should include:

Cover Page

Table of Contents of the anticipated final document. The committee prefers the inclusion of chapter titles and headings that communicate the content of the chapter. General titles such as “Biblical Foundations for the Project” are less preferable than “The Parables as a Format for Effective Preaching.”

Content as outlined in the “D.Min. Project Thesis Proposal” guide.

An Informed Consent Form.

Copies of ALL instruments to be used such as surveys, interview schedules, etc., with each identified as an Appendix.

Bibliography of all work anticipated for inclusion in the Project Thesis. Do not separate the bibliography into sections that divide the final thesis from works consulted for the proposal.

The D.Min. Committee prefers succinctly written and clearly stated proposals that do not exceed 15 double-spaced pages of descriptive text plus Table of Contents, Appendixes, and Bibliography.

You must have e-mail confirmation of approval of the proposal by your Faculty Supervisor.
Submit Word document by email to the Doctor of Ministry office.

One copy of the application for IRB approval of the project, and a copy of the certification of completion of the online instructions for human subject research must accompany the proposal. After the proposal is approved by the D.Min. Committee, IRB approval of the project may be sought.

The D.Min. Committee meets monthly August-May. You must submit your materials no later than 10 calendar days prior to the meeting of the committee at which you wish to have it reviewed. Dates of committee meetings are available from the D. Min. office. You may expect a copy of your proposal with notes and a cover letter of the action of the committee in the mail within a week of the committee’s meeting where action is taken.

The committee may act in three ways:

- Approval
- Approval with changes
- Changes required with re-submission

If the proposal is approved, the candidate may proceed to secure IRB approval, implement the proposed ministry, and begin writing the Project Thesis. Approval with changes means that he/she must make the changes in the proposal, then secure IRB approval, and continue to complete the Project Thesis. If changes required with re-submission are noted, the student must resubmit the proposal and may not proceed until a second reading by the committee. If, for any reason the student is denied approval the second time, he/she must retake the Project Thesis Workshops and re-submit a new proposal. Denial of a second re-submission results in termination from the program.

**Guidelines for Project Thesis Chapters**

Generally, the project thesis should flow from the first chapter to the conclusion of the work (the so-called “golden thread”). Make sure that each chapter builds on the previous chapter and that the theme of the work continues in each chapter. Below are suggested components. It is the responsibility of the student to outline each chapter and to decide how many chapters are needed – usually either four or five.

**Chapter One** introduces the project thesis. It should provide background on your topic, clarify all definitions used in the project, and list limitations and assumptions related to the project. The purpose of the ministry project should be clear. State briefly the goals of the project, as well as the methodology and research methods the study anticipates. You will expand on these later (about 8-10 pages). Chapter One must include the proposed title, an introduction/background for the problem, the statement of the problem, purposes, research questions/hypotheses, significance of the study, procedures (type of study, data collection methods, etc.), limitations, and definition of terms. **A “mock” version of this chapter will be created in Project Thesis Workshop I.**

**Chapter Two** addresses the biblical, theological, and historical foundations of the work (e.g., what does the Bible and theological and historical traditions have to say about the subject under discussion). Chapter Two will also demonstrate an understanding and knowledge of any related literature (about 16-20 pages). **A preliminary version of this chapter is created in Ministry Coaching III.**
Chapter Three sets forth your analysis of context you are studying and describes your methodology. You should describe in detail both the community and the ministry setting (description of the congregation/organization), analyze the role(s) for which you are responsible, and identify the most significant challenges needing attention within the ministry setting. Sociological data (e.g., demographics) are included in this section and your research instruments are explained. You will also detail how you plan to undertake the research, including the type of study (qualitative or quantitative), the research design (case study, mixed method, correlation, etc.), the IRB process, method(s) for data collection, the population and sample under study, and how the data will be analyzed (about 15-20 pages). A preliminary version of this chapter is created in Ministry Coaching II.

Chapter Four examines your research and tests your thesis. Detail any changes to your planned research process and explain the effect of those changes. Report and analyze the data. Interpret and clarify the impact on your thesis. Be clear about your findings, including the strengths and weaknesses of your methodology (about 20 pages).

Chapter Five consists of the conclusions you draw from your research. It is also the chapter where you share with the reader new directions of study or visions, and where you lay out in detail new programs or show the success of your findings. It is also where you show the impact of your study on your ministry and, possibly on the ministry of others. All implications of the work are made clear (about 10 - 15 pages).

Appendices (survey instruments, graphs, charts, forms, letters).

Bibliography

Yearly deadlines for submission of theses and dissertations to the chief academic officer of the university are November 1, April 1, and July 1. Please review the Mercer University web site of the Provost office for information about guidelines, templates, and samples.

WRITING STYLE
Because written work in a doctoral program must be of the highest standard, the judicial use of the following is recommended:

1. A Manual for Writers of Term Papers, Theses and Dissertations, eighth edition, by Kate L. Turabian. All written work should be in conformity with this manual, unless decided otherwise with an instructor.
4. The McAfee Style Guide located on the McAfee website at http://theology.mercer.edu/current/
5. The Mercer University Requirements and Guidelines for the Preparation of Theses and Dissertations available at http://provost.mercer.edu/resources/theses/theses.cfm

Any candidate who needs help in writing should pursue help from a professional or enroll in a class, if necessary, before attempting to enter the program. At the doctoral level, no allowances will be made for poor writing skills.
DOCTOR OF MINISTRY DEGREE COURSE DESCRIPTIONS

DMIN 632. Preaching Specialization I (2 hours)
Readings/reflections/conversations with the Preaching Consultant around assigned bibliography in rhetoric, classical understandings of preaching, and the philosophy of the student as preacher in his/her present ministry. (Offered every semester)

DMIN 633. Preaching Specialization II (2 hours)
Presentation of sermonic materials from one’s current ministry setting, with specific areas of improvement identified in dialogue with a Preaching Consultant and Faculty Supervisor. (Offered every semester)

DMIN 634. Preaching Specialization III (2 hours)
This unit focuses on foundational research in the design of a preaching Project Thesis that will develop biblical/theological/historical/ministry/research literature for project thesis. Negotiated with Preaching Consultant and Faculty Supervisor. (Offered every semester)

DMIN 702. Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar Preparation (1 hour)
DMIN 703. Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar (4 hours)
This seminar focuses on teaching ministers to model and coach the informed and intentional practice of listening to God and growing spiritually. The human sciences and theological disciplines will be explored for models of the spiritual life and of the spiritual world that can enhance the understanding of one’s own spiritual life and the practice of spiritual guidance through coaching. Seminar participants will be introduced to a process of coaching individuals for spiritual growth in a short-term and/or informal context. Participants will also explore the theory and practice of leading retreats and spiritual growth groups. Finally, the seminar will also explore how pastors and other leaders can facilitate the provision of spiritual care within the organization. (Offered every two years)

DMIN 704. Spiritual Practices in the Life of the Church Seminar Preparation (1 hour)
DMIN 705. Spiritual Practices in the Life of the Church Seminar (4 hours)
This seminar focuses on classic spiritual practices of the Christian tradition, with particular attention to spiritual direction, a form of spiritual guidance in which one person serves as a companion and experienced guide to another person or group that is seeking to discern where God is actively present in their lives and how to respond faithfully to that Presence. The seminar participants will study and practice these disciplines with a view toward integrating them fully into their inner and outer lives and into their ministries of spiritual guidance. The goal of this seminar is to provide the participants helpful resources in their pursuit of delight in the Presence of God, obedience to Christ, and discernment of the Holy Spirit as they seek to lead Christ-like communities speaking and doing the truth in love. (Offered every two years)

DMIN 720. Biblical/Theological Foundations for Ministry Seminar Preparation (2 hours)
DMIN 732. Biblical/Theological Foundations for Ministry Seminar (4 hours)
This seminar pursues biblical and theological promptings toward the mission of the church and the role of the minister. It will include a brief overview of recent methodologies in biblical exegesis and ministry-oriented themes in contemporary theology. It will involve the participants in the habit of theological thinking about pastoral issues and hermeneutical moves from biblical texts. The seminar will also focus on the selection and integration of texts and theological themes for specific ministries to which the student is involved as related particularly to project theses. (Offered every third year)

DMIN 721. Spiritual Practice Unit I  
(1 hour)
Unit 1 Students will engage in a unit of Spiritual Practice as the first requirement of the program. This unit of guided spiritual practice will consist of participating in a 5-day retreat from a list supplied by the Spirituality Faculty. This retreat will provide the student with an experiential basis for the initial seminar in Christian Spirituality. (Offered every semester)

DMIN 722 to 728. Spiritual Practice Units II to VIII  
(1 hour)
Units 2-8 will occur during the next three seminars and will build upon the materials taught in the seminars. In each of these units, students will take one 24-hour individual retreat quarterly and will receive spiritual direction at least monthly. Students will also be assigned readings each unit, and will prepare written reports on these readings. (Offered every semester)

DMIN 730. The Practice of Ministry Seminar Preparation  
(2 hours)
DMIN 731. The Practice of Ministry Seminar  
(4 hours)
This course will deepen the student’s understanding and practice of a variety of core skills and meta-skills that are essential for all types of ministry. Students will seek to improve their ministry practice and assess their strengths and weaknesses in various areas of ministry. These skills may be applied in whatever tasks of ministry are appropriate for the student’s context including preaching, teaching, pastoral care, administration, evangelism, Christian education, spiritual guidance, and leadership. Competence will be enhanced in the following areas: 1) self-awareness; 2) other awareness; 3) self-management; 4) social skills; and 5) spiritual awareness and leadership. (Offered every third year)

DMIN 733. Contextual Ministry and Culture Today Seminar Preparation  
(2 hours)
DMIN 734. Contextual Ministry and Culture Today Seminar  
(4 hours)
This course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission, evangelism, and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of ethics as a constructive response to culture will be given. (Offered every third year)

DMIN 740. Ministry Coaching I  
(2 hours)
This unit of study, reflection, and conversation with one’s Ministry Coach centers on issues of identity, spirituality, and fit in present ministry. This unit of coaching will identify the student’s sense of calling, important factors in one’s current place of ministry, goals for the D.Min. program, a projected course of study, and the subject for a potential Project Thesis. The written work of the unit of Ministry Coaching will be available to the Faculty Supervisor as a part of the faculty member’s agreement to provide Faculty Supervision. (Offered every semester)
DMIN 741. Ministry Coaching II (2 hours)
The second unit of coaching will assess the given place of ministry in which the student works. Assignments analyzing the congregation or ministry organization in terms of its mission, environment, most notable challenges, and specific needs for ministry leadership will be completed in the form of readings, analytical papers, case studies, the leadership philosophy and style of the student, and major proposed areas of change. (Offered every semester)

DMIN 742. Ministry Coaching III (2 hours)
This unit of study, reflection, and conversation with one’s Ministry Coach centers on foundational readings for biblical/theological/historical/ministry/research literature for the Project Thesis. Based on the work of completed seminars and Ministry Coaching I and II, the student will prepare a foundational bibliography of biblical and theological study that will serve as a theoretical framework for a proposed project. Based on research, a 25-30 page draft of a formal paper will be completed that can provide the foundation chapter for a Project Thesis. (Offered every semester)

DMIN 750. Project Thesis Workshop I (1 hour)
Prerequisite: one seminar, one ELU
Course Description: This course introduces students to the processes involved in writing a Doctor of Ministry Project Thesis. The course will cover such topics as determining a specific research objective; writing a thesis proposal; bibliographic research techniques; and practical research strategies including developing quantitative and qualitative research procedures. At least one seminar and one experiential learning unit are prerequisite to registration for the first workshop. (Offered every Fall semester)

DMIN 751. Project Thesis Workshop II (1 hour)
Course Description: This course introduces students to the processes involved in writing a Doctor of Ministry Project Thesis. The course will cover such topics as determining a specific research objective; writing a thesis proposal; bibliographic research techniques; practical research strategies including developing quantitative and qualitative research procedures, and preparation and completion of IRB documentation. The course will also focus on issues of thesis form and style, general layout and chapter content, footnoting, and bibliography. (Offered every Spring semester)

DMIN 755. Project Thesis Writing I (2 hours)
Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one third of the anticipated initial draft approved by the Faculty Supervisor. All written work should be submitted to both the Faculty Supervisor and Ministry Coach for review. (Offered every semester)

DMIN 756. Project Thesis Writing II (2 hours)
Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one third of the anticipated initial draft approved by the Faculty Supervisor. All written work should be submitted to both the Faculty Supervisor and Ministry Coach for review. (Offered every semester)

DMIN 757. Project Thesis Writing III (2 hours)
The student should enroll for this course of supervision during a time frame the final draft of the Project Thesis will be completed. The final copy shall be submitted to the Doctor of Ministry office no later than February 1 of the year in which the student plans to graduate in May. The Project Thesis is limited to 100 pages of content. Candidates may petition their faculty supervisor for an
extension of content up to 25 pages. Bibliography and Appendices are not counted in the limit of pages. (Offered every semester)

DMIN 758. Oral Examination (1 hour)
An Oral Examination is given to the candidate upon completion of the Project Thesis. The oral exam shall normally be scheduled within one month of submission and will include the Faculty Supervisor, the Ministry Coach/Preaching Consultant/Spiritual Guide, and a second member of the McAfee faculty. The Ministry Coach/Preaching Consultant/Spiritual Guide will be provided expenses for travel to campus from any location within a reasonable distance. Students may request a replacement when the person is unable to travel to campus or lives some distance from the campus. Please coordinate the scheduling of an oral with the Doctor of Ministry office. The candidate must make the appropriate corrections to the thesis project after passing the oral defense and submit the thesis project for binding in order to be eligible for graduation from the program.

MERCER UNIVERSITY STUDENT CODE OF CONDUCT
Changes may be made to the Student Code of Conduct during the school year. The most up-to-date and complete version can be found in the University Student Handbook at www.mercer.edu/provost/handbooks

COMMUNITY OF RESPECT
Mercer University strives to be a Community of Respect where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based on the values of mutual respect:

Respect for Academic Integrity
We value a community that encourages an academic atmosphere. We believe that honesty is important to learning.

Respect for Other Persons
We value the worth of every individual in the community and we respect the dignity of each member in the community. We take responsibility for the consideration of the rights of others.

Respect for the University Community
We value showing respect for the rights and property of others. We take responsibility to act to maintain University property.

Respect for Community Authority
We acknowledge and value our privileges and rights as members of the University community. We take responsibility for acting to uphold community standards.

These values are codified into the following Student Code of Conduct, which includes a general overview of the process, a listing of unacceptable student conduct, possible sanctions, and other key information. This Student Code of Conduct applies to all students on all campuses, including online programs, and supersedes any student conduct policies and procedures previously used by colleges or programs. Program-specific regulations and policies (including professional standards) may apply to students beyond those outlined here and may be found in supplemental handbooks. Nothing
in this policy prohibits these academic programs from pursuing additional review and action of professional standards as appropriate to their professions. Students are expected to be aware of and conduct themselves in a manner that is in compliance with all applicable policies found in the University Student Handbook and related campus supplements. Academic violations are handled through a separate process found in the academic Honor Code.

**FORMULATION OF REGULATIONS & CODE OF CONDUCT**

Any student, faculty member, or administrator may initiate any revision of, or addition to, the University standards of conduct. Recommendations should be submitted to the senior student affairs officer on their campus who will evaluate and forward the recommendation to the Vice President for Student Affairs (Macon). The Vice President for Student Affairs, in consultation with appropriate parties, shall ensure discussion of the proposed change. When all parties have had an opportunity to comment on the proposal, it will be presented to the Provost and General Counsel.

**RIGHTS OF STUDENTS**

*Community of Respect* ensures certain rights of its members. The University values the following student’s rights:

- Free inquiry, expression, and assembly as long as conducted in a manner that does not infringe upon the rights of others.
- Freedom from unreasonable invasion of the privacy of the individual’s person, residence, papers, personal effects, and University records.
- Right to due process and equal protection under the University’s judicial system.
- Freedom to pursue educational goals; the right to free exchange of ideas, thoughts, and viewpoints.
- Freedom of association for students who meet the University’s standards for participation in co-curricular and extracurricular activities.

**GENERAL POLICY**

Mercer University is dedicated to the advancement of knowledge and learning and to the development of ethically responsible persons. University students are expected to uphold appropriate standards of behavior and to respect the rights and privileges of others. The University invites students to participate in the formulation of behavioral policies and to share in the responsibility for judicial decisions. These standards and procedures have been established to protect the University’s educational purpose, to foster a sense of responsibility to the community, to provide for orderly conduct of its activities, to protect the members of the University from disrespect, and to safeguard the interest of the University community. Student conduct is expected to be lawful and in accordance with all federal, state, and local laws, and University regulations.

In keeping with Mercer University’s values, sanctions imposed on students found to be in violation of the Student Code of Conduct are designed to promote the University’s educational mission, maintain community standards, and promote individual civility and positive growth.

Sanctions are also intended to maintain the safety of the University environment and the integrity of the University community. The processes for adjudicating violations of federal, state and local laws and violations of the Student Code of Conduct are separate and may be pursued independently of one another. The University distinguishes its responsibilities for student conduct from the control functions of the wider community. The conduct of students both on campus and in the wider community is ordinarily of University concern when (a) the conduct interferes with the University’s responsibility for ensuring members of the University full and equal opportunity to obtain their
educational objectives, (b) the conduct interferes with the University’s responsibility to protect the health, safety and general welfare of persons in the University community, or (c) the conduct negatively impacts the University’s image and/or academic integrity. The University is not required to postpone disciplinary proceedings pending the outcome of any criminal proceeding.

The Student Code of Conduct applies to all University students in settings, which includes, but is not limited to, study abroad, international travel, online, and off-campus educational opportunities. The Vice President for Student Affairs (or designee) may modify non-substantive procedures in the effort to adjudicate violations.

Cases involving student organizations are adjudicated through this process as well. Student organizations will be held responsible for the behavior of their members, alumni, or guests, when their actions evolve from or are in any way related to their association with activities of the organization on or off campus. Student organizations may be charged and adjudicated in addition to any charges levied against the individual members. Student organizations that condone or encourage behavior that violates University or state regulations may be held responsible for such violations.

Authority for student discipline ultimately rests with the University President. For cases involving non-academic conduct violations, the President delegates this authority to the Vice President for Student Affairs (or designee), who in turn delegates it to the following designees to oversee, review, and pursue violations of the Student Code of Conduct.

<table>
<thead>
<tr>
<th>Location</th>
<th>Primary Designee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macon Campus (including Law, Medicine (Columbus and Savannah), and the Macon Center):</td>
<td>Associate Dean of Students, Macon Office of Judicial Education, Macon Residence Life, Macon</td>
</tr>
<tr>
<td>Atlanta Campus (including all Atlanta graduate programs and Douglas, Henry, and Newnan Centers):</td>
<td>Dean of Students, Atlanta Assistant Dean of Students, Atlanta Residence Life, Atlanta</td>
</tr>
</tbody>
</table>

Students enrolled in online courses will be adjudicated in Macon or Atlanta as determined by the educational program in which they are enrolled. Should conflicts arise, that location will be determined by the Vice President for Students Affairs. Modifications to procedures to adapt to the physical location of the student may be implemented as long as the student is notified of the charges against them and provided with an opportunity to respond to the charges.

The Vice President for Student Affairs (or designee) has the authority to notify the person listed as the student’s emergency contact (or other appropriate person) in cases of emergency or life-threatening incidents.

The Vice President for Student Affairs (or designee) may order any student or organization to cease and desist from any activity adjudged to be disruptive to the University. If the student or organization fails to cease and desist from such activity, the Vice President for Student Affairs (or designee) may immediately suspend the student or organization pending a judicial hearing.
RESPONSIBLE ACTION GUIDELINES
The health and safety of students under the influence of alcohol and/or drugs should always supersede concerns related to conduct violations and/or subsequent University action. The University urges all students to recognize that violations of the law and University policy have consequences, but that these possible consequences should never outweigh or override the decision for providing proper care for the health and wellbeing of a fellow student in crisis.

In a health crisis situation involving alcohol and/or drugs, students are expected to notify appropriate staff to evaluate the situation immediately. Amnesty for minor violations of the student code of conduct will be considered in cases where a student is acting in good faith to rectify a situation, or when the situation involves a more egregious infraction that warrants reporting (for example, sexual misconduct and relationship violence). Amnesty may mean waiving formal judicial action, or imposing less harsh sanctions, and is at the discretion of the Vice President for Student Affairs, Dean of Students or designee.

DEFINITIONS
University. Mercer University includes the main campus, all branch campuses, centers, and University international programs.
Student. Includes all persons either registered or taking courses at Mercer University, both full-time and part-time, pursuing undergraduate, graduate, or professional studies and those who attend post-secondary educational institutions other than Mercer University or who may reside in Mercer University residence halls. This includes non-degree seeking students. Persons who are not officially enrolled for a particular term but who have a continuing relationship with Mercer University are considered students (i.e. students enrolled in another college for a term, between semesters, internships, etc.)
Charged Student. Any student who has been formally charged with an alleged violation of the Student Code of Conduct.
Complainant. Individual reporting an alleged violation.
Respondent. Individual alleged/ suspected of violating a university policy.
Faculty Member. Any person hired by Mercer University to conduct classroom activities.
Staff Member. Any person hired by Mercer University in a professional position to conduct University activities.
Member of the Mercer University Community. Any person who is a student, faculty member, or employed by Mercer University.
Mercer University Premises. Includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by Mercer University (including adjacent streets and sidewalks).
Organization. Any group who has been formally recognized by Mercer University as an organization.
Hearing Body. Any Mercer University official or panel authorized to review and evaluate student conduct charges and to impose sanctions upon students found to have violated the Student Code of Conduct.
Appellate Body. Any person or persons authorized by the Vice President for Student Affairs to consider an appeal from a hearing body’s determination that the student has violated the Student Code of Conduct.
Student Justice. Student members trained and experienced in due process rights, in the procedures of the adjudication process, and in the mechanics of preparing a case. They are assigned cases on a rotational basis.
Shall. Is used in the imperative sense.
May. Is used in the permissive sense.
Preponderance of the Evidence. The weight of evidence used to adjudicate student conduct violations. This standard means that the evidence, taken as a whole, supports that it is more likely than not that the violation occurred or did not occur.

NON-ACADEMIC MISCONDUCT PROCESS
Procedure for Reporting Violations
All students and student organizations are expected to adhere to the standards of the Community of Respect. In affirmation to these standards, every student subscribes to the following pledge:

"Having been accepted as a member of the Community of Respect of Mercer University, I pledge myself: to hold each person in high mutual regard; to uphold, respect, and defend the rights of every individual in the community; and to respect the community as a whole. I further pledge that I will not allow to go unreported any violation of the standards of our community."

Each student is responsible for reporting any and all infractions of the standards valued by the Community of Respect. All students accept this responsibility when they enroll. If a student sees, knows, or hears of a violation, he/she is responsible for reporting the suspected violation to Mercer Police, the Vice President of Student Affairs, or an appropriate faculty/staff member of Mercer University.

Organizations are expected to investigate and self-report any violations of the Student Code of Conduct. Please refer to the Campus Life web page at http://studentaffairs.mercer.edu/campuslife/studentorgs.cfm.

Procedures for Filing Charges
This process for review is initiated by either (1) the filing of a police report with Mercer University Police Department (or other law enforcement agency), (2) providing a signed written statement directly to the Vice President of Student Affairs (or designee), or (3) by filing an incident report or written statement with the Office of Housing and Residence Life. This information will then be reviewed by the designated authority (listed above) to determine the most appropriate action to be taken. This may result in conducting further investigation into the incident, resolving the conflict in an informal manner, referring the case to Housing, or initiating charges in accordance with the procedures contained in this code. Charges should be filed within ten (10) working days after receipt of all available information regarding the complaint. Charges cannot be filed that exceed one (1) year after the discovery of the incident.

In compliance with Title IX and other related federal mandates, cases involving Sexual Misconduct and Relationship Violence (sexual harassment, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence) may require and involve additional investigatory, procedural, and adjudication standards that supersede any listed here. Please refer to the procedures outlined in the Sexual Misconduct and Relationship Violence Policy for complete information on these procedures. Should any policy or procedural guidelines conflict between these two policies, the Vice President for Student Affairs in consultation with the Title IX Coordinator is the final arbiter of procedural decisions.
Charges
When a determination to charge is made, the designated office (primary designee) shall notify the student in writing of the charge(s) and the allegation(s) on which the charge(s) are based. This notice shall inform the student that he or she has five (5) regular business days in which to contact the designated office outlined in their charge letter to schedule an informational session, and to select the type of hearing forum in which to adjudicate the violation (unless pre-selected by the University). The informational session is a courtesy to students. If a student does not contact the University during this time, the University shall make a determination regarding the choice of hearing and will proceed with adjudication.

HEARING BOARD OPTIONS
The charged student or organization may have charges heard by a University Hearing Board or by a designated University Administrator selected and trained by the Associate/Assistant Dean of Students in Macon or Atlanta. The Hearing Board or Administrator will review the case and make a recommendation to the Associate/Assistant Dean of Students on the Macon and/or Atlanta (depending on primary location of the academic program related to the charged student) with regard to responsibility and sanctioning. In electing one hearing forum, the student waives the right to the other. The University retains the right to pre-select the hearing forum at any point in the process. University Hearing Boards consist of two faculty/staff and one student trained in university judicial proceedings. However, in cases involving especially serious charges that potentially could result in expulsion or suspension, the University may in its discretion require the charges to be heard at a specific campus location, and by a University panel that includes two faculty/staff, one student, and at least one representative from outside the University, to be selected by the University, with experience in contested adversarial hearings.

When two or more individual cases stem from the same incident, the same hearing body shall hear all cases, when possible. Procedural modifications are permitted when incidents involve more than one individual or corresponding organizational charges. In such cases, the University may either pre-select the hearing body or consult with the students involved before making the determination. This hearing body will hear individual cases separately. In cases involving multiple students or organizations charged from the same incident, information obtained at one hearing may be used at another hearing provided that the charged student or organization involved has the opportunity to review and to respond to any information that will be used against them, when possible.

For cases handled by the University’s Office of Judicial Education in Macon, a board consisting of all students is an additional option for adjudicating student and organizational cases. This Student Hearing Board primarily adjudicates organizational violations and minor student violations as determined by the Associate Dean of Students.

Decisions of all hearing bodies (University Hearing Boards and University Administrator) are recommendations to the Associate/Assistant Dean of Students on the corresponding Macon and Atlanta campus, who in the interest of fairness, clarity, or consistency may choose to accept or modify the recommendations as necessary or refer a case back to the hearing body for further review. The Associate/Assistant Dean of Students may consult with appropriate staff or the academic dean of a particular academic program before accepting or modifying the recommendation of a student in that program.
RIGHTS OF THE CHARGED STUDENTS

Notice. Students or organizations charged with violations of the Student Code of Conduct will be provided notice via their official university e-mail address of the charge(s) against them and the allegations upon which the charge is based.

Hearing. Students or organizations shall be entitled to a prompt hearing. Students will be given an opportunity to present information, including witnesses during a fair and impartial hearing. The student may inspect all documentary evidence presented at the hearing, may hear and question all available adverse witnesses testifying at the hearing, and may present evidence and call witnesses. If a called witness does not appear, the hearing body may consider their written or taped statements. However, the statement shall be weighted accordingly by the hearing body as the charged student has no opportunity to cross examine the witness making the written or recorded statement. Student questioning of witnesses may be modified in cases involving violations of the Sexual Misconduct and Relationship Violence Policy (see next section). Witnesses for the hearing will be required to wait outside of the hearing until their point of participation. The University may require any student or employee with information relevant to the charges to attend the hearing and present that information to the hearing panel for consideration.

In compliance with Title IX and related federal mandates, additional procedural rights for student complainants and respondents involving violations of the Sexual Misconduct and Relationship Violence Policy apply and are outlined below.

RIGHTS FOR CASES INVOLVING SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE (SUPPLEMENTAL)

When complaints are resolved through the University student judicial process related to sexual harassment, sexual assault, sexual exploitation, stalking, dating violation and domestic violence, the following rights will apply to both the complainant and to the respondent:

To be accompanied by an advisor or person of support of their choice. (See additional advisement information in the “Conduct Hearing Guidelines” in the Student Code of Conduct).

To have an equal opportunity to present witnesses and evidence, as well as to speak on one’s behalf.

To be made aware that responsibility for charges is determined using the “preponderance of the evidence” standard.

To have similar and timely access to information. All information is subject to FERPA protection and stipulations.

To submit questions to the hearing body to consider posing to the complainant, respondent, and/or witnesses.

For the complainant to be able to request alternative methods of inquiry (e.g. written questions or video conferencing) if needed when presenting testimony.

To have any non-relevant sexual history exempt from review. Decisions regarding relevancy issues will be determined by the hearing body.

To be notified in writing regarding the outcome of the complaint at every step of the process (I.e. Initial hearing and any appeals). The University will not impose any "non-disclosure requirement" on either party as a condition for sharing this information.

To have the right to appeal the outcome as outlined in the appeal process. Both the complainant and respondent are permitted one appeal.

To be free from harassment and/or retaliation during the process. This includes harassment and retaliation through third parties.

To submit an impact statement to be considered by the hearing body before the sanctioning phase to be used if the Respondent is found responsible.
CONDUCT HEARING GUIDELINES

All hearings are governed by the following guidelines. Procedures may be modified to expedite the proceeding as long as they do not jeopardize the charged student’s fundamental rights or the fairness of the hearing.

Burden of Proof. The burden of proof rests with the University. The standard of proof shall be the “preponderance of the evidence.” This standard means that the evidence, taken as a whole, supports that it is more likely than not that the violation occurred.

Pre-hearing informational session. To assist the student in preparing for the hearing, a pre-hearing informational session will be available for the student. The informational session is a courtesy to students and not a requirement. This informational session will discuss the hearing procedures, inform the student of their rights and responsibilities, and allow the student the opportunity to review the available written information that will be presented at the hearing by the University. The student and his or her advisor shall have the opportunity to inspect the information at least three (3) regular business days in advance of the hearing whenever possible. Upon notification of the student’s choice for a hearing body, the university shall schedule a hearing and notify the student in writing of the date, time, and location of the hearing at least three (3) regular business days in advance. A student may choose to waive, in writing, the three (3) regular business day notice and proceed with a hearing.

Decisions. Decisions of “responsible” or “not responsible” on the charge(s) shall be based solely on the evidence presented at the hearing. When multiple students are charged with the same violation and it is determined that an individual identified was not responsible for that specific violation, but was present and/or had knowledge that the violation was occurring, the hearing board/officer has the authority to find that student responsible for the lesser charge of “failure to report” without recharging the student and having a separate hearing. Information can be conveyed from one hearing to the other in cases where multiple students are charged.

Confidentiality. All hearings shall be closed and confidential unless specifically requested otherwise by the charged student in writing. This request must be received three regular business days in advance of the hearing and cannot impede the university’s ability to comply with state and federal laws regarding confidential information. In cases involving violations of the Sexual Misconduct and Relationship Violence Policy and/or with competing interest, the Associate/Assistant Dean of Students will make the final determination regarding open and closed hearings in consultation with Vice President for Student Affairs and the Title IX Coordinator.

Failure to Appear. If the charged student fails to appear at the hearing, the hearing may proceed in the student’s absence and a decision rendered provided that the student has been properly notified of the hearing.

Official Record. An official record of the hearing shall be made by the presiding hearing officer for internal University use only. The record of the hearing may exist in written or audible form. No transcript is made. Students may request to inspect their record of testimony and case file after the hearing is closed. Records will be redacted to protect other students’ FERPA rights. Written records are kept on file for 7 years.
Deliberations. Deliberations are closed and shall include only those members involved in the decision making process.

Notice of Decision. A written decision shall be available to the student or organization within seven (7) regular business days following the hearing. This time may be extended in cases in which additional time is necessary for deliberations. If additional time is necessary, the charged student or organization shall be notified. The decision letter shall contain a decision on each charge, the finding of fact and any recommended sanctions (if applicable).

Hold on Student’s Records. The university may place a hold on the transcripts and/or registration of any student who fails to respond to a judicial notice or to ensure resolution of the case prior to transfer or graduation. All pending judicial matters must be resolved prior to a student’s graduation, transfer from, or continued education at Mercer University.

Withholding Degree — The University may withhold awarding a degree otherwise earned until the completion of the process set forth in the Student Conduct Code, including the completion of all sanctions, if any.

Disabilities. Any student with a documented disability may request that reasonable accommodations be provided during the judicial process. This request must be made at least three (3) regular business days in advance of the hearing, and the accommodations must be approved by the Office of ACCESS and Accommodation and the Associate Dean of Students.

Advisement. Students and organizations are permitted to bring one advisor of their choice to the hearing. The advisor shall serve as a consultant, and cannot speak on behalf of the student or organization during the proceedings. Students are required to address the hearing body in person on their own behalf. Consultation must take place in a manner that does not disrupt the proceedings. The advisor shall not serve as a witness or be charged in the case. Students must notify the Associate/Assistant Dean of Students on the applicable campus at least five class days prior to the hearing if they will be bringing an attorney as an advisor.

Testimony. Students shall not be forced to present self-incriminating testimony. Testimony that is provided during a hearing can be used in another hearing if those details are relevant to clarifying details in those proceedings and only if the cases are connected to the same incident.

VIOLATIONS OF THE VALUES OF THE COMMUNITY OF RESPECT
Violation of any of the following, or the aiding, abetting, condoning, or attempting to commit these offenses by a student constitutes an offense that will result in disciplinary action. Please consult with the on-line University Student Handbook found at http://provost.mercer.edu/handbooks/studenthandbook.cfm for the most up-to-date and applicable definitions.

Forgery. Alteration or misuse of documents or records.

Alcohol Misconduct. Possession and/or consumption of alcoholic beverages including empty containers or alcohol paraphernalia on Mercer University property or at University-sponsored events. (Professional and
graduate programs may adopt polices related to alcohol that are more in line with the profile of their student body, as long as these policies are reviewed and approved in advance by the Provost.

Any conduct taken under the influence of alcohol that endangers one’s own health or safety or the safety of others.

Buying, selling or distributing alcohol beverages to individuals under the age of 21.

Possession and/or consumption of alcohol or alcohol paraphernalia by individuals under the age of 21.

Threatening and Harassing behavior.

Threatening Behavior. Intimidation, hostility, coercion, or threats of physical abuse.

Harassment. Language and/or physical acts which degrade, insult, taunt, or challenge another person by any means of communication, so as to provoke a violent response, communication of threat, defamation of character, use of profanity, verbal assaults, derogatory comments, racist remarks or any behavior that places another member of the university community in a state of fear, anxiety or emotional distress.

Bullying. Repeated aggressive behavior where one person (or group of people) deliberately intimidates, abuses, or coerces an individual with the intention to hurt that person physically or emotionally. Acts of bullying can be physical, verbal, or relational.

Cyberbullying. Bullying that occurs through digital technology, such as text messages, e-mail, and material posted on social media sites.

Physical Assault. An intentional attempt to injure or harm another person using violence or force (which includes fighting).

Endangerment. Actions that endanger one’s own health or safety, the health or safety of another person, or the community.

Sexual Misconduct and Relationship Violence

A. Sexual Harassment. Unwelcome sexual advances, requests for sexual favors and other gender-based verbal, non-verbal or physical conduct of a sexual nature when:
Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or status in a course, program or activity; or submission to or rejection of such conduct is used as a basis for an academic, employment or placement decision affecting the individual; or
Such conduct is objectively offensive and sufficiently severe, persistent, or pervasive that it has the effect of unreasonably interfering with an individual’s work performance or educational experience, creates an intimidating, hostile environment, or involves retaliation.
Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to unwelcome sexual attention; to punish a refusal to comply with a sexual-based request; to condition a benefit on submitting to sexual advances; or gender-based bullying. Sexual harassment can occur regardless of the relationship, position or respective sex and/or gender of the parties. Same-sex harassment violates this policy, as does harassment by a student of a faculty member or a subordinate employee of his/her supervisor.

Sexual Assault: Non-Consensual Sexual Intercourse. Any sexual intercourse however slight, with any part of a person’s body or an object, by a man or woman upon a man or woman,
that is without consent and/or by force.

Intercourse includes: vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue or finger; or oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

C. Sexual Assault: Non-Consensual Sexual Contact. Any intentional sexual touching however slight, of any part of one person’s body with any part of another person’s body or an object, by a man or a woman upon a man or a woman, that is without consent and/or by force.

Examples include: intentional sexual contact with the breasts, buttocks, groin, or genitals, or sexually touching another with any of these body parts, or making one person sexually touch another person or themselves with or on any of these body parts; or any intentional bodily contact in a sexual manner.

Sexual Exploitation. Taking non-consensual sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage another, that does not otherwise constitute one of the other sexual harassment, sexual assault and sexual misconduct offenses.

Examples include: invasion of sexual privacy; prostituting another individual; non-consensual observation, either by direct observation or video or audio-taping of sexual activity; engaging in voyeurism; knowingly transmitting an STI (Sexually Transmitted Infection) or HIV (Human Immunodeficiency Virus) to another; exposing one’s genitals in non-consensual circumstances; or inducing another to expose his or her genitals.

Stalking. Engaging in a course/pattern of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others' safety, or to suffer substantial emotional distress.

Such conduct includes two or more acts by which the stalker directly, or indirectly, or through third parties follows, monitors, observes, surveils, threatens, or communicates about a person or interferes with his or her property.

Dating Violence: A violent act committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the complainant’s statement and with consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence. A pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner, which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim. An "intimate partner" is defined as a current or former spouse of the complainant, a person with whom the complainant shares a child in common, or a person who is cohabitating with or has cohabitated with the complainant as a spouse. It also includes any person covered under the current domestic or family violence laws applicable to the jurisdiction of the infraction. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person.

For charges involving violations of the Sexual Misconduct and Relationship Violence Policy, additional definitions related to these violations (including consent and force) can be found in that policy.

Destruction/Damage of Property. Destruction, damaging or misuse of public or private property.

Theft or Possession of Stolen Property. Taking, possessing, or using property without proper authorization or permission.
Drug Misconduct.  
Possession and/or consumption of drugs or any controlled substance prohibited by law.  
Manufacturing, buying, selling or distributing drugs or any controlled substance prohibited by law.  
Possession of drug paraphernalia.  
Any conduct taken under the influence of drugs that endangers one’s own health or safety or the safety of others.

Possession and/or Use of Weapons, Firearms, Fireworks, and Explosive Devices. Unauthorized possession or use of weapons, firearms, fireworks, or explosive devices (except for use in the Department of Military Science and in the rifle range). This includes, but is not limited to - BB guns, stun guns/Taser, air rifles, air pistols, paintball guns, edged weapons (i.e. blades no more than 2 inches), bow and arrows, and martial arts weapons. **Weapons may be stored at Mercer Police. They may not be left in personal vehicles.

Disorderly/Disruptive Conduct. This includes acting in a violent manner in a public place, or behaving in a way that reasonably makes other persons fear for their or their property’s safety. It also includes using profane or abusive language—sometimes called “fighting words”— that is likely to provoke an immediate violent reaction, in addition to disturbing the peace whether on or off campus. Disturbing or disrupting the peace includes behavior that interrupts an event or any action determined to infringe upon the privacy, rights, privileges, health or safety of students, faculty, staff, or organizations, whether on or off campus.

Conduct Unbecoming. Any conduct not previously stated, which is determined to be potentially detrimental to the University's reputation or is in violation of the University's Community of Respect statement. This includes the display of indecent or offensive material, or engaging in indecent or lewd conduct and/or speech.

Hate Offenses. Offenses against a person or property motivated in part or in whole by an offender’s bias against a race, disability, religion, disability, ethnic origin or sexual orientation.

Failure to Report. Being present or having knowledge that a violation has occurred and failing to report the incident. [The University retains the right to find a student responsible for this charge in lieu of another if the hearing body determines that the student(s) involvement was sufficiently passive and/or warrants consideration for this lesser charge for any reason. In such cases, the University is not required to recharge the student or rehear the case to find the student responsible for this charge.]

Computer Misuse/Unauthorized access. Any misuse of or unauthorized access to a computer, computer system, network, software or data; or the unauthorized alteration, copying or distribution of software or data.

Hazing. Any act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing is a violation of this rule. Specific examples of hazing include, but are not limited: Acts that embarrass, harass, or ridicule an individual
Acts that create excessive fatigue
Physical or psychological shocks
Morally degrading or humiliating games or activities
The wearing of signs or advertisements
Activities that involve late or early work sessions (not affiliated with a university academic program)
Quests, treasure or scavenger hunts
Acts of servitude
Further information about Hazing can be found in the Office of Campus Life.

Unauthorized Entry or Use of Facilities. The unauthorized access to an area, room or building.

Fire Alarms and Fire Safety Misconduct.
Inappropriate activation of any emergency warning equipment or the false reporting of any fire emergency.
Removal, damage or tampering with fire safety or other emergency warning equipment belonging to a student, student organization, the University or the Macon community.
Initiating and/or igniting of a fire.
Failure to evacuate during a fire alarm.
Furnishing False Information. Knowingly providing false or misleading information to a university official, to a hearing body, on a university document, or to a law enforcement agent or agency.

Failure to Comply. Noncompliance with the reasonable direction of university officials acting in the performance of their duties.

Campus Elections and Referendums Misconduct. Casting more than one ballot in any campus election or referendum, or otherwise circumvent the prescribed procedures in an election process.

Student Identification Misconduct.
Failure of a student to carry their Mercer identification cards at all times or to allow anyone else to use their identification card.
Identity Theft. Deceptively using another student, or faculty/staff member’s identification to access resources on or off campus, which includes ID cards, credit cards, email addresses, passwords, etc.
Unauthorized Representation. Unauthorized representation is when a student or organization falsely uses an emblem, name or falsely claims membership or affiliation with an organization such as any benevolent, fraternal, social, humane, or charitable organization which is entitled to the exclusive use of that name or emblem. This includes, but is not limited to, wearing badges, buttons, paraphernalia, logos as well as the unauthorized use of letterhead, symbols or hand gestures associated with the organization being falsely represented.

Refusal to Vacate. Refusal to vacate a building, sidewalk, driveway, or private facility being used by the University for a student or department-sponsored activity when directed to do so by an authorized officer of the University.

Advertising/Media Misuse. Circulation or display of any media (i.e. electronic or paper) that contains matter that violates or is contrary to University policies or community values. This includes, but is not limited to, the display or promotion of alcoholic liquors, wines, or beers. This also includes displaying materials or information without proper approval from the University.
Solicitation/Fundraising. The solicitation of sales, services, memberships or gifts on campus without the permission of the Office of Campus Life.

Unauthorized Visitation/Campus Housing. No unauthorized student, group of students, or organization shall enter or remain in restricted areas of residential facilities during non-visitation hours, as published in the Housing Handbook.

Contempt and/or Disregard for Judicial Procedures.
Failure to fully comply with all instructions of the university judicial system and Honor Council. Coercing a student or organization member to give false information. Engaging in conduct that disrupts the proceedings, lessens their authority or dignity, or otherwise obstructs justice on campus.

Unsanitary or Unsafe Facilities. Failure to maintain a student organization, facilities, property, or surrounding property so as to prevent a potential danger to the health and safety of members of the University community.

Cruelty to Animals. Intentionally or recklessly causing physical abuse or any form of suffering to animals.

Gambling. Games of chance or bets in which participants commit money, or anything of value, in order to participate.

Violation of Published University Regulations. Violation of any published Mercer University policies, rules or regulations. This includes—but is not limited to, housing policies, computer policies or other university policies directly related to departments, organizations or clubs.

Violation of Local, State, or Federal Law. Any violation of any local, state, or federal law.

Greek Policy Violation and/or Unauthorized Recruitment/Membership Intake
Failure to comply with all the instructions that guide membership into Greek organizations, which includes, but is not limited to recruitment, timelines, events, activities, documentation, etc. Participating, arranging, or engaging in unauthorized recruitment or intake processes known as “underground pledging.” This includes coercing a student or organization to facilitate a process as well as students willingly engaging in a process not approved by the University or the affiliated national organization.

SANCTIONS
The determination of sanctions is made in light of the unique facts and circumstances surrounding each individual case and the previous conduct history of the student. The Students found responsible of violations(s) of the Student Code of Conduct will be subject to one or more of the following sanctions:

Warning: Formal written notice to the student and official recognition that a violation has occurred.

Counseling Assessment: A recommendation to be evaluated by psychological services to help the student deal more effectively with his/her conduct issue.
Community Service: Performance of a preapproved service location for a prescribed number of hours to the local or university community.
Creative/Educational Sanctions: Attendance at educational programs, interviews with appropriate officials, planning and implementing educational programs, research papers and other educational activities related to the violation.

Restriction: The withdrawal of specified privilege(s) for a definite period of time. Restrictions may include, but are not limited to requirements such as: not entering certain areas of housing or the campus, not contacting a certain individual or group, or not operating a motor vehicle on campus.

Fines: Not to exceed $150 per individual or $150 per individual member of an organization.

Restitution: A payment of financial injury in cases involving theft, destruction or property or deception.

Probation: A period of time during which any further violations of the Student Code of Conduct may impact or jeopardize the student’s status in a specific manner. The four types of probation that can be imposed are as follows:
- Conduct Probation. A specified period of time in which any future violations of the Student Code of Conduct can result in increased sanctions being imposed that exceed those of a student who is not on conduct probation.
- Housing Probation. A specified period of time in which any future violations of the Student Code of Conduct will result in the termination of housing privileges and access to any university owned housing facilities.
- Social Probation. Notice to an organization or student that all or a portion of social functions must cease for a designated period of time.
- University Probation. A specified period of time during which any further violation of the Student Code of Conduct puts the student’s or organization’s status with the university in jeopardy. Additional violations of the Student Code of Conduct that occur during this period of probation may result in suspension or dismissal. Students may be restricted from holding office in any student organization. Students cannot represent the university in any official capacity during the term of university probation. Continued enrollment depends on the maintenance of satisfactory conduct during the period of probation.

Forced Change of Residence. The temporary or permanent relocation of a student within housing.

Eviction from University Housing. Permanent removal from the housing system.

Suspension. The termination of the student’s attendance or an organization’s representation at the university for an indefinite or specified period of time. A suspension means that students may not be on University property or that an organization is prohibited from being recognized at any time without prior approval from the Vice President for Student Affairs or designee. Stipulations may be applied to either the student or organization as a condition for ending the suspension.

Expulsion. The permanent separation of the student from the University.

Deferred Degree. The holding of an academic degree for a specified period of time with or without conditions.
APPEALS PROCEDURE
For cases involving non-academic appeals, a student may appeal the original decision to the Vice President for Student Affairs within three (3) working days after receipt of the written decision (additional time may be requested for extenuating circumstances). The Vice President may choose to hear the appeal or designate an appropriate staff member from the academic program or location in which the student is enrolled to review the appeal and make a recommendation. No person may hear or decide an appeal if he or she participated in the hearing process. The appeal shall consist of a review of the prior proceedings; it shall not be another hearing. The student or organization shall receive a written decision regarding the appeal.

Grounds for appealing a decision are:
An error in procedural due process, which prejudiced the accused to the extent that the student or organization was denied a fundamentally fair hearing as a result of the error. Procedural flaws alone are not grounds for an appeal. Significant procedural errors that may have affected the verdict or sanction will be considered.
The emergence of new evidence that could not have been previously discovered and that, had it been represented at the initial hearing, would have substantially affected the original decision of the hearing body.
The imposition of sanctions that are disproportionate to the offense.

Student status. The student’s status on campus will remain unchanged pending the final decision and appeals process, except in cases involving interim suspensions (see Interim Suspension). The Vice President shall have the authority to act de novo to determine the issues of both responsibility and sanction(s). The decision of the Vice President for Student Affairs is final.

INTERIM SUSPENSION OF A STUDENT OR ORGANIZATION
In certain circumstances involving a student or organizations actions that may affect the safety, health, or general welfare of the student or the university community, the Vice President for Students Affairs, or the Associate/Assistant Dean of Students, or Student Affairs designee on each campus may impose an interim suspension prior to the student or organizations conduct hearing. The Vice President of Student Affairs, the Associate/Assistant Dean of Students, Student Affairs designee on each campus, and the Director of Housing and Residence Life have the authority to cancel a student’s university housing contract under a separate process.

An interim suspension means that a student cannot be on university property, cannot attend classes, and cannot use university facilities unless otherwise stipulated. An interim suspension requires that the student or organization be notified in writing by the university. For organizations it means immediate suspension of all or some of the activities associated with the organization as determined by the university.

The student or organization has the right to request a hearing on the interim suspension with the Vice President for Student Affairs. If requested, the hearing will be conducted within three (3) regular business days from the receipt of the student’s written request by the Vice President for Student Affairs or designee. The scope of this hearing is solely on whether the interim suspension should continue until a hearing is conducted on the facts of the case. Disciplinary charges will be filed either when the interim suspension is imposed or as soon as possible thereafter.
For cases in which a student is placed on interim suspension, but subsequently found not responsible for all violations, the university will take the following steps: (1) correct any record of the change in enrollment status in the student’s permanent records and reports in a manner compliant with state and federal laws; and (2) refund to the student a pro rata portion of any fees, charges for tuition, or other university specific fees and charges, as appropriate due to the temporary change in enrollment status.

NON-ACADEMIC CONDUCT RECORDS
The Office of the Vice President for Student Affairs in Macon and Dean of Students in Atlanta are the official custodian of all records involving non-academic misconduct. Student files involving cases that do not result in suspensions or expulsions shall be expunged seven (7) years after a decision is reached on a charge. Cases that result in suspensions or expulsions will be kept permanently. Statistical data and database information may be kept permanently at the university. Students have the right to view their files. Students found “not responsible” or cases in which charges are dropped are considered not to have a judicial record.

PARENTAL NOTIFICATION POLICY
Mercer University, like many other colleges and universities, is concerned about the health and safety of its students specifically where there is use and abuse of drugs and alcohol. Under the Family Educational Rights and Privacy Act (FERPA), institutions are permitted to release any and all information to parents, without the consent of the student, “if the student is a dependent for tax purposes under the IRS rules.” FERPA allows colleges and universities to disclose information to parents if there is a health or safety emergency involving their student as well as to disclose information if the student is under the age of 21 and “has violated any law or policy concerning the use or possession of alcohol or a controlled substance.” The Vice President for Student Affairs or designee will be the responsible University official to contact the parent or guardian. Students whose parents are divorced or separated have the option of designating the parent to be contacted. The Vice President for Students Affairs or designee may use discretion regarding parental notification in incidents where it is determined that extenuating circumstances exist that would directly and conclusively impact the situation negatively. Alternative guardian contact determinations will be made by the Vice President for Student Affairs or designee. The process of adjudicating any violations will be handled in accordance with the Student Code of Conduct.

Mercer University has opted to contact parents and/or legal guardians under the following conditions:

Mercer students, under the age of 21, found responsible for first time minor offenses involving alcohol in accordance with the Student Code of Conduct will be dealt with directly, without notification of their parents. “Minor offenses” are defined as non-life-threatening, non-threatening to the community, and not involving any other significant violations of the law or the Student Code of Conduct.

Enrolled students, under the age of 21, found responsible for two or more offenses involving alcohol will result in parental notification.

Enrolled students, under the age of 21, found responsible for offenses involving drugs will result in parental notification.
Incidents related to alcohol and/or drugs that are determined to be life threatening to the student, threatening to the community, or involving other significant violations of the law or the Student Code of Conduct may result in parental notification regardless of the number of offenses. An incident in which a student is transported to the hospital as a result of alcohol and/or drugs may also be determined to constitute a threat or disruption to the campus community depending on the circumstances.

**ACADEMIC INTEGRITY**

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations in the forms of, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program.

Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at [http://provost.mercer.edu/handbooks](http://provost.mercer.edu/handbooks).

Mercer University is dedicated to the advancement of knowledge and learning and to the development of ethically responsible persons. The University is an academic community that believes honesty is essential to learning. Academic integrity at Mercer is advanced through the Honor System. The Honor System is maintained through various Honor Codes within colleges and schools of the University.

Participation in the Honor System is not optional. By the act of entering Mercer University, each student consents to Mercer’s Honor System and thereby agrees to be governed by its rules. Students are expected to read and familiarize themselves fully with the Honor Code and to cooperate completely with the System.

Students at McAfee School of Theology are required to abide by both the University Honor Code located online at [http://provost.mercer.edu/handbooks/integrity.cfm](http://provost.mercer.edu/handbooks/integrity.cfm) and the McAfee School of Theology Honor Code located below.

**CHEATING AND PLAGIARISM**

Mercer University’s Graduate Student Honor Code addresses the issues of cheating and plagiarism. It defines cheating as “the taking of credit for work which has been done by another person.” Plagiarism is “the use of ideas, facts, phrases, or additional material such as maps and charts from any source without giving proper credit for such material.” Examples include, but are not limited to the following:

Using information from any source, including internet sources, without giving proper acknowledgement to the original author of the material;
Submitting the same, or nearly the same, paper for academic credit in two classes without the consent and approval of both instructors;
Submitting another student’s work as one’s own or allowing one’s work to be submitted by another student;
Turning in late assignments without clearly indicating that the work is submitted late;
Giving or fabricating false citations and references in any material submitted for grading.
MCAFEE SCHOOL OF THEOLOGY HONOR CODE POLICY
I, a student of the McAfee School of Theology, pledge to conduct myself with honesty, integrity and understanding. I believe as a student, I can take responsibility in maintaining these and other Christian standards of behavior. I will promote the idea of community, interacting and learning from each other in a way that protects personal freedom and community standards.
I will ensure that all work is my own, and I will properly give credit where credit is due.
I will respect and honor all property, persons and facilities.
I will honestly report my participation in all classroom activities and student requirements.
I will uphold the stipulations and underlying values of the honor code.

I will ensure that all work is my own, and I will properly give credit where credit is due.
Any material without proper citation is assumed to be the author’s original work.
Plagiarism and related offenses are defined as, but not limited to:
Using information from any source without giving proper acknowledgment to the original author of the material;
Submitting the same, or nearly the same, paper for academic credit in two classes without the consent of both professors;
Submitting another student’s work as one’s own or allowing one’s work to be submitted by another student;
Turning in assignments after the deadline without clearly indicating that the work is submitted late;
Giving or fabricating false citations and references in any material submitted for grading.

I will refrain from cheating.
Cheating includes, but is not limited to:
Attempting to give or receive unauthorized assistance during an examination;
Using testing materials from past testing periods as a study guide unless authorized by the professor;
Discussing examination contents with any other student while taking an examination or test;
Offering or receiving assistance to/from another student during an examination or test;
Copying ideas or facts from another’s papers during an examination
Obtaining or providing specific information regarding an examination before the exam is administered without the professor’s permission;
Copying answers or ideas either verbally, or in writing, from another person during a testing situation;
Obtaining test questions or specific information included on an exam before a test without the professor’s permission.
Using unauthorized materials during an examination, quiz or other graded assignment. This includes notes, textbooks, or any unapproved translation of a biblical language;
Exceeding the time limits of an exam or an assignment without the professor’s permission, nor attempt to turn in an assignment after due date without clearly indicating the lateness of the work;
Failing to indicate clearly to the instructor that my written work was submitted after the announced deadline for such submissions;
I will respect and honor all property, persons and facilities.

Students, faculty, and staff engaging in the activities below will be considered in violation of the honor code. This includes, but is not limited to:
Disrupting or interfering with the orderly conduct or operation of any university activity, failing to obey the lawful instruction of the person in charge of such activity, or preventing others from freely engaging in the activity;
Disrupting or interfering with any university facility, failing to obey the lawful instruction of any person in charge of such a facility, or preventing others from freely using the facility;
Interfering with or denying free access to or egress from, or use of the university buildings, facilities, streets, or other property;
Engaging in conduct involving dishonesty, fraud, deceit, misrepresentation, or misappropriation of property that causes harm to a registered or sponsored student organization;
Engaging in conduct that threatens, endangers, or harms the life or safety of any persona;
Interfering with, injuring, damaging, destroying, or taking without lawful authorization any property belonging to other persons or the University;
Employing force or violence, or the threat of force or violence against any person or property;
Possessing any operable firearm or explosive material or device on University property or at a University sponsored activity without express written authorization from the Dean of Students and Chief of Student Affairs;
Engaging in conduct intended to obstruct access to potential evidence, or to alter, destroy, or conceal potential evidence connected with an Honor Code investigation or proceeding;
Filing a frivolous complaint (one without basis in fact) of an Honor Code violation with the intent to harass another student;
Attempting to intimidate or deter complainants, witnesses, or other participants in an Honor Code investigation or proceeding;
Preventing the discovery of prohibited conduct.
I will honestly report my participation in all classroom activities and student requirements.
It will be breaking the honor code if at any time a student engages in falsifying or misleading conduct in the areas of class attendance and participation. This would include, but is not limited to, the following:

Signing the roll on behalf of another person who is not present;
Having another person sign a roll for you when you are not present;
Answering a roll call on behalf of someone not present;
Having someone answer a roll call on your behalf when you are not present;
Signing the roll and then departing before the end of class;
Holding on to a roll call sheet so late arriving students may sign it;
Misrepresenting your presence or participation in outside class requirements by:
Saying you were present when you were not;
Turning in material from an activity of which you were not a part;
Using previous experiences to fulfill the requirements of a current assignment, unless permission by the professor has been granted;
Misrepresenting the presence or participation of another student in outside class requirements by:
Claiming their presence when they were absent;
Gathering material for them to turn in for credit, unless permission by the professor has been granted.

I will uphold the stipulations and underlying values of the honor code.

The reliability of the honor code is dependent on the student’s full cooperation in adhering to the principles of integrity therein as well as reporting any infraction that one witnesses. The student
assumes such a responsibility upon entering the McAfee School of Theology. Failure to report a violation either directly or indirectly is a failure to adhere to the code entirely. As a member of the McAfee student body and as one preparing for Christian ministry students will conduct their lives with honesty, integrity, and character. A student shall be held in violation of said behavioral expectations only when the student’s conduct does not constitute an infringement of any specific stipulation of the honor code.

**PROCESS AND PENALTIES**

If a student infringes on the code or witnesses another student or party infringing upon the honor code, he or she must immediately report the infringement to the professor concerned and/or to the Associate Dean. Students will not inaccurately or falsely report their activities concerning the above regulations when questioned by a professor, Associate Dean, or Dean.

**At McAfee School of Theology, all faculty and adjunct instructors must report any violation of the honor code to the Associate Dean for Masters Degree Programs.**

Any McAfee student accused of a violation of the Honor Code will be notified in writing by the Associate Dean. If convicted, on the first offense, students will receive a “0” on the assignment and must meet with the Associate Dean to discuss the violation of the Honor Code. A subsequent offense, in any class, will result in an “F” in the course(s) and immediate expulsion from the McAfee School of Theology. Expulsion is the permanent removal of student status. Additionally, any student receiving scholarship funds convicted of an Honor Code violation will automatically forfeit his/her scholarship for the duration of their degree program. For more on this subject, please see the Graduate Honor System at [http://provost.mercer.edu/handbooks/integrity.cfm](http://provost.mercer.edu/handbooks/integrity.cfm).

In the event of a conviction, the accused may request the Dean to review a finding of guilt and/or the propriety of the penalty. The request must be made in writing within four school days and should enumerate the grounds on which the appeal is based. The Dean will review the request for an appeal to determine whether there are sufficient grounds to warrant reconsideration. If the Dean determines that reconsideration of the conviction or penalty is appropriate, he or she should consider questioning or hearing:

- the accused
- any witness that the accused or the Dean wishes to question
- the faculty member in whose class the violation is alleged to have occurred
- any written evidence used in the Associate Dean’s decision making process
- any records, notes, or recordings kept by the Associate Dean.

If after reconsideration the Dean believes that there are adequate grounds for changing the decision of the Associate Dean, he or she may reverse the conviction or, if additional evidence was presented after the original decision by the Associate Dean, refer the matter back to the Associate Dean for further deliberation. The Dean will determine whether the incident should be managed within the academic unit or forwarded to the Graduate Council. If the decision is to forward to the Council, then such notification shall be immediately made to the Chairperson of the Graduate Council.

If the Dean determines that reconsideration of the conviction or penalty is not appropriate, the accused may appeal the finding of guilt and/or the propriety of the penalty to the Graduate Council.
PROCEDURES FOR APPEAL TO THE GRADUATE COUNCIL
The Graduate Council will select two members of the Honors Panel for an Honor Committee and request that the Dean name the remainder of the Committee by: (1) selecting two members of the Graduate Honor Panel, and (2) naming one additional member of the Graduate Faculty. The Dean will appoint one member of this group as chairperson.

The Chairperson of the Honors Committee will notify the accused student(s) and will serve as an investigator to determine the facts of the case. The Honors Committee will conduct the case according to the procedures described in the following section.

Policies and procedures regarding graduate student infractions of the Honor Code are established by the Graduate Council of Mercer University. To this purpose, the Graduate Council shall establish and maintain a panel of members of the Graduate Faculty who are available to adjudicate cases of infractions reported to the Council. The members of this Panel may be called upon to serve as an Honors Committee to judge violations of the Honor Code and to recommend penalties for those found guilty of infractions. Each college or school which offers graduate programs falling under the jurisdiction of the Graduate Council shall select three members of its Graduate Faculty to serve on the Honor Panel. The Honor Panel members shall serve for staggered terms, so as to provide for continuity of experience.

GRADUATE HONOR COMMITTEE PROCEDURES

RIGHTS AND RESPONSIBILITIES

OF THE ACCUSED

The accused shall have following rights in the event that he or she shall face a hearing:
A right that the charges against him or her be served on him or her by some member of the GRADUATE HONOR COMMITTEE at least 24 hours prior to the hearing. This right may be waived by joint consent of the accused and COMMITTEE.
A right to summon witnesses and to testify on his or her own behalf.
A right to be present when the witnesses testify and to question them at the designated time.
A right to examine written work or other exhibits where the evidence consists in part or whole of same.
A right to an acquittal unless the COMMITTEE believes that the charge or charges against him or her have been proved beyond any reasonable doubt.
A right to request the Dean of the School or College to review a finding of guilt and the propriety of the penalty. This right must be exercised within four school days after the hearing.
The accused shall have the full right of free speech as regards his or her trial.
The Accused shall have the following responsibilities in the event that he or she shall face a hearing:
A general duty to cooperate fully with the COMMITTEE in all matters pertaining to case procedure.
A duty to be present at the hearing. If the accused fails to appear or to notify the COMMITTEE, the hearing shall proceed in his or her absence.
A duty to answer all relevant questions frankly, fully, and honestly, remembering that intentional omission is as serious an offense as willful distortion of the truth.
OF WITNESSES

A witness shall have the following rights in the event the accused shall face a hearing:
- The right to be presented with a summons at least 24 hours prior to the hearing.
- The right that neither his or her person nor property shall be insulted, molested, threatened, or damaged because of his or her part in the hearing.

A witness shall have the following responsibilities in the event that the accused shall face a hearing:
- A general duty to cooperate fully with the COMMITTEE in all matters pertaining to case procedure.
- The duty to be present at the hearing.
- The duty to answer all relevant questions frankly, fully, and honestly, remembering that intentional omission is as serious an offense as willful distortion of the truth.

CONDUCT OF THE HEARING

PARTICIPATION IN THE HEARING
Every hearing shall be conducted by a GRADUATE HONOR COMMITTEE appointed by the Graduate Council and the Dean of the School or College; the Committee chairperson appointed by the Dean shall preside.
The clerk of the COMMITTEE shall take minutes of the proceedings. Recording devices may be used if they are under the control of the COMMITTEE. The accused may listen to the recordings after the hearing in the presence of at least two members of the COMMITTEE. In those cases which result in a conviction, a complete record of the hearing proceedings shall be retained by the COMMITTEE until the graduation of the accused. In cases which result in an acquittal, only the number of the case, the name of the student, and the statement of acquittal shall be retained by the COMMITTEE.
A member of the COMMITTEE shall disqualify him or herself in a case in which he or she is called as a witness.
The proceedings of the case shall be held in utmost confidence before, during, and after the hearing.

CALL COMMITTEE TO ORDER
The clerk will record the committee members present.
The Chairperson of the COMMITTEE will give a review of the facts involved in the case.

CALL THE ACCUSED BEFORE THE COMMITTEE
Prayer by a member of the COMMITTEE.
Swear accused in as he or she stands, raises right hand, and rests left hand on the Bible.
Remind the accused that perjury and willful omission of evidence are a violation of the Honor Code.
Ask the accused whether he or she has been afforded all the rights as stipulated by the Honor System.
Ask the accused how he or she pleads.

CALL WITNESS(ES) BEFORE THE COMMITTEE
Swear witness in as he or she stands, raises right hand, and rests left hand on the Bible.
Remind witness that perjury and willful omission of evidence are a violation of the Honor Code.

QUESTIONING OF WITNESSES AND ACCUSED
Questioning will be carried out by the Committee Chairperson to be followed by questions from other committee members.
QUESTIONING OF WITNESSES BY THE ACCUSED
The accused will now have an opportunity to question the witnesses if he or she so desires.

RESUME BY THE ACCUSED
The accused will now have an opportunity to give an uninterrupted resume of his or her defense.

RECESS FOR DELIBERATIONS
Following the resume by the accused, the Committee will recess the Hearing and retire to confer and discuss the case. They will reach a verdict of guilt or acquittal and, in the event of a verdict of guilt, determine the appropriate penalty.

PROCEDURE OF BEING RECALLED
Any witness or the accused may be recalled by the COMMITTEE. If special circumstances warrant, witnesses may also be recalled by the Committee at the request of the accused prior to the presentation of the verdict. The hearing will be reconvened for this purpose.

REPORT OF THE ACCUSED
If Guilty
Give the verdict to the accused.
Give penalty to the accused.
Advise accused that the decision may be appealed to the Dean of the respective School or College within four school days.
Advise accused that all GRADUATE HONOR COMMITTEE procedures are kept in strictest confidence.
If Acquitted
Give verdict.
Advise accused that all GRADUATE HONOR COMMITTEE procedures are kept in strictest confidence.

POST HEARING PROCEDURES
If the finding be one of guilt, the decision will be recorded in the GRADUATE HONOR COMMITTEE file and the accused will be notified of the decision and informed of the right to appeal. Files pertaining to the hearing will be maintained by the Office of the Dean of the academic unit.
If the finding be one of acquittal, the accused shall be notified of that finding and cautioned that the hearing may be reopened for good cause by the COMMITTEE within a period of four school days

PENALTIES FOR INFRACTION

IF THE ACCUSED IS FOUND GUILTY OF CHEATING OR PLAGIARISM, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.

TYPES OF PENALTIES:
Class I penalty: expulsion from the graduate program or suspension for a specified period.
Class II penalty: failure in the course in which the violation occurs.
Class III penalty: failure on the work in which the violation occurs.
DISCRETIONARY penalty:
A censure or penalty other than the above indicating to the student that the conviction is the result of improper conduct and/or dishonesty on his or her part. A notation of the offense shall be recorded in the GRADUATE HONOR COMMITTEE file of the student in the form of a letter which will be removed upon departure of the student from the University.

Upon the unanimous agreement of the GRADUATE HONOR COMMITTEE, a penalty may be suspended with the stipulation that no letter be placed in the GRADUATE HONOR COMMITTEE file but that the decision shall be considered a conviction.

IF THE ACCUSED IS FOUND GUILTY OF ACADEMIC NEGLIGENCE, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.

PENALTY:
A censure indicating to the student that the conviction is a result of academic negligence or bad judgment on his or her part. A record of the conviction will be kept in the GRADUATE HONOR COMMITTEE file and be removed when the student leaves the University. The COMMITTEE will have the discretion to extend the penalty to not more than a failure on the work. Examples of extended penalties include rewrites on papers and retaking exams.

IF THE ACCUSED IS FOUND GUILTY OF PERJURY OR WILLFUL OMISSION OF EVIDENCE IN TESTIMONY DURING A GRADUATE HONOR COMMITTEE HEARING, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.

TYPES OF PENALTIES:
Class I penalty: immediate expulsion from the graduate program or suspension for a specified period
Class II penalty: censure or written rebuke. A record of the conviction shall be kept in the GRADUATE HONOR COMMITTEE file and will be removed upon the departure of the student from the University.

APPEAL PROCEDURES

In the event of a conviction, the accused may request the Provost to review a finding of guilt and/or the propriety of the penalty. The request must be made in writing within four school days and should enumerate the grounds on which the appeal is based.

The Provost will review the request for an appeal to determine whether there are sufficient grounds to warrant reconsideration.

If the Provost determines that reconsideration of the conviction or penalty is appropriate, he or she should consider questioning or hearing:
the accused
any witness that the accused or the Provost wishes to question
the faculty member in whose class the violation is alleged to have occurred
any written evidence used in the Committee hearing
any records, notes or recordings kept by the Committee.

If after reconsideration the Provost believes that there are adequate grounds for changing the decision of the Committee, he or she may:
reverse the conviction or lower the penalty or
if additional evidence was presented after the original Honor Committee decision, refer the matter back to the Committee for its further deliberation.

If the Provost determines that reconsideration of the conviction or penalty is not appropriate, the accused may appeal the finding of guilt and/or the propriety of the penalty to the President. The decision of the President shall be final.

ACADEMIC AND NON-ACADEMIC STUDENT GRIEVANCES

GRIEVANCE, ACADEMIC
Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. A “grievance” is typically a complaint relating to some allegedly improper action or behavior. An “appeal” is typically a request for review of a routine judgment or decision. Such matters may include, but are not limited to failure to fail to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on race, color, national origin, disability, veteran status, sex, sexual orientation, genetic information, age, or religion (except in limited circumstances where religious preference is both permitted by law and deemed appropriate as a matter of University policy).

Time Frame
For grievances and appeals of any kind, students are required to initiate them with the appropriate faculty member no later than thirty (30) days from the completion of the term in which the course was offered. Grievances or appeals received after this period will not be honored.

Informal Resolution Procedure
Student grievance and appeal procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the issue by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Procedure.

Formal Resolution Procedure
The following protocol should be followed:

The student should meet with the Associate Dean after submitting to this person a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the instructor’s decision.

If the grievance or appeal is not satisfactorily resolved by the Associate Dean, the student should meet with the Dean after submitting to the Dean a formal written account. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the Associate Dean’s decision.

If the grievance is not satisfactorily resolved by the Dean, the student should meet with the Provost after submitting to the Provost a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the Dean’s decision.
If the student has a grievance or appeal involving a Dean, he or she should schedule an appointment with that Dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the issue with that Dean, the student may address the grievance or appeal to the Provost. In all academic grievance and appeal procedures, the decision of the Provost is final.

Graduate Appeals
Dr. Wayne Glasgow
Senior Vice Provost for Research
Dean of Graduate Studies
Glasgow_WC@mercer.edu

If an appeal is not resolved within the school, forwarding an appeal to the Office of the Provost is the last step of the formal academic grievance process. The complainant would need to provide written documentation of their communication with each college/school administrator (program director/department chair, assistant/associate dean, and the dean), including the student’s requests and the administrators’ responses, not just a narrative of the student’s complaint.

GRIEVANCE, NONACADEMIC

Policy Statement
Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, (3) a University program, service, or activity.

Non-academic grievances involving student conduct issues fall under “University Regulations and Judicial Programs” section of this handbook.

Procedure
Informal resolution
Many grievances may be resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

Formal Grievance
When a student wishes to file a formal complaint that is nonacademic in nature, he or she should follow these procedures:

The student should submit the complaint in writing to the University employee responsible for the action or event that forms the basis of the grievance. This statement should be titled “Formal Grievance” and contain a brief statement of the grievance and the remedies sought. A copy of the statement must also be presented to the employee’s supervisor and the Associate Vice President of Human Resources. The complaint should be submitted to the employee within ten (10) days of the action or event that forms the basis of the grievance.

The employee respondent will then meet with the student along with their supervisor or the Associate Vice President of Human Resources to discuss the complaint within ten (10) days of receipt of the
written formal grievance. The employee respondent will reply in writing to the student with the results of the discussion at the meeting and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources. If a student is not satisfied with the results of the discussion and/or with the reply and wants the formal grievance to be considered further, the student may appeal in writing to the employee respondent’s supervisor. A copy of this appeal must be sent to the Associate Vice President of Human Resources. This appeal to the supervisor must begin within ten (10) days after the student receives the written reply from the employee responsible for the action or event that forms the basis of the grievance. A written reply indicating the results of the appeal including further action, if any, to be taken will be sent to the student by the employee’s supervisor within ten (10) days of the meeting between the student and the employee’s supervisor. A copy of this response will be sent to the Associate Vice President for Human Resources.

If the student is not satisfied with the results of the appeal to the supervisor and wants the formal grievance to be considered further, the student will have an opportunity for further appeal as follows: In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature within a specific school or college, the student may appeal to the Dean with responsibility for the employee’s unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee’s supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the formal grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources.

If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the formal grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee’s unit will be the final University decision on the formal grievance. A copy of the appeal to the Provost and the Provost response will be copied to the Associate Vice President of Human Resources.

In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature outside of the administrative organization of a specific school or college, the student may appeal to the Vice President with responsibility for the employee’s unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee’s supervisor has completed consideration of the formal grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee’s unit will be the final University decision on the formal grievance. A copy of the complaint to the Vice President and their response will be submitted to the Associate Vice President of Human Resources.

The dean of students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.
SPIRITUAL & COMMUNITY LIFE AT MCAFEE

Spirituality is present in all aspects of McAfee’s life through worship, prayers, small groups, and many other ways. Students and faculty members join together as people of faith growing together in the grace and knowledge of God. Spiritual formation at McAfee is intentional. We provide a variety of resources that assist persons in enhancing their relationship with God. Small groups and various other avenues offer ways in which students may discuss their faith. The McAfee community gathers for worship each week. The services are planned by Worship faculty and students. Preaching guests include students, alumni, faculty members, and other area ministers.

Faculty/Staff/Student McAfee Community Retreat
In an effort to encourage fellowship among the McAfee community there is a faculty/staff/student retreat each academic year. There is both scheduled and unscheduled time set aside for spiritual enrichment through prayer, recreation, small and large group activities, and shared meals. The retreat is mandatory for all Spiritual Formation students and costs approximately $50.00 (includes all meals and lodging).

Student Advocacy and Leadership Team (SALT)
The Student Advocacy and Leadership Team (SALT) is a vital part of the McAfee community and act as liaisons between the student body and the faculty. SALT sponsors student forums at which students are given the opportunity to voice concerns and suggestions that will be presented to the faculty. In addition, SALT organizes gatherings, mission projects, and fellowships that allow students to enjoy spending time together in an informal atmosphere. Dr. Karen Massey serves as the faculty advisor. Copies of SALT’s Constitution are available in the Associate Dean’s office.

MCAFEE SCHOOL OF THEOLOGY CAREER PLACEMENT SERVICES

Introduction
McAfee School of Theology Reference and Referral receives information on full-time career opportunities in the field of ministry, including, but not limited to, jobs in the traditional ministry roles, as well as in the counseling and nonprofit fields. Current position lists are printed and posted in the McAfee School of Theology building and emailed to all current students and alumni. When a student or alumnus expresses interest in a particular position, Reference and Referral provides résumé writing support. The individual’s résumé will then be sent to the job posting with a cover letter from Reference and Referral. In this way, the Office acts as a support for the students and alumni in managing their searches for career opportunities.

Support of Mission
Reference and Referral supports the mission of Mercer University by aiding current students and alumni in their search for career opportunities. Great care is given to seeking the right job fit for a student’s gifts and talents in order to give them the best opportunity to use and expand their leadership capabilities and make a difference through ministry.

Student Learning And Development Outcomes
Reference and Referral encourages students and alumni to grow in their interview and résumé writing skills and to search adequately for the best career to match their gifts and abilities. Students and alumni will develop necessary job search skills and how to present themselves in a business environment. Other student development outcomes include making the transition from school to
career and developing leadership skills required to succeed in this transition and throughout the scope of a career.

CONTINUING EDUCATION, COMMUNITY EVENTS, & PARTNERSHIPS

Peter Rhea and Ellen Jones New Testament Lectures were established in order to provide opportunities to meet, hear, and converse with leading New Testament scholars.

The William L. Self Lectureship was established in order to promote the practice of faithful and effective preaching of the gospel. The purpose of the lectureship is to enlighten and inspire those whose calling is to preach the gospel of Jesus Christ. The lectures seek to instill in students and pastors a passion for better preaching by providing worthy models and by offering seasoned instruction and encouragement. Each year the lecture series features a nationally recognized preacher.

The D. Perry & Betty Ginn Lectures on Christian Faith and Modern Science was established to provide opportunities to hear leading scientists and theologians explore the interface between Christian faith and contemporary science.

The Mercer Preaching Consultation was established to provide training in, and inspiration for, the art of preaching.

Partnership with the Certificate of Theology Program at the Lee Arrendale State Prison. The Atlanta Theological Association (ATA) administers a non-degree Certificate in Theological Studies program for female inmates. McAfee students and faculty participate in the program by teaching elective and foundational courses in theology.

CENTERS

The Center for Theology and Public Life at Mercer University. The Center is led by Dr. David P. Gushee the Distinguished University Professor of Christian Ethics. The Mercer Center for Theology and Public Life (CTPL) promotes public dialogue, research, and constructive solutions related to important public issues to which theology and ethical reflection can make a significant contribution. The CTPL plans, hosts, and supports events that model civic, constructive, and substantive conversation about major issues in public life such as poverty and economic justice, human rights, crime and the death penalty, international peacemaking, biomedical ethics, family and sexuality, church-state relations, national identity, immigration, etc. The CTPL seeks whenever possible to encourage dialogue toward constructive solutions for the common good. Invited participants and lecturers include theologians, ethicists, social scientists, policymakers, religious leaders, activists, and others. The CTPL hopes to host lecturers and participants known for their intellectual credibility, fair-mindedness, and capacity to engage in constructive, solution-oriented public dialogue. Please see [http://ctpl.mercer.edu/](http://ctpl.mercer.edu/)

The Center for Teaching Churches. Dr. Ron Grizzle serves as the Director of the Center for Teaching Churches. Just as medical doctors and lawyers receive assistance in transitioning into their professions with residencies and junior partnerships, ministers of the gospel moving into their first
places of service as pastors, youth and family ministers, or ministers of education need structures in place to make this move successfully. The Center for Teaching Churches at McAfee is a pioneer effort to fill this transitional and educational need for McAfee’s newly graduated ministers. It is also an opportunity for churches to extend their ministries by partnering with McAfee in the training of ministers. Please see http://ctc.mercer.edu/

The Eula Mae and John Baugh Center for Baptist Leadership at Mercer University. Dr. Daniel Vestal serves as the Director. The Baugh Center seeks to develop Christ-like Baptist leaders for church and society, offering academic programs and promotes research initiatives that bring students, professors, pastors, and other Baptist leaders into collaborative relationships. Attracting Baptist leaders and emerging leaders from around the world for conferences, sabbatical leaves, and research and educational programs, the Baugh Center draws on the resources housed on Mercer’s Cecil B. Day campus in Atlanta.

EMERGENCY PREPAREDNESS PLAN

Communication
In the event of a broad emergency that has the potential to harm people and/or facilities, it is important for students, faculty and staff to be aware of the following information.

In the event of an emergency, Mercer Police and the administration will provide alerts and vital information using a variety of formats including emergency text messages, emails, and the office phone system. It is important to note the following:
All Mercer faculty, staff, and students are strongly urged to register for emergency text messages.
Faculty with policies prohibiting student cell phone use in the classroom should actively monitor their own cell phones for emergency text messages.
Initial notifications may be based on partial data, with the goal to inform campus or RAC occupants of a developing situation requiring immediate action to protect life, safety and facilities.
The messaging system will be used to deliver additional emergency information, or that the dangerous event and/or conditions are under control, or “all clear.”

Emergency Evacuation and Safety Procedures

Fire
When a fire alarm is activated evacuation is mandatory
Do not use elevators in an evacuation.
Close doors as you exit.
Move away from the building in danger (500 feet) or as directed by emergency response personnel.
In an emergency situation, dial 6911 from any campus phone for immediate assistance from the Mercer Police Department.

Lockdown
Should the campus experience a violent act (such as an active shooter), a lockdown of the University may be ordered by Mercer Police.
Close all interior doors
Immediately go to the closest enclosed area. If possible, choose a room without windows that has a locking door.
Lock and/or blockade the doors.
Turn out lights and draw blinds.
Silence your cell phone, remain quiet, and stay out of sight.
Wait for an “All Clear” signal or notice from Mercer Police and/or local emergency response personnel.
If outside during the notification, consider leaving the campus if possible.

**Severe Weather**
Lock office door.
If possible, move to designated severe weather area of the building.
Do not use elevators.
Avoid glass doors and windows.
Crouch as low as possible to the floor, keeping your face down. Cover your head with your hands.
Wait for an “All Clear” signal or notice from Mercer Police and/or local emergency response personnel.

**FACULTY**

**Wm. Loyd Allen** is Sylvan Hills Baptist Church Professor of Church History and Spiritual Formation. Dr. Allen came to McAfee from Mississippi College in Clinton, MS, where he was head of the Department of Christian Studies and Philosophy. He previously served as Associate Professor of Church History at The Southern Baptist Theological Seminary in Louisville, KY, and was Assistant Professor in the Department of Christianity at Brewton Parker College in Mount Vernon, GA. Dr. Allen earned his bachelor’s degree in psychology from the University of Montevallo in Montevallo, AL, and Master of Divinity and Doctor of Philosophy degrees from The Southern Baptist Theological Seminary. He is the author of *Crossroads in Christian Growth* and *You Are a Great People: Maryland/Delaware Baptists, 1742-1998*, and has contributed articles to numerous journals, books and other publications, including *Christian Spirituality*, *Ties That Bind: Life Together in the Baptist Vision*, and *The Christian Century*.

**Melissa Browning** is Assistant Professor of Contextual Ministry. She received her Ph.D. in Christian Ethics from Loyola University Chicago (2011). She also holds an M.Div. in Global Missions from George W. Truett Theological Seminary at Baylor University (2002) and a B.A. in Religious Studies from Gardner-Webb University (1999). Dr. Browning’s primary research focuses on community-based moral reasoning. Her first book looked at the intersection of public theology and public health through research with women living with HIV and AIDS in Mwanza, Tanzania. This book, *Risky Marriage: HIV and Intimate Relationships in Tanzania*, looks at the ways in which marriage has become an HIV risk factor and in response, creates space for HIV positive women to re-imagine Christian marriage as a space of safety and health. Beyond her research on HIV and AIDS, Dr. Browning has published more than 20 articles and book chapters on topics such as public health and public theology, feminist theology, bioethics, sexual ethics, migration, postcolonial theology, street children, research methodologies, ethnography, and pedagogy. Dr. Browning is currently working on a new book that uses participatory action research with congregations to articulate an ethics of solidarity and social change. Dr. Browning is an ordained Baptist minister with the Cooperative Baptist Fellowship and has experience working with faith-based non-profits, particularly in international development, community development, and community organizing. She
served for two years as field personnel with the Cooperative Baptist Fellowship in Nairobi, Kenya and also served as the Baptist clergy member of a tri-denominational church in Chicago (Church of Jesus Christ, Reconciler).

Nancy L. deClaissé-Walford is the Carolyn Ward Professor of Old Testament and Biblical Languages. She came from George W. Truett Theological Seminary in Waco, Texas, where she was a lecturer in biblical languages. She earned a bachelor's degree in Ancient History from California State University in Northridge, California; a master's degree in Semitic Languages and Literature from Fuller Theological Seminary in Pasadena, California; and a Doctor of Philosophy degree in Biblical Studies from Baylor University, in Waco, Texas. Dr. deClaissé-Walford is the author of Reading from the Beginning: The Shaping of the Hebrew Psalter, Biblical Hebrew: An Introductory Textbook, Introduction to the Psalms: A Song from Ancient Israel, and The Book of Psalms in the New International Commentary on the Old Testament series. She is the Old Testament Editor of the Word Biblical Commentary Series and is a member of the steering committee of the book of Psalms Section of the Society of Biblical Literature. In addition, she is a sought-after teacher and preacher in churches throughout the southeast, offering a variety of courses, lessons, and sermons on topics that include the book of Psalms, the wisdom literature of the Old Testament, and the history of the English Bible.

David G. Garber Jr. is Associate Professor of Old Testament and Hebrew. Dr. Garber came to McAfee from Emory University where he received a Ph.D. concentrating in Hebrew Bible studies. He holds the Th.M. and M.Div. from Princeton Theological Seminary and a B.A. in Religion from Baylor University. Dr. Garber’s research interests include the interpretation of Hebrew prophets, ancient Israelite religion, the reading of biblical texts as trauma literature, and biblical perspectives on social justice.

David P. Gushee is Distinguished University Professor of Christian Ethics. Dr. Gushee is based in Atlanta and teaches interdisciplinary ethics courses throughout the University. He served for eleven years as University Fellow and the Graves Professor of Moral Philosophy at Union University, after three years on faculty of Southern Baptist Theological Seminary and three years on the staff of Evangelicals for Social Action. A columnist for Associated Baptist Press and Huffington Post, and widely sought speaker and commentator on public affairs, Dr. Gushee is the author or editor of twelve books, including the award-winning Kingdom Ethics (Intervarsity Press).

Christopher T. Holmes is a Louisville Institute Postdoctoral Fellow and Visiting Assistant Professor of New Testament. After growing up in Colorado Springs, Dr. Holmes earned a dual degree (B.A.) in religion and Spanish at Whitworth University and then completed the M.Div. degree at Princeton Theological Seminary. He comes to McAfee from Emory University where he received a Ph.D. in New Testament. His research interests include the Epistle to the Hebrews, Paul’s letters, the history of New Testament interpretation, and New Testament theology. His current writing project, emerging from research related to his dissertation, explores the intersection of language and religious experience, especially as it relates to the Epistle to the Hebrews. Dr. Holmes has gained teaching experience in a variety of settings, offering classes at Emory College, Candler School of Theology, and the United Methodist’s Course of Study Program at Emory University. In addition, Dr. Holmes has taught adult education classes at several churches in the Greater Atlanta Area and is a candidate for ordination in the Presbyterian Church (U.S.A.).
Denise McLain Massey is Associate Professor of Pastoral Care and Counseling. Dr. Massey holds the B.A. from Louisiana College and the M.Div., Th.M. and Ph.D. from The Southern Baptist Theological Seminary. She has served as a chaplain, a CPE supervisor, assistant and associate professor at Southern Seminary, a pastoral counselor, and most recently Supervisor of Pastoral Care at Kindred Hospital in Louisville, Ky. Dr. Massey has earned Supervisor certification with the Association of Clinical Pastoral Education.

Karen G. Massey is Associate Dean for the Masters Degree Programs and Associate Professor of Christian Education. Formerly associate pastor and minister of education at Northside Drive Baptist Church in Atlanta, GA, she has served in churches in Georgia and Kentucky. Dr. Massey has served as a contract professor, a Garrett Teaching Fellow, and a visiting professor in Christian education at both The Southern Baptist Theological Seminary and McAfee School of Theology. She is a founding member and past president of the Christian Educator’s Network, a professional, ecumenical organization for ministers in the field of Christian education. Dr. Massey is also a past president of the national organization of Baptist Women in Ministry (BWIM). She received a bachelor’s degree from the University of Georgia in Athens and M.A. and Ph.D. degrees from The Southern Baptist Theological Seminary. Dr. Massey has completed further university studies at Harvard University and Boston College.

Robert N. Nash, Jr. is Associate Dean for the Doctor of Ministry Program and Arnall-Mann-Thomasson Professor of Missions and World Religions. He received his Ph.D. degree in Church History (1989) and his M.Div. degree (1985) from The Southern Baptist Theological Seminary in Louisville, Kentucky. In addition, he completed both his M.A. (History) and B.A. degrees at Georgia College and State University in Milledgeville, Georgia. Prior to coming to McAfee, Dr. Nash served as Global Missions Coordinator at the Cooperative Baptist Fellowship (2006-2012) and as a professor in the religion departments at both Shorter College in Rome, Georgia (1994-2006) and at Judson College in Marion, Alabama (1992-1994). He also served as Dean of the School of Religion and International Studies at Shorter College for several years. He has served as pastor and as interim pastor of a number of congregations in Kentucky, Alabama and Georgia and as a frequent lecturer on college and university campuses and at conferences across the nation that focus on ministry and mission in the twenty-first century.

Thomas B. Slater is Professor of New Testament Languages and Literature. A native of Arkansas, he earned the B.A. degree with honors at Arkansas Tech University. He completed the M.Th. (equivalent to the M.Div. degree) and the D.Min. degree in Christian Education at Perkins School of Theology, Southern Methodist University and the Ph.D. degree in Biblical Studies from King’s College, University of London. He came to McAfee from the University of Georgia, where he was an associate professor, holding joint appointments in the Department of Religion and the Institute for African American Studies. He is the author of Christ and Community: A Socio-Historical Study of Christology of Revelation. He contributed the commentary on 1, 2, and 3 John in True to Our Native Land: An African American New Testament Commentary. His commentary on Ephesians in the Smith & Helwys series will appear soon. He has numerous articles in scholarly venues around the world, including Journal of Biblical Literature, Biblica, The New Interpreter’s Dictionary of the Bible, and New Testament Studies. He is also an elder in full connection in the Christian Methodist Episcopal Church.

Daniel Vestal is Distinguished University Professor of Baptist Leadership and Director of the Baugh Center for Baptist Leadership at Mercer University. Dr. Vestal served as the first moderator of the
Cooperative Baptist Fellowship in 1990-1991 and as the Executive Coordinator from 1996 to 2012. Dr. Vestal earned B.A. and M.A. degrees from Baylor University and a Master of Divinity degree and doctorate from Southwestern Baptist Theological Seminary. Dr. Vestal is a writer, having contributed to numerous publications and has written four books, including his latest, *Being the Presence of Christ: A Vision for Transformation.* Prior to being named executive coordinator of the Atlanta-based Cooperative Baptist Fellowship in 1996, Dr. Vestal served for five years as pastor of Tallowood Baptist Church in Houston. He also has served as pastor of Dunwoody Baptist Church in Atlanta; First Baptist Church of Midland, Texas; Southcliff Baptist Church in Fort Worth; and Meadow Lane Baptist Church in Arlington, Texas.

**Graham B. Walker** is the John and Judy Zellers Professor of Theology and Philosophy. Dr. Walker came from the Asia Baptist Graduate Theological Seminary in Baguio City, Philippines, where he served as Academic Dean. He received his Bachelor of Arts degree from Florida State University and his Master of Divinity and Doctor of Philosophy degrees from The Southern Baptist Theological Seminary in Louisville, KY. He has also served as visiting Professor of Religion at Samford University in Alabama, as Adjunct Professor of Philosophy at St. Catherine’s College in Bardstown, KY, as well as Instructor of World Religions at Simmons Bible College in Louisville, KY. He has published numerous articles in various religious journals and has authored *A Deep Rooted Faith,* and *Elie Weisel: A Challenge to Theology.* He is currently an associate editor for *Missiology: An International Review.*

**Chanequa Walker-Barnes** is Associate Professor of Pastoral Care and Counseling. Dr. Walker-Barnes received Bachelor of Arts degrees in Psychology and African-American/African Studies from Emory University (1994), the Master of Science (1996) and Doctor of Philosophy (2000) degrees in clinical psychology from the University of Miami, and the Master of Divinity degree from Duke University (2007). Prior to coming to McAfee, Dr. Walker-Barnes taught at Shaw University Divinity School in Raleigh, NC, the University of North Carolina at Chapel Hill, and the University of Florida. She published her first book, *Too Heavy a Yoke: Black Women and the Burden of Strength,* which seeks to heighten pastoral awareness about the inordinate burden that the demand for strength places upon women of African descent and to provide a framework for liberative pastoral care with African American women. Dr. Walker-Barnes is a recipient of the Louisville Institute First Book Grant for Minority Scholars. Dr. Walker-Barnes is a candidate for ordination as an elder in the North Carolina Conference of the United Methodist Church.

**Jeffrey G. Willetts** is Dean and Professor of the Philosophy of Religion. Dr. Willetts earned a B.A. in religion and philosophy, *magna cum laude,* from Campbell University in 1985. He went on to earn a Master of Arts in religion from Yale University and a Ph.D. in philosophy from the University of Wales, Swansea. Dr. Willetts has spent most of his professional career at The John Leland Center – also known as Leland Seminary – joining the institution during its first academic year in 1998 as academic director and associate professor. In addition to his appointment at Leland, Dr. Willetts served as part-time pastor of Calvary Hill Baptist Church in Fairfax, Virginia. From 1991 to 1997, he served as pastor and church planter at Fair Oaks Baptist Church in Fairfax. He has served as editor of several theological journals and philosophical publications, is the author of numerous academic papers and presentations, and is active in the Baptist World Alliance, the Society for Philosophy of Religion, and the American Academy of Religion.
STAFF

Diane D. Frazier is Administrative Assistant to the Dean. Her prior experience includes being Administrative Secretary in Mercer University’s Stetson School of Business and Economics and Administrative Secretary in the Prison Program at University College. She has also served as Administrative Assistant to the Director of Off-Campus Undergraduate Business Programs, Director of Studies Abroad, Director of Master of Science in Technology Management, and Assistant Dean in the Stetson School of Business and Economics.

Michelle Brooks Garber is Assistant to the Dean. She earned her Bachelor of Arts from Emory University, a Master of Divinity from McAfee School of Theology, and her Ph.D. in Educational Leadership (Higher Education) at the Tift College of Education, Mercer University. Dr. Brooks Garber has served as a ministry intern in Neath, Wales and as the Minister of Congregational Life in Cartersville, GA.

Ronald Grizzle is the Director of the Center for Teaching Churches at McAfee School of Theology. Dr. Grizzle began his ministry as Director of the Center for Teaching Churches at McAfee in February 2010. A graduate of the University of Georgia, Grizzle also holds the Master of Divinity from Midwestern Baptist Theological Seminary, Kansas City, MO, and the Doctor of Ministry from Southeastern Baptist Theological Seminary, Wake Forest, NC. Before coming to McAfee, Dr. Grizzle served as pastor of churches in Missouri, South Carolina, Alabama, and Georgia.

Nikki Carroll Hardeman is the Director of Admissions. She received a Master of Divinity from McAfee School of Theology in 2005 and a Bachelor of Arts from Mercer University in 2002. Having received both degrees from Mercer, Nikki is proud to be a Double Bear! Following her education, Nikki served local churches through youth, young adult, and homebound ministry roles. She has also served at the Georgia state CBF office as an Associate Coordinator. As her family grew, Nikki chose to stay home with her children and pursue her vocational ministry through retreat-leading, supply-preaching, adjunct teaching, and writing and producing small-group Bible study curriculum. Nikki has a deep love for the local church. She is excited to continue fulfilling her call by helping the next generation of local church ministers gain the training and formational opportunities they need to be strong and effective leaders.

Natalie V. King is the Enrollment Associate. She is married to Alex and they are new parents to their daughter, Iris. She loves being supportive and hospitable to both prospective and incoming students. Natalie graduated from Georgia College and State University in 2007 with a BA in Marketing and Management then received Master of Divinity in 2012 from McAfee School of Theology. While at McAfee, she worked in the admissions office so the opportunity to return to work in the same department is like a homecoming for her. After McAfee, Rev. King was involved in ministry with all age groups but served primarily for two years as a hospice chaplain in the middle Georgia area. Rev. King is excited to continue her ministry to others by supporting McAfee students in their seminary journey.

Carlene A. Knights is the Project Director for the Student Debt Initiative at McAfee. A published author and poet, she has earned a Bachelor’s Degree from Long Island University’s School of Journalism and a Master’s Degree in Human Resource Management and Organizational Development from National Louis University in Wheeling IL. Ms. Knights has served as a Financial
Aid Director/Counselor, and worked in ministry for The Church of God of Prophecy and the Perfecting Faith Church, in New York and Georgia.

S. Beth Perry is Public Services/Theology Librarian. She holds a Bachelor of Arts degree from Samford University, a Master of Arts degree from The Southern Baptist Theological Seminary, and a Master of Library Science from Indiana University. Before coming to Mercer, she served as the Information Services Librarian at Carson-Newman College in Jefferson City, TN. She has also worked in the libraries at Indiana University, Louisville Presbyterian Theological Seminary and The Southern Baptist Theological Seminary.