



So that
the world
flourishes



2019-20 Academic Catalog

Bethany Theological Seminary

The Graduate School of Theology of the Church of the Brethren

We invite you to visit us. Call our Admissions Office at 800-287-8822 to arrange for lodging and a chance to learn to know us.

Main Campus

Bethany Theological Seminary
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Richmond, IN 47374-4019
765-983-1800; 800-287-8822
Fax: 765-983-1840
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Susquehanna Valley Ministry Center

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svmc@etown.edu
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STATEMENT ON ACCREDITATION

Bethany Theological Seminary 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:

Master of divinity
Master of arts (theology)

Approved for a Comprehensive Distance Education Program

Commission Contact Information

[The Commission on Accrediting of the Association of Theological Schools in the United States and Canada](http://www.ats.edu)
10 Summit Park Drive
Pittsburgh, PA 15275 USA
412-788-6505
Fax: 412-788-6510
www.ats.edu

Bethany is also accredited by

[The Higher Learning Commission](http://www.hlc.edu)
30 North La Salle Street
Suite 2400
Chicago, IL 60602-2504
800-621-7440

STATE AUTHORIZATION FOR DISTANCE EDUCATION

Federal and state laws have established requirements that regulate distance (online) education programs offered by postsecondary institutions like Bethany Theological Seminary. Institutions must be approved to offer such education within each state where students reside. These laws protect students related to a variety of issues that may occur during the course of their distance education. Bethany makes every effort to comply with these laws related to its delivery of distance education.

Bethany Theological Seminary has been approved by the State of Indiana to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. If the institution is approved by the home state and the state is approved by NC-SARA, then the institution is approved to deliver distance (online) education in all states that have joined this oversight organization.

As a result, Bethany Theological Seminary is approved for distance (online) education through NC-SARA. This currently includes forty-nine states, Puerto Rico, and the District of Columbia.

Bethany's distance education offerings for its degree and certificate programs provide the highest quality to all our students, no matter where they are located.

This catalog is reviewed and updated annually, typically during the summer, with the new version available prior to the start of the fall semester. The content of this publication is for informational purposes only and is not intended to be used as a contract between Bethany Theological Seminary and any other party. The Seminary reserves the right to change, eliminate, and add to any existing (and to introduce additional) rules, regulations, policies, fees, and other charges, courses of study, and academic requirements. Whenever it does so, the Seminary will give as much advanced notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice.

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Heritage and Mission

THE BETHANY STORY

[Bethany Theological Seminary](#) is one of eight institutions of higher education related to the [Church of the Brethren](#). It was founded in October 1905 by Albert C. Wieand in association with Emanuel B. Hoff. Known initially as Bethany Bible School, the venture began with twelve residents who met in the Hoff home on Hastings Street on the near-south side of Chicago.

In 1909 the first building was erected on the school's second campus at 3435 West Van Buren Street. Rapidly expanding enrollment necessitated further construction, which was achieved through much prayer and sacrifice. The first bachelor of divinity degree was granted in 1913.

Recognition by the **Church of the Brethren Annual Conference** came in 1909, followed by an action in 1925 to establish a more direct affiliation with the Conference. The name of the school was officially changed in 1931 to Bethany Biblical Seminary. As declared in the articles of incorporation, the objective of the Seminary was "to promote the spread and deepen the influence of Christianity by the thorough training of men and women for the various forms of Christian service, in harmony with the principles and practices of the **Church of the Brethren**."

In 1940 the Seminary was fully accredited by the American Association of Theological Schools (now called the [Association of Theological Schools in the United States and Canada](#)) and through the years has maintained this accreditation. Accreditation by the Higher Learning Commission was granted in 1971 and continues.

In 1957 the board of trustees approved the relocation of the Seminary to a site near Oak Brook, Illinois. In June 1963 the official name of the school was changed to **Bethany Theological Seminary**. The Seminary commenced its life on its new and third campus in the fall of that year.

In 1992 the Bethany board approved the relocation of the Seminary to **Richmond, Indiana**, in association with the [Earlham School of Religion](#) (ESR) and in partnership with the congregations of the **Church of the Brethren**. That relocation was completed in time for the opening of school in the fall of 1994. In October 1993 Bethany began offering its first off site courses hosted by the Susquehanna Valley Satellite (now Susquehanna Valley Ministry Center,) located on the campus of Elizabethtown College in Pennsylvania.

Presidents of Bethany Theological Seminary

Albert C. Wieand	1905-1932
Daniel W. Kurtz	1932-1937
Rufus D. Bowman	1937-1952
Warren W. Slabaugh, acting president	1952-1953
Paul M. Robinson	1953-1975
Warren F. Groff	1975-1989
Wayne L. Miller	1989-1992
Eugene F. Roop	1992-2007
Ruthann Knechel Johansen	2007-2013
Jeff Carter	2013-present

MISSION AND VISION

Our Mission

Bethany Theological Seminary has a history of adapting its program to meet the changing needs of the church and society. Now, in a religious and spiritual landscape characterized by uncertainty, Bethany will uphold its mission by embracing and articulating its Anabaptist-Pietist identity and reaching both within and beyond the church to serve a broader, more diverse constituency. Hallmarks of Bethany's education will be (1) an interdisciplinary approach to learning, (2) integration of theory and practice, and (3) increasingly diverse programs of study.

Our Vision

- Anchored in its commitment to academic freedom, Bethany expresses a prophetic witness rooted in a deep theological understanding of scripture and the Anabaptist-Pietist traditions of disciple making, peace building, and advocacy for justice.
- Bethany claims a position as a center for the study and practice of emerging areas of religious interest across faith traditions.
- Blending academics with application and spiritual formation, Bethany exemplifies impactful learning, developing servant leaders with theological

understanding, sensitivity, and skill to forge genuine change in church and community.

- Engaging people of diverse religious, geographic, and social backgrounds, the Bethany community nurtures respect for differences and sustains spiritual empowerment for students and alumni.

Our mission and vision are enhanced by partnerships with the Earlham School of Religion and those that make educational opportunities accessible in other locations: graduate courses through the Susquehanna Valley Ministry Center and nongraduate study and continuing education through the Brethren Academy for Ministerial Leadership and SVMC.

MISSION IN PARTNERSHIP

Partnership with Other Schools Bethany Theological Seminary has on numerous occasions affirmed its readiness to partner with other schools, colleges, universities and organizations, institutions and movements in fulfilling its educational objectives. Earlier examples of such partnership included affiliation with General Conference Mennonites at the Van Buren Street campus in Chicago, a close working relationship with Northern Baptist Theological Seminary on the Oak Brook campus, and participation in the larger network of ACTS, the Association of Chicago Theological Schools.

Earlham School of Religion In moving to Richmond, Indiana, in 1994, Bethany entered into a new partnership with the [Earlham School of Religion](#) (ESR), a seminary of the Society of Friends (Quakers). A common campus, a joint curriculum, a shared library, and several joint administrative positions are all part of the covenantal partnership between the two schools. As noted in the ESR catalog, this covenant has spiritual, educational, economic, and cultural dimensions:

“In the spiritual dimension, the covenant means faithfulness to our respective traditions; in the

educational, it means the symbiosis of our teaching and curricula; in the economic, it means cooperative stewardship of time and resources; in the cultural dimension, it means self-awareness and sensitivity to differences."

Other Graduate Schools near Richmond Bethany students and faculty have opportunities to draw on the resources of a wider circle of theological schools. Along with the Earlham School of Religion, Bethany has open cross registration with Anabaptist Mennonite Biblical Seminary (AMBS) in Elkhart, Indiana; United Theological Seminary in Dayton; Payne Theological Seminary in Wilberforce, Ohio; and Christian Theological Seminary in Indianapolis. In addition, the Graduate Department of Religious Studies at the University of Dayton, Hebrew Union College in Cincinnati, and Anderson University School of Theology in Indiana offer additional educational resources for Bethany students. Students also have access to curricular and cocurricular programs at [Earlham College](#).

Partners in Pennsylvania Bethany also participates in an education partnership with the Church of the Brethren districts of Atlantic Northeast, Middle Pennsylvania, Southern Pennsylvania, Western Pennsylvania, and Mid-Atlantic to offer off-site graduate and Academy courses in Pennsylvania. The host colleges of the [Susquehanna Valley Ministry Center](#) (SVMC) are [Elizabethtown College](#) and [Juniata College](#), which provide the Center with office facilities and the use of classrooms and libraries. In addition, four theological schools make their graduate programs available to Bethany's students taking off-site courses through SVMC: Evangelical Theological Seminary in Myerstown, Lancaster Theological Seminary, Eastern Mennonite Seminary in Lancaster, and Lutheran Theological Seminary at Gettysburg.

Partnership with the Church As Bethany works with partner schools, it also is developing various levels of partnership with the church. Central to Bethany's program is the involvement of congregations in the educational process, especially as the church itself undergoes rapid change and experiments with multiple models of ministry. Some serve as teaching churches in the [Ministry Formation field education](#) program. Some provide ongoing ministry opportunities for students. Some function as settings for congregational studies. Some host classes where the curriculum of the Seminary and the agenda of the local church come together. And some may participate in joint ventures in urban mission and community renewal. Through these and in other ways, congregations join with Bethany in training leaders for the church.

Partnership with the church also involves links with other agencies of the **Church of the Brethren** concerned with ministry. One such linkage is the Ministry Advisory Council, where representatives from Bethany, denominational and district structures, and the Brethren colleges join to plan the programs of the [Brethren Academy for Ministerial Leadership](#). In turn, the executive director of the **Academy** works closely with staff of the other agencies in implementing and overseeing the various programs. Other points at which the wider church influences the life and programs of the Seminary include representation by district and denominational leadership on Bethany's board and the participation of the **Church of the Brethren Annual Conference** in choosing the trustees who constitute the board.

"FOR WISDOM WILL COME INTO YOUR HEART,
AND KNOWLEDGE WILL BE PLEASANT TO YOUR SOUL." – Proverbs 2:10

The Bethany Community

While primarily an institution which offers courses and grants degrees, [Bethany Theological Seminary](#) is also a community of faith and learning whose members create a common life, build significant relationships, contribute to mutual growth, celebrate joys, share concerns, worship and pray together, and hold one another accountable to shared goals and values. While not a congregation, the Bethany community embodies many of the marks of life in covenant that we associate with the church.

A DIVERSE COMMUNITY

The Bethany community includes a variety of persons in a variety of roles: students, spouses, faculty, administrators, support staff, board members. Within the student body itself, about one hundred in number, diversity abounds.

- Some are Brethren; some are members of other communions.
- Some are women, some are men; some are married, some are single.
- Some are in their early twenties, recently graduated from college; others are moving into midlife or beyond, preparing for second careers.
- Some have roots deeply planted in the life of the church; others are new to the church, sometimes new to faith.
- Some have a clear sense of vocational direction; others are on a quest with a goal yet to be determined.
- Some are tasting ministry for the first time; others bring years of service to the church.
- Some come from communities a short distance from the campus; others from as far away as California or New England, Nigeria or Zimbabwe, India or The Dominican Republic, Brazil or Germany.
- Some express their faith with the language of evangelical piety; others with the language of movements for justice and liberation.
- Some are local students whose life revolves around the Seminary; others are commuting students who move between several worlds.
- Some are doing all their work at the **main campus** in **Richmond**; others are doing some of their work through the [Susquehanna Valley Ministry Center](#), online, and through intensives.

Diversity such as this, coupled with the diversity **Earlham School of Religion** (ESR) students and faculty bring to our common life, provides a rich and challenging environment for theological education. Community at Bethany takes shape within that rich complexity.



LIFE IN COMMUNITY

A Worshiping Community Some worship events are designed particularly for the Bethany community, while others bring Bethany and ESR students together in joint fellowship. The affiliation in Richmond provides opportunities to experience worship in patterns familiar to Brethren, in both the programmed and unprogrammed manner of [The Society of Friends \(Quakers\)](#), and in liturgies drawn from the heritage of other Christian communions.

Each fall in Bethany's weekly chapel service, the teaching faculty participate in an eight-week preaching series on a biblical text or theme. In the spring, graduating students are invited to present senior sermons during chapel. Faculty, students, and administrators participate in worship leadership and design while student members of the Patterns of Worship class coordinate the chapel services throughout the academic year.

Common Meal In the middle of each week, the community gathers for Common Meal at noon. It is a time to enjoy table fellowship; to celebrate birthdays, anniversaries, new births, and other personal milestones; to update community members on forthcoming events; and to reaffirm the ties that bind us together.

Bethany Neighborhood Recently Bethany launched the Bethany Neighborhood. In seeking to build and strengthen community, the idea of a noncontiguous campus has been turned into reality. Four levels of the Bethany Neighborhood include the local residence, the adjoining backyard neighborhood, student living space in greater Richmond, and the whole student body. Our aim is to provide a sense of belonging and purposefulness as we live out Anabaptist-Pietist core values of community, simple living, service, reconciliation, shared resources, and mutual support. "For the glory of God and our neighbor's good" is a phrase widely used among the Church of the Brethren, and in this case, *neighbor* means not only fellow students but also local Richmond residents.

Community Governance As does every group, Bethany has a number of administrative structures which help the community organize and conduct its life. Ultimate responsibility for developing the mission, goals, and policies of the Seminary rests with the board of trustees. Teaching and administrative faculty meet regularly to initiate and oversee programs designed to carry out the Seminary's mission and also meet on occasion with their colleagues at ESR to address matters of mutual interest.

Students are organized into various ministry teams, which are overseen by the Student Leadership Team. Members of SLT provide a student liaison to the faculty meeting. We continue to incorporate our local and **Connections** students into the Student Leadership Team, giving all our students a represented voice.

Service on ministry teams and committees enables students to contribute to the life of the community at many levels, including worship, academic issues, campus ministry, and more. Students choose their own representatives to the various ministry teams and committees, including trustee committees. More detailed information on the ways the community organizes can be found in the [Bethany Student Handbook](#). The handbook is formally updated once a year on July 1.

Decision-making processes at Bethany seek to reflect the wisdom and interests of the whole community. Sometimes the community participates directly in the making of a decision; sometimes a smaller group solicits input from the whole and acts on its behalf. Whenever possible, the deciding group discerns the community's common mind and acts by consensus. When differing views cannot be resolved, the group seeks a course of action that allows the community to move ahead with its life and work in the midst of differences and in a manner that respects the freedom to dissent. The Student Leadership Team provides web access to all student forums, so that all students have the ability to participate in discussions of issues at hand.

Advising and Consultation Bethany students have access to both academic and personal advising and consultation. Prior to orientation, new students will have the opportunity to begin to work with a faculty advisor with regard to their program of study. Along with providing guidance on curricular requirements, faculty advisors also help students assess their overall academic progress and may offer counsel regarding vocational direction.

Other resources for advising and consultation include the director of student development and the Pastoral Care Team. Coordinated by the director of student development, the Pastoral Care Team is available to respond to individual and group needs on behalf of the whole community.

Information Technology The use of information technology is essential in theological education. Assisted by grants received from Lilly Endowment Inc., Bethany and ESR continue to enhance the technological resources available to faculty and students. The computing services specialist oversees the program in consultation with the Bethany and ESR faculties.

All students have access to technologies for learning in and beyond their course work through a campus-wide network, a computer lab, a personal email account, and friendly tech support. It is common for courses, in whatever format they are offered, to make use of information technology in fulfilling course objectives. Electronic resources at Earlham College's Lilly Library, including databases and e-books, further expand the opportunities for learning through new technologies.

In addition to serving as a resource for students on campus, Bethany's information technology program increasingly supports teaching and learning at a distance. Some courses are taught entirely online; others use a hybrid approach, combining occasional meetings on campus with online learning at other times. For the last few years, Bethany has been using a new blended format for courses: synchronous

video to connect students at a distance into courses meeting on campus in real time.

Welcoming One Another Hospitality is a key aspect of community life at Bethany. Students, staff, and volunteers all strive to make new students feel welcome, whether they are relocating to the main campus for several years or come briefly for intensive courses. Orientation sessions for new degree (local and [Connections](#)) and certificate students take place at the beginning of classes in late August and again in late January. Connections students also have opportunities to relate to the student body and to participate in the life of the community through worship and meal events.

In general, Connections students have access to the full range of Seminary services available to local students. Connections students are free to contact Seminary staff directly, or they can request services through the [Office of Student Development](#). The Office of Student Development assists students with hospitality needs while they are attending intensives on campus. Although Bethany does not provide housing directly, many reasonable options are available; detailed information is on [Bethany's website](#).

Keeping in Touch [Wonder & Word](#), a publication of the Institutional Advancement Department, builds connections with the wider constituencies of the Seminary.

The student listserv is used to promote campus events, give notice to policy changes, make prayer requests, and share joys. It is not used as a discussion forum. All students are automatically subscribed to this listserv, an important source of information and a vehicle for communication.

Bethany's website, www.bethanyseminary.edu, is another important resource for students, staff, and wider constituencies of the Seminary. Admissions information, an employee directory, and academic information are among the resources of the website.

A major resource for community members already mentioned is the [Bethany Student Handbook](#). It provides information about community governance, academic life, and other matters, and contains several Bethany policy statements, including statements regarding harassment, disabilities, and plagiarism. Also included are links to several statements from the **Church of the Brethren Annual Conference**, which serve as a reference point for living responsibly with one another in the Bethany community.

LECTURESHIPS AND CULTURAL PROGRAMS

Bethany benefits from several endowed lectureships that bring to campus noted scholars, church leaders, and artists who enrich the curriculum, simulate discussion among students and faculty, and engage the civic and the church community in theological reflection on issues of social and religious significance. The Founders Lectures honor the founders of the Seminary, E. B. Hoff and A. C. Wieand. The Wieand Lectureship is endowed in memory of Dr. and Mrs. D. L. Horning, former missionaries in China. The Huston Memorial Peace Lectureship is endowed in honor of Ora I. Huston, for many years the Church of the Brethren peace counselor.

Bethany also benefits from two endowments related to the arts. The Nancy Rosenberger Faus Endowment for Music Education and Performance supports musically related events and is endowed in memory of Lester M. and Pauline Rosenberger, long-standing supporters of Brethren higher education. The Stephen I. Katonah Memorial Fund for Faith and the Arts, established by the Katonah family, seeks to bridge the secular and religious worlds through experiences of the arts.

FACILITIES AT THE MAIN CAMPUS

The [main campus](#) in Richmond encompasses a number of facilities which support Bethany's programs. They include the multipurpose Bethany Center as well as

buildings belonging to **Earlham College** and **ESR**, to which Bethany students have access through the affiliation. All buildings are wheelchair accessible.

THE BETHANY CENTER

The **Bethany Center** serves as the hub of activity for Bethany's life in Richmond. The building includes classrooms, a study room, offices for faculty and administration, Nicarry Chapel, work areas for support staff and student assistants, a resource room for congregational life, and areas for informal gatherings and special group meetings. The center opens onto a plaza, which connects Bethany and ESR.

THE ESR CENTER

Completed in the fall of 1989, the ESR Center serves as the focal point for the programs of ESR. The building contains classrooms, several small seminar/meeting rooms, two computer labs, a dining room and kitchen, a meeting room for worship, and a space for community activities.

Occasionally, some Bethany classes meet in the ESR Center, and meal events for both schools take place in the dining room of the ESR Center.

ROBERT BARCLAY CENTER

Named after an early Quaker leader, the Barclay Center houses the administrative and faculty offices for ESR.

LILLY LIBRARY

Earlham College's [Lilly Library](#) serves Bethany Theological Seminary, [ESR](#) and [Earlham College](#). Built in 1963 and expanded in 1992, the library houses over 390,000 volumes, including a substantial theological collection, and subscribes to nearly 1,000 serials. The library also provides access to a wide range of bibliographic databases, online scholarly resources, and electronic books and periodicals. Students who

live far from [Richmond](#) have access to these collections electronically or through document delivery. Nationally recognized as a teaching library, the Earlham libraries were awarded the 2001 Excellence in Academic Libraries award by the Association of College and Research Libraries. Bethany's holdings incorporated into Lilly Library include its [Special Collections](#), several thousand works related to the [Church of the Brethren](#) and its heritage, plus portions of the Ora I. Huston English Bible collection, the library of Abraham H. Cassel, and the William Eberly Hymnal Collection.

Lilly Library participates in the American Theological Library Association's Reciprocal Borrowing Program. This resource-sharing project allows Bethany distance students and faculty to procure print materials from participating ATLA seminary libraries closer to their homes. A list of participating institutions and the librarian to contact at each may be found here: <https://www.atla.com/Members/programs/Pages/Reciprocal-Borrowing-Initiative.aspx>.

OTHER EARLHAM COLLEGE FACILITIES

The student union building, [Runyan Center](#), houses the bookstore that serves Bethany, ESR, and Earlham College. It also contains a post office, ATM, coffee house, and the Wilkinson Theater.

Bethany students may also have occasion to use Stout Meetinghouse, a large worship room for religious

gatherings; Lingle Recital Hall in the new Center for the Visual and Performing Arts; and the Athletics and Wellness Center. The latter, combining a new structure and the former Trueblood Fieldhouse, contains a gymnastic complex with a swimming pool, indoor courts for several sports, and other wellness facilities.

THE SUSQUEHANNA VALLEY MINISTRY CENTER (SVMC)

The administrative offices of the [Susquehanna Valley Ministry Center](#) are located in Alpha Hall, the administration building of Elizabethtown College. Bethany graduate classes offered through SVMC are held in the [Young Center for the Study of Anabaptist and Pietist Studies](#) at Elizabethtown College, at Juniata College, and in some local churches of partner districts.

In addition to the library resources on the main campus, students enrolled through SVMC have access to the following regional libraries: High Library at Elizabethtown College, Beeghly Library at Juniata College, Evangelical Theological Seminary in Myerstown, Lancaster Theological Seminary, and Lutheran Theological Seminary in Gettysburg. Through this combined network, more than 500,000 volumes are available to Bethany students taking courses through SVMC.

Faculty and Staff



Roxanne Gaxiola Aguirre

Coordinator of Spanish-Language Ministry Programs for the Brethren Academy (2018)

BA, California State University Fresno, 2008
MA, Fresno Pacific Biblical Seminary, 2014

Worked with all ages in mental/behavioral health and educational settings, including public school educational services, public health psychiatric care, case managing, counseling and coaching, and life skills training



Lily Ballenger

Business Services Assistant (2018)

Former receptionist for accounting office; supervisory and management work in animal boarding and restaurant settings



Gabriela Carrillo Chacón

Admissions Recruiter (2019)

BA, Earlham College, 2019

Human resources intern with a university in Costa Rica, English teacher for local Latino population; wellness center receptionist



Jeff Carter

President (2013)

BA, Bridgewater College, 1992
MDiv, Bethany Theological Seminary, 1998
DMin, Princeton Theological Seminary, 2006

Ordained in the Church of the Brethren; former pastor of Manassas Church of the Brethren (VA) and associate pastor of Florin Church of the Brethren (PA); public speaker; service on denominational committees; current denominational representative to the World Council of Churches



Gail Connerley

Executive Director of Institutional Advancement (2018)

BA, Wilmington College, 2002

Sixteen years in institutional advancement at Earlham College, including senior director of annual giving and of alumni relations; former codirector and instructor of wilderness programs at Earlham College; service on community boards and committees



Jeff Cross

Utility Technician (2007)

Forty-five years of technical experience, including head electrician and maintenance and as a rental property owner



Lori Current

Executive Director of Admissions and Student Services (2017)

BS, Taylor University, 2004

Former assistant director of admissions at Indiana University East; former social worker with children and families and mentally ill adults; service on several county nonprofit and for-profit boards



Karen Duhai

Director of Student Development (2015)

BA, Elizabethtown College, 2007

MDiv, Bethany Theological Seminary, 2016

MA, Bethany Theological Seminary, 2018

Licensed minister in the Church of the Brethren; former Bethany position as receptionist



Carrie A. Eikler

Coordinator of English-Language Ministry Training Programs (2014)

BA, Manchester University, 2000

MDiv, Bethany Theological Seminary, 2007

Ordained in the Church of the Brethren; former copastor of Morgantown (WV) Church of the Brethren/Mennonite Church USA; small business management and owner; retreat leader



Pamela Fenner

Administrative Assistant to the Academic Dean and Title IX Coordinator (2007)

Excellence in Training for Administrative Professionals, Indiana University, 1992

Thirty-two years in administrative support, including executive assistant, Dayton Superior Corporation; senior sales assistant, News America Marketing; executive assistant, Indiana University Vice Chancellor's Office; additional positions for IU Department of History

Faculty and Staff



Ryan Frame

Director of Computer Services (2014)

AAS, Ivy Tech Community College, 2008
BS, Indiana University, 2011

Former proprietor of an IT service and consulting company; former Bethany position as computing services specialist



Karla Fribley

Academic Technologies and Seminaries Librarian (2017)

BA, Earlham College, 2003
MLIS, Simmons College, 2009

Eleven years in academic libraries, including Emerson College (Boston, MA) and Brandeis University (Waltham, MA)



Karen A. Garrett

Office Manager for *Brethren Life & Thought* and Coordinator of Assessment (2007)

BS, Manchester College, 1974
State of Ohio Department of Education Teaching Certificate, 1974
MED, Wright State University, 1979
MA, Bethany Theological Seminary, 2009

Previous career in primary school classroom instruction and gifted education for Union City, Darke County, and Eaton, Ohio



Tammy S. Glenn

Executive Director of Finance and Administration (2018)

BS, Indiana University, 1998

Former city controller for Richmond, Indiana; former finance manager for Area 9 Agency on Aging; former manager of receipting and records, Earlham College



Russell Haitch

Professor of Theology and Human Science (2002)

BA, Amherst College
MDiv, Princeton Theological Seminary
PhD, Princeton Theological Seminary

Ordained in the United Methodist Church; former lecturer at the Graduate Theological Union (Berkeley, CA); former pastor and youth pastor for multiethnic congregations; first career in advertising and public relations



Courtney Hess
Grant Project Director (2014)

BA, Earlham College, 1987
MA study in arts administration, University of Cincinnati
Certified Grant Administrator, Indiana Office of Community and Rural Affairs

Grant writer and administrator and strategic planning consultant, both as a company partner and sole proprietor; former director of finance and operations for a Cincinnati (OH) orphanage



Dylan Higgs
Director of Instructional Design (2019)

BA, University of Navarra, Spain, 2007
MA, Autonomous University, 2009
MA, Purdue University Global, 2017

Ten years in instructional design and curriculum development for a global audience: work for Kelly Services; positions as an adjunct instructor of Spanish and a secondary teacher of Spanish and ESL; adult learning



Scott Holland
Slabaugh Professor of Theology and Culture and Director of Peace Studies and Cross-Cultural Studies (1999)

BA, Malone College, 1977
MA, Ashland Theological Seminary, 1979
PhD, Duquesne University, 2000

Former pastor of Church of the Brethren and Mennonite congregations in Ohio and Pennsylvania; widely published essayist in public theology and theo-poetics; contributing editor to *Cross Currents: The Journal for the Association of Religion and Intellectual Life*



Nathanael Inglis
Assistant Professor of Theological Studies (2015)

BA, University of Washington, 2000
MAR, Yale Divinity School, 2004
PhD, Fordham University, 2014

Former teaching fellow in theology at Fordham University; former volunteer with Brethren Volunteer Service in Guatemala



Elena Jones
Accounting Specialist

BA, Herzen State Pedagogical University of Russia, St. Petersburg, 2002
MA, Herzen State Pedagogical University of Russia, St. Petersburg, 2004

Ten years in financial service, including assistant manager for the City of Richmond Employee Credit Union and in accounting for the City of Richmond Controller's Office; translator, transcriber, and interpreter of Russian and English



Denise Kettering-Lane

Associate Professor of Brethren Studies and Director of the MA Program (2010)

BA, Ashland University, 2000
MTS, Candler School of Theology, Emory University, 2002
PhD, University of Iowa, 2009

Former archival assistant at the Brethren Historical Library and Archives; former research fellow at the Institute for European History and the University of Iowa



Todd Knight

Administrative Assistant for Institutional Advancement (2017)

BS, Indiana University, 1993
Certificate in Fund-raising Management, Indiana School of Philanthropy, 2006

Former director of development for nonprofits in Richmond, Indiana, area; former environmental project officer with the Peace Corps in the West Indies



Nyampa Tizhe Kwabe

International Scholar in Residence (2019)

BD, Theological College of Northern Nigeria, Jos, 1994
MATH, Theological College of Northern Nigeria, Bukuru, 2001
MATH, International Christian College, Glasgow, Scotland, 2004
PhD, University of Leeds, England, 2015

Twenty years as Old Testament scholar and professor at Theological College of Northern Nigeria, ordained in Ekklesiyar Yan'uwa a Nigeria (Church of the Brethren in Nigeria), former teacher at Kulp Bible College



Mark Lancaster

Assistant to the President for Strategic Initiatives (2015)

BS, Frostburg State University, 1975
MDiv, Wesley Theological Seminary, 1983

Former United Methodist pastor in Maryland and university chaplain; cofounder and former chief international operations officer for E-Health Records International; service in administration and advancement for a number of nonprofits; former Bethany position as executive director of institutional advancement



Esther Louise Lang

Housekeeping (2000)

Nursing Aid Certification, Ivy Technical College, 2000

Serving in home health care in Richmond, Indiana; former supervisor in manufacturing; longtime service in maintenance and housekeeping



Francine Massie

Administrative Assistant to the Brethren Academy for Ministerial Leadership (2012)

ABA, Bowling Green State University, 1977

Twenty years in administrative support, including manufacturing and merchandise, church-related institutions, and workforce development



Janet L. Ober Lambert

Director of the Brethren Academy for Ministerial Leadership (2017)

BS, Bridgewater College, 1985

MDiv, Bethany Theological Seminary, 1991

Ordained in the Church of the Brethren; former pastor of La Verne Church of the Brethren (CA) and South Bay Community Church of the Brethren (Redondo Beach, CA)



Terri McDonough

Financial Aid and Enrollment Assistant (2018)

AA, Miami University, 2014

Previously employed in banking as customer service representative, universal banker, and loan servicer



Dawn Ottoni-Wilhelm

Brightbill Professor of Preaching and Worship (1998)

BA, University of Michigan, 1982

MDiv, Princeton Theological Seminary, 1986

PhD, Princeton Theological Seminary, 2004

Ordained in the Church of the Brethren; former hospital chaplain and pastor of Church of the Brethren congregations in Pennsylvania; frequent preacher and guest lecturer; author of books and articles on preaching; board member of Societas Homiletica (international association of homileticians)



Dan Poole

Assistant Professor of Ministry Formation (2007)

BS, Manchester University, 1988

MDiv, Bethany Theological Seminary, 1991

DMin, Columbia Theological Seminary, 2019

Ordained in the Church of the Brethren; former associate pastor at Elizabethtown Church of the Brethren (PA); former pastor of Covington Church of the Brethren (OH); former Bethany positions as coordinator of ministry formation, advancement associate, and director of educational technology



Kevin W. Poole

Computer Support Specialist (2018)

Career Technical Certificate in computer information technology, Upper Valley Career Center, 2014
TestOut Network Pro certification and Microsoft certification

Previous work in technical and electrical support and property upkeep; former cafeteria sales associate



H. Kendall Rogers

Professor of Historical Studies (2008)

BA, Manchester University, 1972

BA, Oxford University, 1974

MA, Harvard University, 1975

PhD, Harvard University, 1984

Ordained in the Church of the Brethren; former professor of religion and philosophy at Manchester University and resident director for Brethren Colleges Abroad in China and Germany



Karen Schroeder

Executive Assistant to the President (2018)

Special education paraprofessional certification, 1996

Indiana substitute teacher certification, 1997

Behavior communication certification, 1997

Former executive administrative assistant in academic affairs and student life and former athletic administrative assistant during eighteen years at Earlham College; former special education paraprofessional for Richmond (IN) Community Schools



Steven Schweitzer

Academic Dean and Professor (2009)

BA, North Central University, 1995

MA, University of St. Thomas, 1997

PhD, University of Notre Dame, 2005

Former assistant professor of Old Testament at Associated Mennonite Biblical Seminary; former professor at Bethel College and the University of Notre Dame



Daniel W. Ulrich

Wieand Professor of New Testament Studies (1996)

BA, Bridgewater College, 1981

MDiv, Bethany Theological Seminary, 1985

PhD, Union Presbyterian Seminary (VA) 1997

Ordained in the Church of the Brethren; former pastor of Easton Church of the Brethren (MD)



April D. Vanlonden
Joint Seminars Registrar (2009)

BA, Indiana University, 1983
Public Management Certificate, Graduate School of Public and Environmental Affairs, Indiana University, 1987
MDiv, Earlham School of Religion, 2004

Recorded in the Religious Society of Friends, Western Yearly Meeting; former pastor of Fountain City Friends Meeting (IN); first career as a therapist and mental health/research consultant with a variety of nonprofit organizations



Jenny Williams
Director of Communications (2008)

BA, McPherson College, 1988

Served fourteen years in advancement work at McPherson College; former positions in publicity and marketing at Tyndale House Publishers; former Bethany position as administrative assistant for institutional advancement and church relations coordinator

CONTINUING ADJUNCT FACULTY

Jeff Bach

BA, McPherson College, 1979
MDiv, Bethany Theological Seminary, 1983
PhD, Duke University, 1997

Matthew Boersma

BA, Manchester University, 2002
MA, Bethany Theological Seminary, 2011
PhD (ABD), Hebrew Union College-
Jewish Institute of Religion

Joshua Brockway

BA, Manchester University, 2001
MA, Bethany Theological Seminary, 2004
MDiv, Candler School of Theology, 2007
PhD, The Catholic University of America, 2015

Celia Cook-Huffman

BA, Manchester University, 1986
MA, University of Notre Dame, 1988
PhD, Syracuse University, 1993

Warren Eshbach

BS Gettysburg College, 1961
MDiv, Lutheran Theological Seminary, 1967
DMin, McCormick Theological Seminary, 1993

Susan Jeffers

BS, University of Houston, 1975
MBA, University of Houston, 1985
MA, Earlham School of Religion, 1999

Shawn Kirchner

BA, Manchester University, 1992
MA, University of Iowa, 1997

Michael McKeever

BS, Lee University, 1985
MA, California State University, 1986
MA, California Theological Seminary, 1990
PhD, Graduate Theological Union/
University of California, 1999

Robert Neff

BS, Penn State University, 1958
BD, Yale University, 1961
MA, Yale University, 1964
PhD, Yale University, 1969

Debbie Roberts

BA, Berea College, 1980
MATH, Bethany Theological Seminary, 1986
PhD, Claremont Graduate University, 2006

L. David Witkovsky

Elizabethtown College, 1978
MDiv, Bethany Theological Seminary, 1983

Andrew Wright

MDiv, Bethany Theological Seminary, 1998
DMin, Ashland Theological Seminary, 2006

ADJUNCT FACULTY

Jill Schweitzer

BS, University of Evansville, 1995
PhD, University of Minnesota, 2000

Shari Wagner

BA, Goshen College, 1980
MFA, Indiana University, 1986

Anna Woofenden

BA, Bryn Athyn College of the New Church, 2001
MDiv, Earlham School of Religion, 2014

EMERITI FACULTY

Dale W. Brown

Professor of Historical Studies

Nancy Faus-Mullen

Professor of Ministry Studies

Richard B. Gardner

Academic Dean and Professor of
New Testament Studies

Tara Lea Hornbacker

Professor of Ministry Formation,
Missional Leadership, and
Evangelism

Ruthann Knechel Johansen

President

Donald E. Miller

Professor of Christian Education

Eugene F. Roop

President and Professor of Old
Testament Studies

Murray L. Wagner

Professor of Historical Studies

Educational Programs

The two graduate degree programs offered by Bethany Theological Seminary are approved by the Commission on Accrediting of the Association of Theological Schools: the master of divinity (MDiv) and the master of arts (MA). The Seminary is also accredited by the Higher Learning Commission.

Bethany offers six graduate certificates:

- Certificate of Achievement in Theological Studies (CATS)
- Certificate in Biblical Peacemaking (CBP)
- Certificate in Intercultural Biblical Interpretation (CIBI)
- Certificate in Just Peace and Conflict Transformation (CJPCT)
- Certificate in Theology and Science (CTS)
- Certificate in Theopoetics and Theological Imagination (CTTI)

MASTER OF DIVINITY (MDIV)

The [master of divinity](#) (MDiv) program is a professional degree program designed to prepare persons for church-related ministries requiring ordination and/or comprehensive education for ministry. Among the vocations in which MDiv graduates serve are congregational ministry, theological education, chaplaincy, social service, and a variety of denominational and ecumenical staff positions.

Educational Objectives The MDiv program is designed to prepare persons for ordained and other ministries that are grounded in radical discipleship to Jesus Christ, that embody the reconciling love of God incarnate in Christ, and that bear witness to the fullness of God's shalom and Christ's peace. This purpose informs the entire educational program and shapes the following educational objectives. Students in Bethany's MDiv program critically engage in a robust educational process that prepares them to accomplish the following:

1. Interpret scripture, tradition, and theology
 - a. Exhibit knowledge and understanding of the content of scripture, tradition, and theology
 - b. Employ a variety of critical methodologies in interpretations of theological, historical, and Scriptural expressions of tradition
 - c. Apply the results of careful interpretation, with attention to multiple contexts, to contemporary settings, situations, and concerns
2. Communicate faith and values with contextual awareness
 - a. Exhibit the ability to listen to others carefully and empathetically



- b. Express one's understanding of faith and values effectively in writing and in oral presentations
- c. Demonstrate awareness of various contexts and social location in one's communication
3. Integrate learning that is interdisciplinary, intercultural, and imaginative for the practice of ministry
 - a. Articulate with creativity connections across disciplines
 - b. Demonstrate appreciation for and critical awareness of one's own culture(s) and other cultures
 - c. Synthesize thinking, being, doing rooted in an awareness of God's presence and activity
4. Demonstrate theologically informed reflective practice that anticipates an embodied ministry
 - a. Exhibit personal growth as a result of Christian spiritual discernment and other practices that promote self-awareness, self differentiation, appropriate boundaries, relational skills, and recognition of interpersonal dynamics
 - b. Minister effectively and faithfully through such growth and through theological reflection on previous and current ministry experiences
 - c. Plan, lead, and evaluate activities that involve others in working toward shared goals for the community or the wider world

Two Tracks To accommodate a diverse student body, Bethany offers two tracks toward the MDiv degree: the local track and the [Connections](#) track. Both tracks lead toward the same educational objectives, but they offer somewhat different methods and resources for accomplishing those objectives. The local track is designed for students who live within commuting distance of the Richmond campus. Many courses within the local track meet once or twice a week, allowing frequent face-to-face contact and encouraging participation in community life on campus. Students in the local track are also free to take intensives, hybrid courses, and online courses.

The Connections track is designed for students who live at a distance from the Richmond campus and who seek rigorous ministry education in the context of a geographically widespread learning community. Connections students become part of Bethany's community of learning through the initial retreat weekend of the F110 course, participation in new student orientation, and the times that they are on campus for hybrid courses and intensives in addition to courses and activities that are available at a distance. Of course, Connections students are also welcome to any campus events that they are able to attend.

Most of the courses required for the MDiv degree are available to students in the Connections track as online courses, weekend intensives, two-week intensives, and hybrid courses and in a blended format using synchronous video. A hybrid course requires the same number of contact hours as a traditional course, with face-to-face meetings held on two weekends (instead of three) during a semester and other work done online.

Students are encouraged to participate in the track that is most appropriate for their circumstances. Students who wish to take courses through the [Susquehanna Valley Ministry Center](#) may take Bethany courses there as part of their studies. Students who would like to begin their graduate studies before moving to Richmond should apply for the Connections track and then change to the local track once they have moved.

Curricular Requirements To obtain the MDiv degree in either track, a student must complete a minimum of 72 semester hours of graduate coursework and two related ministry experiences as described below. This work may include Bethany courses, cross-registered courses, and courses taken at other institutions fully accredited by the Association of Theological Schools and/or a recognized regional accrediting association of colleges and secondary schools as long as the residency requirement is fulfilled, following ATS requirements. (See the discussion of this requirement in the section entitled Academic Information.) No more than 36 hours of work may be transferred from another school. All

transfer credits are subject to approval by the academic dean, who shall ensure that such credits are distributed appropriately across the various curricular areas.

The 72 hours of the MDiv program will be distributed as follows, fulfilling coursework connected with each of the four MDiv program objectives, emphasizing process and learning outcomes:

1. Interpret scripture, tradition, and theology (15 hours): Any five courses assessing Objective 1
2. Communicate faith and values with contextual awareness (12 hours): Any four courses assessing Objective 2
3. Integrate learning that is interdisciplinary, intercultural, and imaginative for the practice of ministry (24 hours): Ministry Formation, Ministry Formation Elective, Intercultural Education and Travel Seminar course, and any additional four courses assessing Objective 3
4. Demonstrate theologically informed reflective practice that anticipates an embodied ministry (15 hours): Exegeting the Call and Culture of Ministry, MDiv Review, and any additional three courses assessing Objective 4
5. General electives (6 hours): Any two courses according to the educational and vocational goals of the student

In addition, within the above requirements, students must complete at least three courses within each of the following curricular areas: biblical studies, historical studies, ministry studies, and theological studies. Prerequisites for upper-level courses are listed in the section entitled Course Offerings.

Ministry Formation Sequence The MDiv curriculum presupposes the centrality of [Ministry Formation](#), to which the rest of the curricular program contributes in various ways. The Ministry Formation process provides opportunities for students to bring together ministry

experience in multiple contexts, supervised reflection designed to enhance that experience, and academic coursework that informs this reflection.

Ministry Formation is rooted in the praxis of ministry, a process of learning ministry by doing ministry. To that end, students participate in two required ministry experiences in two different ministry contexts. The reflective process related to these experiences involves faculty, supervisor, and peers and is designed to lead students to integration of personal and professional identity and of academic and practical proficiency. The process also enhances the student's ability to articulate faith within concrete life experiences and the changing dynamics of today's world. Ministry Formation consists of the following components:

1. *Exegeting the Call and Culture of Ministry, F 110*. As the title suggests, this course explores both the call and identity of the minister and the cultural context in which specific ministries take shape. In addition to class attendance, students are required to participate in a spiritual formation group that meets weekly in conjunction with this course. Among the various ministry contexts that students may be considering, particular attention is given to pastoral and other congregational ministries. This course is offered as a yearlong course in both local and blended formats. In either format, *Exegeting the Call and Culture of Ministry* is designed to help students examine social and spiritual shaping of ministerial identity and prepare for participation in their first Ministry Formation placement.

2. *Ministry Formation F 301*. Each student participates in a nine-month, part-time ministry placement, concurrent with classes, in an approved congregation or other ministry setting. This supervised experience provides the basis for reflection in the Ministry Formation group. The class component consists of a 3-hour course in both the fall and spring semesters, resulting in 6 semester hours awarded

"THE GIFTS HE GAVE WERE THAT SOME WOULD BE. . .

at the completion of semester two. Prerequisites for enrollment in Ministry Formation (F 301) include

1. completion of 24 credit hours, including Exegeting the Call and Culture of Ministry, Introduction to Theological Reflection, a course in biblical studies, and a course in ministry studies;
2. admission to the MDiv program;
3. certification by the instructor of Exegeting the Call and Culture of Ministry that the student is ready to participate in a ministry placement and in Ministry Formation;
4. certification by the faculty for readiness.

Ministry Formation F 301 is offered every year in either a weekly format or a blended format. Ministry Formation faculty work with students in both tracks to arrange ministry placements in appropriate locations.

3. *Ministry Formation Elective F 200*. In addition to 6 hours of credit for Ministry Formation (F 301), 3 hours of credit are granted for a second required ministry experience and related reflection process. As noted, the second experience normally takes place in a different ministry context than that of the placement for Ministry Formation (F 301). Options for fulfilling this requirement include the following:

- Intern Year. Nine to twelve months of full-time ministry, following the guidelines of the Intern Syllabus
- Clinical Pastoral Education (CPE). A basic unit of CPE offered by an agency accredited by the Association for Clinical Pastoral Education (ACPE) or the College of Pastoral Supervision and Psychotherapy (CPSP)
- Summer Ministry. Ten weeks of full-time ministry and reflection as outlined in the Summer Ministry Syllabus
- Extended Ministry. The equivalent of ten weeks of full-time ministry and reflection, spread over a longer period of time
- Prior Ministry Experience. Credit may be granted for ministry experience within the three years preceding admission to Bethany when the nature of the experience warrants such credit.

Requirements for receiving credit for prior ministry experience are outlined in the [Bethany Student Handbook](#).

4. *MDiv Review F 502*. This course, offered each spring semester, calls students to synthesize and reflect on their cumulative coursework and field education experience. In preparation for this course, each student assembles a portfolio of representative papers and reports from prior courses and ministry placements. The course culminates in a review of each student by a faculty committee to assess the student's fulfillment of the objectives of the MDiv program.

Requirements for enrollment in MDiv Review (F 502) include

1. successful completion of Ministry Formation (F 301);
2. successful completion of Ministry Formation Elective (F 200 or CPE);
3. successful completion of any particular work that the faculty may require for demonstrating readiness to enter MDiv Review;
4. certification by the faculty of satisfactory progress toward fulfillment of the objectives of the MDiv program.

Completion of MDiv Program MDiv students have eight calendar years from the date of matriculation to complete their degree program requirements under the graduation requirements in force when they were admitted. Students pay for courses at the rate set for each academic year.

MASTER OF ARTS (MA)

Educational Objectives The master of arts (MA) program is designed to prepare persons for theological reflection and research. This program provides general theological enrichment and serves as the basis for further graduate study in religion and for developing a theological perspective relevant to a variety of vocations. This purpose informs the entire educational program and shapes the following educational

Educational Programs



objectives. Bethany's MA program is not designed to prepare persons for ordained ministry in the Church of the Brethren.

Students in the program critically engage in a robust educational process that prepares them to accomplish the following:

1. Interpret scripture, tradition, and theology
 - a. Exhibit knowledge and understanding of the content of scripture, tradition, and theology
 - b. Employ a variety of critical methodologies in interpretations of theological, historical, and scriptural expressions of tradition
 - c. Apply the results of careful interpretation, with special attention to multiple contexts **and to** contemporary settings, situations, and concerns
2. Communicate faith and values with contextual awareness
 - a. Exhibit the ability to listen to others carefully and empathetically
 - b. Express one's understanding of faith and values effectively in writing and in oral presentations
 - c. Demonstrate awareness of various contexts and social location in one's communication
3. Integrate learning that is interdisciplinary, intercultural, and imaginative across one's program of study
 - a. Articulate creative connections across disciplines
 - b. Demonstrate appreciation for and critical awareness of one's own culture(s) and other cultures
 - c. Analyze, critique, and synthesize diverse perspectives and insights related to one's program of study
4. Demonstrate expertise in an area of concentration, through coursework and a thesis or portfolio
 - a. Exhibit extensive knowledge of content relevant to one's primary disciplinary area

- b. Apply various methodologies appropriate to one's primary disciplinary area
- c. Express critical awareness of significant issues germane to the study of one's primary disciplinary area
- d. Articulate a coherent construction of a sustained argument with supporting evidence and analysis related to the selected topic, text, or methodological approach, resulting in a thesis or portfolio

Curricular Requirements To obtain the MA degree, the student must complete 42 semester hours of graduate coursework. This work may include Bethany courses, cross-registered courses, and graduate courses taken at other institutions fully accredited by the Association of Theological Schools and/or a recognized regional accrediting association of colleges and secondary schools. In addition, no more than 21 hours of work may be transferred from another school. All transfer credits are subject to approval by the academic dean, who shall ensure that such credits are distributed appropriately across the various curricular areas. There is no residency requirement for the MA degree.

The 42 hours of the MA program will be distributed as follows:

1. Thesis or portfolio sequence (6 hours): I 101 MA Formation Seminar and I 500 MA Thesis Completion or I 501 MA Portfolio Completion
2. MA area of concentration (12 hours): courses related directly to the topic, method, or scope of the thesis or portfolio
3. Biblical, historical, and theological studies (12 hours): one course in Bible, one course in history, one course in theology, and one additional course from one of these three curricular areas
4. General electives (12 hours): any 12 hours in the above areas according to the educational and vocational goals of the student

Two Tracks To accommodate a diverse student body, Bethany offers two tracks toward the MA degree: the local track and the [Connections](#) track. Both tracks lead toward the same educational objectives, but they offer somewhat different methods and resources for accomplishing those objectives. The local track is designed for students who live within commuting distance of the Richmond campus. Many courses within the local track meet once or twice a week, allowing frequent face-to-face contact and encouraging participation in community life on campus. Students in the local track are also free to take intensives, hybrid courses, and online courses.

Two Options Because Bethany's MA students have a variety of personal and academic goals related to their theological education, each student will select either the MA thesis or MA portfolio to be the capstone of their degree. MA students will be oriented to the thesis and portfolio options during I 101 MA Formation Seminar. Both options are academically rigorous, offering students the chance to customize their path to the MA degree based on their unique reasons for choosing the MA, such as personal enrichment, public leadership through laity-led ministries in the church, further academic study, or work in the nonprofit sector.

MA Area of Concentration Each MA student must choose an area of concentration that will support their thesis research or anchor the content in their portfolio. Students will choose their area of concentration during I 101 MA Formation Seminar, keeping in mind the areas Bethany's curriculum offers in cooperation with the Earlham School of Religion. Bethany's curriculum supports such areas as biblical studies (Hebrew Bible, New Testament, biblical theology); historical studies (church history, religious history); theological studies (constructive theology, history of interpretation, systematic theology); Brethren studies; and peace studies. In consultation with the MA director, a student may work in interdisciplinary studies. The student must demonstrate competency in the curriculum area that is chosen for the area of concentration. At the completion of the program, the MA area of concentration is listed on the student's final transcript and diploma.

Progressing through the MA Program The unique sequence of courses for students in the MA program assumes that most students are admitted and begin coursework in the fall semester. Students who enter at other times during the academic year will need to begin their courses related to the thesis sequence in the fall, beginning with I 101 MA Formation Seminar. MA students have five calendar years from the date of admission to complete their degree program, including the thesis or portfolio, under the graduation requirements in force when they were admitted. A program extension fee will be assessed for each semester beyond this. Students may apply to the Educational Policies and Advisory Committee for program extension if the coursework and/or thesis are not completed within the times indicated. Students pay for courses at the rate set for each academic year.

MASTER OF ARTS: THEOPOETICS AND WRITING (MATW)

The Master of Arts: Theopoetics and Writing is a variant of the MA degree with different objectives and requirements as stated below.

Educational Objectives The Master of Arts: Theopoetics and Writing is designed to enhance students' ability to write and think at the intersection of creativity, faith, and meaning. Along with academic study, it trains students in various forms of written communication and other media that bring spirituality into public conversation with the whole of life. This program requires 36 hours of coursework directly connected to the study of theopoetics and writing. Graduates from the MATW program will be prepared to

1. read, write, and engage in linguistic creativity as formative spiritual practices, both for communities and for individual lives, including their own;
2. apply intellectual disciplines, skills, and creative processes that empower them to practice their writing publicly in ways appropriate to specific genres, audiences, and purposes;
3. demonstrate theopoetic understanding of method, meaning and value, with attention to their function

Educational Programs



in the public sphere and connections to the cultural context;

4. explore and articulate diverse, lived possibilities of theo-poetics, such as literary craft, popular writing, justice advocacy, peacemaking, and community building.

Curricular Requirements To obtain the MATW degree, the student must complete 36 semester hours of graduate coursework. This degree is offered in partnership with Earlham School of Religion, bringing the strengths and courses of both institutions together. This work may include Bethany courses, cross-registered courses, and graduate courses taken at other institutions fully accredited by the Association of Theological Schools and/or a recognized regional accrediting association of colleges and secondary schools. In addition, no more than 18 hours of work may be transferred from another school. All transfer credits are subject to approval by the academic dean, who shall ensure that such credits are distributed appropriately across the various curricular areas. There is no residency requirement for the MATW degree.

The 36 hours of the MA program will be distributed as follows:

1. Summative exercise (3 credits): I 500 MA Thesis Completion or I 501 MA Portfolio Completion or I 515 MATW Project Completion (6 hours)
2. Integration course (3 credits): co-taught course taken in fall of second year, designed to work at integration across the program
3. Theo-poetics and writing courses (18 hours): two courses in theo-poetics, two courses in writing, and two additional courses from list of options
4. General electives (12 hours): any 12 hours in the above areas according to educational and vocational goals of the student

Two Tracks To accommodate a diverse student body, Bethany offers two tracks toward the MATW degree: the local track and the Connections track.

Both tracks lead toward the same educational objectives, but they offer somewhat different methods and resources for accomplishing those objectives. The local track is designed for students who live within commuting distance of the Richmond campus. Many courses within the local track meet once or twice a week, allowing frequent face-to-face contact and encouraging participation in community life on campus. Students in the local track are also free to take intensives, hybrid courses, and online courses.

Three Options Because Bethany's MATW students have a variety of personal and academic goals related to their theological education, each student will select one of the following for the summative exercise: the MA thesis, MA portfolio, or MATW project. All options are academically rigorous, offering students the chance to customize their path to the MATW degree based on their unique reasons for choosing it.

Progressing through the MATW Program

MATW students have five calendar years from the date of admission to complete their degree program, including the thesis, portfolio, or project, under the graduation requirements in force when they were admitted. A program extension fee will be assessed for each semester beyond this. Students may apply to the Educational Policies and Advisory Committee for program extension if the coursework and/or thesis are not completed within the times indicated. Students pay for courses at the rate set for each academic year.

GRADUATE CERTIFICATES

Certificate of Achievement in Theological Studies (CATS)

The [CATS program](#) provides a means to deepen one's understanding of Christian faith and ministry while providing an opportunity to explore seminary education. It is designed for persons who wish to pursue theological study without necessarily becoming a candidate for a degree. This program requires 18 hours of coursework. A 3-credit course must be taken

in each of the following areas of the curriculum: biblical studies, theological studies, historical studies, ministry studies, and peace or intercultural studies. In addition, students will take one general elective.

Educational Objectives Graduates from the Certificate of Achievement in Theological Studies program will

1. interpret the Christian sources, including scripture, history, and theology and church practices, with special attention to the Anabaptist-Pietist heritage;
2. communicate religious faith and values effectively, listen well, and express faith with clarity in ways that are theologically informed and culturally persuasive;
3. demonstrate an understanding of peace or intercultural studies, particularly from an Anabaptist-Pietist perspective;
4. develop theological perspectives and preliminary skills necessary in the practice of ministry;
5. engage in exploration and discernment regarding theological education at the graduate level;
6. establish a commitment to learning as a lifelong process.

There is no residency requirement for the CATS. Courses may be taken in any combination of online, blended, SVMC, and Richmond campus courses. Admissions requirements for the CATS are similar to those for the MDiv program. During the course of study or upon program completion, CATS students may petition for admission to either the MDiv or MA degree program. Credits earned during the CATS are transferable upon admission to a degree program.

Certificate in Biblical Peacemaking (CBP)

The Certificate in Biblical Peacemaking provides a means to construct one's theology of peacemaking through biblical, theological, and ethical reflection. With this foundation, students will apply their learning in a practical setting.

Designed to serve the needs of students from the Ekklesiyar Yan'uwa a Nigeria (Church of the Brethren in Nigeria), this program will be called the Postgraduate Certificate in Biblical Peacemaking when referenced within their educational and cultural contexts. It is open to domestic as well as international students.

Educational Objectives Graduates from the (postgraduate) Certificate in Biblical Peacemaking program will be able to

1. communicate a biblical theology of peacemaking that is informed by skillful, contextual readings of biblical texts and by theological and ethical reflection;
2. plan, implement, and evaluate peacemaking initiatives that are contextually appropriate, nonviolent, and consistent with the student's interpretations of scripture, theology, and ethics.

There is no residency requirement for the CBP. Courses may be taken in any combination of online, SVMC, blended, and Richmond campus courses. Admissions requirements for the CBP are similar to those for the MDiv program. During the course of study or upon program completion, CBP students may petition for admission to either the MDiv or MA degree program. Credits earned during the CBP are transferable upon admission to a degree program.

Certificate in Intercultural Biblical Interpretation (CIBI)

The Certificate in Intercultural Biblical Interpretation provides a means to deepen one's understanding of the Bible and methods of interpretation. The importance of rigorous and reflective engagement with scripture is stressed. This program requires 15 hours of coursework, including both introductory courses. The other 9 hours come from various biblical studies courses.

Educational Objectives Graduates from the Certificate in Intercultural Biblical Interpretation program will

1. skillfully interpret texts from both the Old and New Testaments, using various scholarly data and methods, including historical, literary, and reader-centered approaches;
2. articulate one's own hermeneutical approaches to scripture in conversation with the Anabaptist-Pietist heritage, global realities, and their own particular context;
3. practice intercultural hermeneutics so as to find transformative meanings in scripture through a process of intentional dialogue among culturally diverse readers.

There is no residency requirement for the CIBI. Courses may be taken in any combination of online, SVMC, blended, and Richmond campus courses. Admissions requirements for the CIBI are similar to those for the MDiv program. During the course of study or upon program completion, CIBI students may petition for admission to either the MDiv or MA degree program. Credits earned during the CIBI are transferable upon admission to a degree program.

Certificate in Just Peace and Conflict Transformation (CJPCT)

The Certificate in Just Peace and Conflict Transformation provides a means of focusing on the work of conflict transformation and creation of Just Peace in the world. Along with theoretical approaches, the skills needed for constructive work in these areas are practiced both individually and in groups. This program requires 15 hours of coursework, including two required courses. The additional hours may come from a variety of courses in Reconciliation and Peace Studies, as listed in the catalog.

Educational Objectives Graduates from the Certificate in Just Peace and Conflict Transformation program will

1. exhibit knowledge of interpersonal, sociopolitical, and theological factors that influence a creative process of conflict transformation and just peace;
2. practice skills that promote a healthy conflict transformation process that is responsive to diverse settings and participants, whether among individuals or groups;
3. demonstrate the ability to apply just peace theory and practice in interdisciplinary and intercultural contexts.

There is no residency requirement for the CJPCT. Courses may be taken in any combination of online, SVMC, blended, and Richmond campus courses. Admissions requirements for the CJPCT are similar to those for the MDiv program. During the course of study or upon program completion, CJPCT students may petition for admission to either the MDiv or MA degree program. Credits earned during the CJPCT are transferable upon admission to a degree program.

Certificate in Theology and Science (CTS)

In every area from physics to medical science, each year brings new discoveries that can inspire wonder, stretch our faith, and inform our ministry. The Certificate in Theology and Science assumes interest, rather than prior knowledge or ability, in fields of science and theology. It offers students the opportunity to (a) understand better the different ways that scientists and theologians form questions, gather evidence and find answers; (b) explore places of potential conflict or collaboration between science and theology; and (c) learn practical scientific knowledge that can be valuable for one's vocation. Students can choose to focus their work on specific areas, such as the intertwined history of science and faith; the theory and practice of creation care; neuroscience for ministry; evolution and biblical interpretation; human relationship with animals and

machines; technology and Christian ethics; and many others.

This program requires 15 hours of coursework, which may come from a variety of courses in biblical, historical, ministry, and theological studies, as listed in the catalog.

Educational Objectives Graduates of the Certificate in Theology and Science program will

1. demonstrate knowledge of scientific and theological methods;
2. explain how they relate fields of science and theology, including areas of potential conflict, complementarity, and collaboration;
3. apply scientific knowledge to some practical questions of theology and/or ministry.

There is no residency requirement for the CTS. Courses may be taken in any combination of online, SVMC, blended, and Richmond campus courses. Admissions requirements for the CTS are similar to those for the MDiv program. During the course of study or upon program completion, CTS students may petition for admission to either the MDiv or MA degree program. Credits earned during the CTS are transferable upon admission to a degree program.

Certificate in Theopoetics and Theological Imagination (CTTI)

The Certificate in Theopoetics and Theological Imagination provides a means to deepen one's understanding of theology, especially as it is articulated in public venues and in wider cultural contexts that bring theology into conversation with the whole of life. This program requires 15 hours of coursework, including a required introductory course and a course in theopoetics. Additional coursework may come from a variety of theological areas, including classical and contemporary approaches, ecological theology, public theology, theology and culture, and ministry of writing courses, as listed in the catalog.

Educational Objectives Graduates from the Certificate in Theopoetics and Theological Imagination program will

1. engage in constructive understandings of the nature of theology, with attention to its function in the public sphere and connections to wider cultural contexts;
2. demonstrate knowledge of the diversity of approaches in theological thinking and writing, including familiarity with terminology, categories, and methods;
3. express one's own theological imagination informed by theological investigation.

There is no residency requirement for the CTTI. Courses may be taken in any combination of online, SVMC, blended, and Richmond campus courses. Admissions requirements for the CTTI are similar to those for the MDiv program. During the course of study or upon program completion, CTTI students may petition for admission to either the MDiv or MA degree program. Credits earned during the CTTI are transferable upon admission to a degree program.

STUDY ABROAD IN GERMANY

Introduction

Bethany emphasizes intercultural competency as an important component of a seminary education. Religious leaders in the United States must interact with people of various cultures, and they must guide their parishioners in interacting well with others. Seminary graduates must be aware of how culture shapes their own perspective. Better understanding of cultural differences helps in the search for reconciliation and peace.

A good way to develop intercultural competency is to visit a foreign nation, live alongside its citizens, and learn their language. Brethren spoke German for the first half of their history, so today even a little knowledge of the language can greatly enrich one's appreciation of our heritage. Moreover, most

Educational Programs



reputable doctoral programs in religion (specifically in Bible, theology, or history) require reading ability in German.

Learning the language in Germany itself may be the right approach for some Bethany students. If their undergraduate college or university programs lacked room for a junior year abroad or even a semester abroad, then here is a chance to make up this valuable element of a good liberal arts education.

Bethany's Study Abroad in Germany programs can enrich one's life, augment one's self understanding, and strengthen one's qualifications for pastoral ministry or for doctoral study. Our church needs leaders with experience living and learning overseas.

The Three Programs

MDiv and MA students can spend up to ninety days in Marburg learning German, living with a host family, and tutoring English in the city's prestigious high school, while earning credits toward graduation. This set of three programs is quite flexible, to fit the needs of each participant. There is little if any additional cost to the student, when compared to remaining in Richmond.

The most complex version is a fully developed Semester Abroad program, fulfilling Bethany's intercultural requirement yet costing less than a semester in Richmond. The least expensive program, ninety days of learning German and tutoring English, also fulfills the intercultural requirement and costs less than staying in Richmond for the three months. The third version, adding seventy days to the May Travel Seminar, is the least complicated.

Program One: The Study Abroad Semester

1. Bethany students arrive in Marburg around September 2 (or February 12 for a spring semester) to enroll in the five-week beginning-level German course at the Adult Education Center (Volkshochschule or VHS), starting September 5 (or February 15). A second course follows

immediately and also lasts five weeks. Each single course contains 90 hours of classroom instruction, compared to 70 hours for a typical first-year four-credit course at a US college or university. Most participants would also begin tutoring English at the Gymnasium Philippinum, Germany's oldest high school (founded in 1527). (Work is supervised by Katrin Heckeler, a graduate of Tübingen University, with a Staatsexamen [advanced MA] in religion, English, and pedagogy.)

A qualified person in Marburg, hired by Bethany, will meet the students, introduce them to their host family, enroll them at the VHS, and provide an orientation to the city, church, and Gymnasium.

2. From September 2 to November 30 (or five months later for the spring semester), participants attend the Bethany course "Christian Faith in Germany," a weekly two-hour discussion of current religious issues led by a qualified instructor appointed by Bethany. The course includes topics of intercultural difference and interaction and topics about tutoring English. A bus excursion to Schwarzenau is included. From October 15 to November 30, students also participate in the course Theology Today, featuring six guest professors from the Department of Protestant Theology of Philipps University Marburg, the world's oldest Protestant seminary.

With some advanced planning and organization, MDiv students may qualify for an elective in Ministry Formation. MA students can arrange an Independent Study course in teaching religion. Participants might choose to take one or two online courses through Bethany or ESR.

3. Participants depart Marburg for home by November 30 (or May 10 for spring semester students), within the 90-day limit for Americans without a visa (established by treaty with Germany) and with time remaining in the Bethany semester to finish requirements in their online courses, Ministry Formation Elective, or Independent Study.

4. Hence, a typical student's fall course schedule and credits might look like this:

Twelve weeks (Sept. 2 to Nov. 30):

VHS Language Intensives - two courses, 6 credits

"Christian Faith in Germany" - two-thirds course, 2 credits including orientation to Marburg

Six weeks (October 15 to November 30)

"Theology Today" - one-third course, 1 credit

Fifteen weeks (August 25 to December 10)

Ministry Formation Elective or one course, 3 credits

Independent Study in teaching

Bethany or ESR online course - one course, 3 credits

A typical spring-semester schedule would look much the same, but with dates about five months later (starting February 12 in Marburg).

5. The program can fulfill two electives (for German language instruction) in a Bethany degree program. It can fulfill the requirement of one intercultural course (the combination of "Christian Faith in Germany" and "Theology Today"). It can provide two other courses in addition (Ministry Formation Elective, Independent Study, online course) — for a total of up to five courses.

Nonetheless, for most participants, the semester would cost much less than studying in Richmond.

Program Two: The 90-Day Program (Summer)

In the summer, beginning-level language instruction at the VHS is not available, and English tutoring is not needed for several weeks while the Gymnasium Philippinum is on break. Nonetheless, summer could be the better choice for some Bethany students.

Typically, participants arrive in Marburg after Bethany's spring semester has ended; they depart within the 90-day limit set by treaty. They receive housing and breakfast in exchange for tutoring English ten hours

per week, in homes when the Philippinum is not in session. They learn German via computer. A private language school (Speak & Write) is available in Marburg but at considerable additional expense.

In order to fulfill the intercultural requirement and be eligible for money from the Intercultural Bank and the travel scholarship, the Bethany student completes an Independent Study course on German culture and on intercultural learning, equivalent to three academic hours. Students can receive up to three courses of credits in addition (two courses in beginning German, plus one course in either Ministry Formation Elective or Independent Study in teaching), for a total of four courses. Nonetheless, the estimated cost is almost \$2,200 less than remaining in Richmond. For cost comparison with studying in Richmond, please consult Professor Rogers.

Program Three: The May Travel Seminar plus 70 Days

For many Bethany students, the least complicated arrangement is to participate in the May Travel Seminar to Marburg and then stay on for ten weeks of living with a host family, tutoring English, and language learning via computer (though Speak & Write would again be available, at much personal expense). Since the travel seminar fulfills the intercultural requirement, students could use money from the Intercultural Bank and the travel grant. They can earn credit for up to four courses (the travel seminar itself, two courses in beginning German, and Independent Study) at a cost of about \$1,500 less than staying in Richmond. For cost comparison with studying in Richmond, please consult Professor Rogers.

BRETHREN ACADEMY FOR MINISTERIAL LEADERSHIP

The Brethren Academy for Ministerial Leadership is a ministry training partnership of Bethany and the Church of the Brethren Inc. offering nongraduate educational programs for both clergy and lay

Educational Programs



leadership. Oversight and funding are shared equally by the partners.

Continuing Education The Academy works cooperatively with a variety of Church of the Brethren agencies, districts, and congregations to promote the availability of quality continuing education experiences for pastors and church leaders. Opportunities include Bethany and Academy classes, both onsite and online; webinars; seminars; workshops; and other special events.

Currently, the Academy is offering the Strength for the Journey: Advanced Seminars for Active Ministers (SFTJ) in partnership with the Church of the Brethren, Bethany, districts, and participating congregations. SFTJ is a two- to three-year continuing education

process designed to help clergy develop and deepen their ministries while building communities of encouragement.

Ministry Training Programs Four nongraduate certificate-level programs are offered through the Academy, two in English and two in Spanish: Training in Ministry (TRIM), Education for a Shared Ministry (EFSM), Educación Para un Ministerio Compartido (EPMC), and Seminario Biblico Anabautista Hispano (SeBAH). The Academy also oversees and authorizes several Academy Certified Training Systems (ACTS), ministry training programs administrated and taught at the district level. For more information, visit the Brethren Academy pages on Bethany's website: www.bethanyseminary.edu.

Master of Divinity Curriculum

PROGRAM OBJECTIVES

Students in Bethany's MDiv program critically engage in a robust educational process that prepares them to

1. **interpret** scripture, tradition, and theology;
2. **communicate** faith and values with contextual awareness;
3. **integrate** learning that is interdisciplinary, intercultural, and imaginative for the practice of ministry;
4. demonstrate theologically informed reflective practice that **anticipates** an embodied ministry.

<u>Interpret</u>		15 Hours Taken
	1 - Course focused on Interpret objective	3
	2 - Course focused on Interpret objective	3
	3 - Course focused on Interpret objective	3
	4 - Course focused on Interpret objective	3
	5 - Course focused on Interpret objective	3
<u>Communicate</u>		12 Hours Taken
	1 - Course focused on Communicate objective	3
	2 - Course focused on Communicate objective	3
	3 - Course focused on Communicate objective	3
	4 - Course focused on Communicate objective	3
<u>Integrate</u>		24 Hours Taken
I 203	Intercultural Education and Travel	3
F 301	Ministry Formation (year-long)	3
F 200/CPE	Ministry Formation Elective	3
	1 - Course focused on Integrate objective	3
	2 - Course focused on Integrate objective	3
	3 - Course focused on Integrate objective	3
	4 - Course focused on Integrate objective	3
<u>Anticipate</u>		15 Hours Taken
F 110	Exegeting the Call and Culture of Ministry	3
F 502	MDiv Review (spring of final year)	3
	1 - Course focused on Anticipate objective	3
	2 - Course focused on Anticipate objective	3
	3 - Course focused on Anticipate objective	3
<u>General Electives</u>		6 Hours Taken
	1	3
	2	3
Total Hours Taken:		72

NOTES

- As part of the program, students must take at least three courses in each of the following areas: B/BS, H/HS, M/PM, T/TS.
- Students wishing to be licensed/ordained in the Church of the Brethren should check with their district for requirements. Most will need to take H201 History of the Church of the Brethren or T207 Brethren Beliefs and Practices or both as part of their program.
- Upper-level courses will still require prerequisites (such as BS 101, B 102, T 101), even though the program itself does not have them as requirements.

Master of Arts (MA) Curriculum - Effective Fall 2019

PROGRAM OBJECTIVES

Students in Bethany's MA program critically engage in a robust educational process that prepares them to

1. interpret scripture, tradition, and theology;
2. communicate faith and values with contextual awareness;
3. integrate learning that is interdisciplinary, intercultural, and imaginative across one's program of study;
4. demonstrate expertise in an area of concentration through coursework and a thesis or portfolio.

<u>Thesis/Portfolio Sequence</u>	6 Hours Taken
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I 101	MA Formation Seminar	3
I 500/I 501	MA Thesis/Portfolio Completion	3

<u>MA Area of Concentration</u>	12 Hours Taken
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1		3
2		3
3		3
4		3

<u>General Electives, Including Optional Practicum</u>	12 Hours Taken
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1		3
2		3
3		3
4		3

<u>Biblical, Historical, and Theological Studies</u>	12 Hours Taken
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	1- Course in biblical studies	3
	2 - Course in historical studies	3
	3 - Course in theological studies	3
	4 - Course in biblical, historical, or theological studies	3

Total Hours Taken: 42

MA Areas of Concentration

- Biblical studies
- Brethren studies
- Historical studies
- Peace studies
- Theological studies

NOTES

- Within the above distribution of 42 credit hours, MA students must take **at least two** courses that fulfill each of MA objectives #1, #2, and #3.
- Objective #4 is assessed through the area of concentration and thesis/portfolio.

Master of Arts: Theopoetics and Writing (MATW) Curriculum

PROGRAM OBJECTIVES

Graduates from the Master of Arts: Theopoetics and Writing program will be prepared to

1. read, write, and engage in linguistic creativity as formative spiritual practices, both for communities and for individual lives, including their own;
2. apply intellectual disciplines, skills, and creative processes that empower them to practice their writing publicly in ways appropriate to specific genres, audiences, and purposes;
3. demonstrate theopoetic understanding of method, meaning and value, with attention to their function in the public sphere and connections to the cultural context;
4. explore and articulate diverse, lived possibilities of theopoetics, such as literary craft, popular writing, justice advocacy, peacemaking, and community building.

Integration Course and Summative Exercise **6 Hours Taken**

T/WR 215	Integration Course - in fall of second year (New fall 2020; title TBA)	3
I 501/I 510/I 515	Summative Exercise (thesis/portfolio/project) - in final semester	3

Theopoetics and Writing Courses **18 Hours Taken**

T 315	Theopoetics 1	3
T 356	Theopoetics 2 (New spring 2021)	3
WR course	200-level writing course from list below	3
WR course	200-level writing course from list below	3
	One course from list below	3
	One course from list below	3

Electives **12 Hours Taken**

	<i>Choose any four of the following courses or from complete Bethany/ESR course listing (* indicates ESR course):</i>	12
WR 220	Writing the Story*	
WR 230	Creative Nonfiction*	
WR 240	Writing Public Theology*	
WR 250	Writing for God and God's People*	
WR 270	Applied Storytelling (New spring 2020)*	
T/WR 280	Drawing from the Well: A Poetry Workshop	
WR 290	Writing Mental Illness/Writing as Mindfulness*	
WR 350	Writing Seminar*	
B 210	Poetics of Jesus (New spring 2020)	
B 337	Writing Midrash*	
H/T 205	Readings course (New spring 2020)	
M 120	Preaching, Theopoetics, and Society	
M 326	Preaching, Poetry, and Prophetic Imagination	
P 249	The Peace of City and the Quest for Public Theology	
PM 320	Theology and Preaching*	
SP	Spirituality (several choices)*	
T 230	Survey of Christian Poetry (New fall 2020)	
T/WR 245	Digital Genres (New spring 2020)	
T 247	Science Fiction and Theology	
T 268	1968: A Case Study in Public Theology	
T 313	Narrative Theology Meets Literary Criticism	
T 310	Modernity, Postmodernity, and Belief	
T 311	The Theological Imagination	
Total Hours Taken:		36

NOTE: 300-level courses have prerequisites that may not be listed here; see catalog.

Certificate of Achievement in Theological Studies (CATS) Curriculum

PROGRAM OBJECTIVES

Graduates from the Certificate of Achievement in Theological Studies program will

1. interpret the Christian sources, including scripture, history, and theology and church practices, with special attention to the Anabaptist-Pietist heritage;
2. communicate religious faith and values effectively, listen well, and express faith with clarity in ways that are theologically informed and culturally persuasive;
3. demonstrate an understanding of peace or intercultural studies, particularly from an Anabaptist-Pietist perspective;
4. develop theological perspectives and preliminary skills necessary in the practice of ministry;
5. engage in exploration and discernment regarding theological education at the graduate level;
6. establish a commitment to learning as a lifelong process.

<u>Biblical Studies</u>	3 Hours Taken
Course in biblical studies	3
<u>Theological and Historical Studies</u>	6 Hours Taken
Course in historical studies	3
Course in theological studies	3
<u>Ministry Studies</u>	3 Hours Taken
Course in ministry studies	3
<u>Peace and Intercultural Studies</u>	3 Hours Taken
Course in peace or intercultural studies	3
<u>General Electives</u>	3 Hours Taken
Elective course	3
Total Hours Taken:	18

(Postgraduate) Certificate in Biblical Peacemaking (CBP) Curriculum

PROGRAM OBJECTIVES

Graduates from the postgraduate Certificate in Biblical Peacemaking program will be able to

1. communicate a biblical theology of peacemaking that is informed by skillful, contextual readings of biblical texts and by theological and ethical reflection;
2. plan, implement, and evaluate peacemaking initiatives that are contextually appropriate, nonviolent, and consistent with the student's interpretations of scripture, theology, and ethics.

Biblical Studies		6 Hours Taken
B 204	Gospel of Peace	3
B 342	Interpreting Romans as a Resource for Peacemaking (new spring 2021)	3
Peace Studies		6 Hours Taken
<i>Choose one of the following courses:</i>		3
P 210	Just Peace: An Ecumenical Call	
P 228	Religion as a Source of Terror and Transformation	
P 249	The Peace of the City and the Quest for Public Theology	
<i>Choose one of the following courses:</i>		3
P 201	Conflict Transformation	
P 273	Mediation as Social and Spiritual Practice	
P 235	Restorative Justice	
Theological Studies		3 Hours Taken
<i>Choose one of the following courses:</i>		3
T 227	Ecological Theology and Christian Responsibility	
T 228	Environmental Ethics in Theological Perspective	
Practicum		3 Hours Taken
	Practicum	3
Total Hours Taken:		15

NOTE: Students must successfully complete four courses prior to enrolling in the practicum.

Certificate in Intercultural Biblical Interpretation (CIBI) Curriculum

PROGRAM OBJECTIVES

Graduates from the Certificate in Intercultural Biblical Interpretation program will

1. skillfully interpret texts from both the Old and New Testaments, using various scholarly data and methods, including historical, literary, and reader-centered approaches;
2. articulate one's own hermeneutical approaches to scripture in conversation with the Anabaptist-Pietist heritage, global realities, and their own particular context;
3. practice intercultural hermeneutics so as to find transformative meanings in scripture through a process of intentional dialogue among culturally diverse readers.

Required Courses **6 Hours Taken**

BS 101	Introduction to Old Testament History and Literature	3
B 102	Reading New Testament Contextually	3

Intercultural Hermeneutics **3 Hours Taken**

*Choose **one** of the following courses:* 3

B 225	Global Perspectives on Scripture: 1 Corinthians	
BS 334	Reading the Bible Contextually	
I 203	Santa Biblia: Reading Scripture in Puerto Rico	

Interpretative Methods **3 Hours Taken**

*Choose **one** of the following courses:* 3

B 302	Exegesis of Matthew	
B 314	Exegesis of Chronicles and Ezra-Nehemiah	

Biblical Studies **3 Hours Taken**

*Choose **one** of the following courses (* indicates ESR course):* 3

B 115	New Testament Greek I	
B 116	New Testament Greek II	
B/P 204	Gospel of Peace	
B 310	New Testament Foundations for Ministry	
B/M/T 328	Preaching the Gospel(s)	
BS 111	Hebrew I	
BS 112	Hebrew II	
BS 337	Writing Midrash	
BS 338	Bible and Pastoral Care	
BS 340	Psalms	
BS 356	Israel's Wisdom Teachings	
BS 372	Images of God	

Total Hours Taken: 15

Certificate in Just Peace and Conflict Transformation (CJPCT) Curriculum

PROGRAM OBJECTIVES

Graduates from the Certificate in Just Peace and Conflict Transformation program will

1. exhibit knowledge of interpersonal, sociopolitical, and theological factors that influence a creative process of conflict transformation and just peace;
2. practice skills that promote a healthy conflict transformation process that is responsive to diverse settings and participants, whether among individuals or groups;
3. demonstrate the ability to apply just peace theory and practice in interdisciplinary and intercultural contexts.

Required Courses **6 Hours Taken**

P 201	Conflict Transformation	3
P 210	Just Peace: An Ecumenical Call	3

Electives **9 Hours Taken**

*Choose any **three** of the following courses:* 9

P/B 204	Gospel of Peace
H/T 318	Brethren and Society
M 120	Preaching, Theopoetics, and Society
P 126	Varieties of Christian Peace Witness
P 228	Religion as a Source of Terror and Transformation
P 235	Restorative Justice
P 249	The Peace of City and the Quest for Public Theology
P/T 268	1968: A Case Study in Public Theology
P 273	Mediation as Social and Spiritual Practice
P/T 313	Narrative Theology Meets Literary Criticism
P/T 380	Bonhoeffer, War, and Peace
PJ/TS 360	Interfaith Dialogue (<i>ESR course</i>)
T 206	Sex, Gender, and Theology

Total Hours Taken: 15

Certificate in Theology and Science (CTS) Curriculum

PROGRAM OBJECTIVES

Graduates of the Certificate in Theology and Science program will

1. demonstrate knowledge of scientific and theological methods;
2. explain how they relate fields of science and theology, including areas of potential conflict, complementarity, and collaboration;
3. apply scientific knowledge to some practical questions of theology and/or ministry.

Electives	15 Hours Taken
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*Choose any **five** of the following courses:*

BS 380	Eco/Green Bible (<i>ESR course</i>)
M/T 219	Science, Theology, and Ministry
M 214	Taking Church beyond the Walls
M 241	Ministry across Generations
T 101	Introduction to Theological Reflection
T 221	Current Conversations at the Intersection between Science and Religion
T 227	Ecological Theology and Christian Responsibility
T 228	Environmental Ethics in Theological Perspective
T 247	Science Fiction and Theology

Total Hours Taken: 15

Certificate in Theopoetics and Theological Imagination (CTTI) Curriculum

PROGRAM OBJECTIVES

Graduates from the Certificate in Theopoetics and Theological Imagination program will

1. engage in constructive understandings of the nature of theology, with attention to its function in the public sphere and connections to wider cultural contexts;
2. demonstrate knowledge of the diversity of approaches in theological thinking and writing, including familiarity with terminology, categories, and methods;
3. express one's own theological imagination informed by theological investigation.

Required Courses 6 Hours Taken

T/TS 101	Introduction to Theological Reflection	3
T 315	Theopoetics	3

Electives 9 Hours Taken

*Choose any **three** of the following courses (* indicates ESR course):* 9

M 120	Preaching, Theopoetics, and Society
T 206	Sex, Gender, and Theology
T 221	Current Conversations at the Intersection between Science and Religion
T 227	Ecological Theology and Christian Responsibility
T 228	Environmental Ethics in Theological Perspective
T 247	Science Fiction and Theology
T/P 268	1968: A Case Study in Public Theology
T 304	Theological Understandings of Jesus
T 305	Theological Anthropology
T 310	Modernity, Postmodernity, and Belief
T 311	The Theological Imagination
T/P 313	Narrative Theology Meets Literary Criticism
T/H 318	Brethren and Society
T/H 340	Gender and Christian Devotion
T/P 380	Bonhoeffer, War, and Peace
TS 336	Christian Ethics*
TS/PJ 360	Interfaith Dialogue*
TS/PJ 364	Process Theology*
TS/PJ 366	Liberation Theologies*
WR 101	Writing as Ministry*
WR 220	Writing the Story*
WR 230	Creative Nonfiction*
WR 240	Writing Public Theology*
WR 250	Writing for God and God's Church*
WR 290	Writing Mental Illness*

Total Hours Taken: 15

Academic Information

Bethany strives to provide a style of education that brings us into close relationships with congregations, the worldwide church, the peoples of the world, and God's creation. But what type of academic preparation does that indicate? We are looking for students with a spiritual hardiness and an intellectual daring to learn from the contexts outlined in the Bethany mission statement. Persons who have experienced Brethren Volunteer Service, Ministry Summer Service, or similar volunteer programs often find Bethany a positive environment.

A rigorous, comprehensive, and well-rounded undergraduate program provides another good resource for a positive Bethany experience. Prospective students are encouraged to take coursework in such areas as language and literature, history, the arts, philosophy, religion, sociology, and psychology. Whatever the focus of the undergraduate program, it is essential that prospective students acquire competency in the use of English as a spoken and written language.

ADMISSION AND ENROLLMENT

Qualified students are invited to make application for admission to Bethany through the [admissions office](#). The applicant's file must be completed by the published deadline for the semester or intensive period in which she or he intends to enroll for their first course. Deadlines are listed in the General Information section under Application Procedures, Limitations, and Deadlines.

Bethany subscribes to federal and state laws pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments. Bethany policy prohibits discrimination with regard to race, gender, age, disability, marital status, sexual orientation, national or ethnic origin, or religion.

The criteria for admission to a graduate-level program include the following:

1. Completion of a bachelor's degree from an accredited college or university with a cumulative GPA of 2.75 or higher for the MDiv program and 3.0 or higher for the MA program;
2. Ability to do theological study at the graduate level as determined from the scope and quality of the applicant's undergraduate program and academic references;
3. Compatibility of the applicant's personal and vocational objectives with the objectives and resources of the Seminary;
4. Evidence of personal maturity and leadership potential as determined from references, interviews, and other data;



5. Completion of a criminal background check, which finalizes the admissions process.

Applicants submit a completed application form, a statement on their personal and vocational objectives, and an application fee of \$50. In addition, it is the applicant's responsibility to contact all schools previously attended and request that official transcripts be sent to Bethany, and to take the initiative in contacting references to return completed recommendation forms provided by the **admissions office**. A simplified process is available for applicants wishing to take courses on an occasional basis or as an auditor. Applications are considered active for one year from the date of receipt, after which they are destroyed.

Interviews/Campus Visits As a part of the admissions process, all applicants except occasional students participate in interviews with one or more members of Bethany's faculty or staff. Normally, interviews are scheduled as part of a visit to Bethany. [Visits to campus](#) provide opportunities to attend classes and become acquainted with faculty and students. When a campus visit is not possible, arrangements are made for interviews at a location convenient to the applicant.

International Students Bethany is authorized under federal law to enroll nonimmigrant international students. Priority is given to students sponsored by churches and other agencies related to the worldwide program of the Church of the Brethren. International applicants must complete the following:

1. An [international student application](#) must be submitted.
2. A [worksheet](#) on international student expenses must be submitted, indicating available financial support from family, church, and/or other funding sources in the United States and elsewhere. It is necessary to attach to the worksheet documentation that the funding mentioned exists.
3. For all international students, either the iBT (internet-based test) [TOEFL](#) or IELTS (International English Language Testing System) exams must be taken. A minimum score of 81 on the TOEFL is required. Within that score, we require a minimum of 23 for the writing section and a minimum of 21 for the reading section. Our TOEFL code number is 1061, and results should be received directly from the TOEFL organization. For the IELTS, Bethany requires a minimum overall band score of 6.0-6.2.
4. For those who have attended an institution in which the primary language of instruction has not been English, an official translation of the [transcript](#) and diploma are required in addition to the original language official copies. When possible, transcripts should be sent directly to the Admissions Office.

An approved Certificate of Eligibility for Non-immigrant (F-1) Student Status (I-20) form is issued to an international applicant only after the Admissions Committee has admitted the student to a degree program and the primary designated school official for SEVIS reporting has determined that the student has the necessary financial resources to study at Bethany. The I-20 is needed to obtain the F-1 (student) visa.

Upon admission, international students must prove financial viability for attending Bethany Theological Seminary. Financial viability must be established and \$1,500 student account deposit for emergencies must be received before an I20 form can be issued. The \$1,500 is held in the student's account for a return ticket upon completion of the degree program or for other travel emergencies. The financial viability process includes a proposed budget based on the sample given, sources of income and financial support (e.g. tax return, savings, donations, support from denomination or other agency), and supporting documents verifying these and any other financial resources. In addition, if the balance of the first semester funds is not paid by the first day of registration, the student must return to his or her home country.

Due to US federal regulations, employment possibilities for international students are somewhat limited. A few on-campus jobs exist for international students with F-1 status. These jobs cover only a small percentage of the funds needed for overall expenses.

Special Students In accordance with the standards set by the Association of Theological Schools and with the stipulations noted below, Bethany Theological Seminary will admit a limited number of applicants lacking a baccalaureate degree to its certificate programs. Upon completion of five graduate courses, a certificate student may apply to transfer to either the MDiv or MA program, which requires approval by the Admissions Committee. The total number of special students is not to exceed 10 percent of the headcount of students enrolled in the MDiv and certificate programs.

Applicants who do not anticipate acquiring a baccalaureate degree but who have successfully completed at least one year of undergraduate study may be admitted initially into the certificate programs as special students and subsequently into the MDiv or MA program provided that they

1. meet all other admissions criteria;
2. have at least eight years of successful work experience, preferably in a leadership role;
3. have a record of continuous learning as evidenced in transcripts and reference letters;
4. complete an entrance exam consisting of a timed, original essay on a topic chosen by the academic dean that demonstrates skills in writing and critical thinking on a par with other admittees.

Provisional Admission Applicants with deficiencies in their previous academic record or application materials may be admitted on a provisional basis. Such students will be notified by the academic dean of the reason(s) in the admissions letter. Such students will consult their advisor at the beginning of their course work to review these concerns. The student will create

a written plan to address them. The written plan will be presented by the advisor to faculty in an executive session of faculty meeting.

Provisional admission status will be lifted when the student has successfully completed 9 consecutive credit hours and the student has fulfilled the stipulations of the approved plan. The Academic Probation Policy will be followed if the student earns more than one NC (no credit) while on provisional admission.

Nondegree Options The information outlined above deals with admission to graduate-level programs. Persons desiring to audit Bethany courses on a noncredit basis should contact the director of admissions. Persons seeking to enter one of the nondegree certificate programs of the Church of the Brethren cosponsored by the Brethren Academy should contact their district office.

ACADEMIC POLICIES AND PROCEDURES

The following paragraphs provide basic information on the Seminary's academic policies and procedures. More detailed information may be found in the [Bethany Student Handbook](#) and on the [Academic Services website](#). Updates on changes or additions to policies and procedures are provided there.

Registration Course registration takes place as announced in the academic calendar, published prior to the beginning of every school year on the academic services website. A fee is charged for late registration.

Course Credits and Course Load Both Bethany and ESR define curricular requirements in terms of semester hours. Almost all courses earn three hours of credit. When coursework taken at institutions operating on a quarter system is transferred into a Bethany program, four quarter hours will be credited as the equivalent of three semester hours.

Richmond-based courses earning three hours of credit involve 39 hours of class time over the duration of a semester, approximately three hours per week. Courses taught through [SVMC](#) involve 42 hours of class time as stipulated by the Pennsylvania Department of Education. For each such course, students should allocate an additional nine hours per week for research and written projects outside of class time. A minimum of 12 semester hours is considered a full-time course load. Students need to carry 12 semester hours per semester to complete an MDiv program in three years (24 total credits each academic year) or 9-12 semester hours per semester to complete an MA program in two years (21 total credits each academic year). Some students may choose for various reasons to spread their coursework over a longer period of time. Students employed more than 20 hours per week are strongly advised to carry a reduced course load.

Guidelines Governing Online and Distance Courses, Cross Registration, and Transfer Credit

I. MDiv Students

1. At least 24 of the 72 semester hours required for the MDiv degree must be fulfilled through courses offered by Bethany or ESR at the Richmond campus. Within these 24 hours (eight courses), two courses must be Bethany-taught courses and two may be taught by either Bethany or ESR, and all four must be physically on campus. These may be taken in the following formats: weekly courses, two-week and weekend intensives, and hybrid courses. The remaining 12 hours (four courses) may be taken in any of the following formats: weekly courses, two-week and weekend intensives, hybrid courses, through SVMC, and blended (synchronous video).
2. Specific curricular requirements that must be fulfilled through courses offered by Bethany or ESR—which may be at the Richmond campus, online, or at an approved extension site—include the following:
 - a. Exegeting the Call and Culture of Ministry
 - b. Ministry Formation (two semesters) through Bethany

c. MDiv Review

3. In consultation with the dean, faculty advisors may recommend or require that a student take additional Bethany-offered courses to meet the objectives of a student's program of study.
4. Requests for exceptions from the preceding guidelines must be submitted to the Educational Policies and Advisory Committee with the support of the faculty advisor.
5. Students who began an MDiv program at another school and wish to complete their degree at Bethany may seek to transfer credit for up to 36 hours of course work. Transfer credit must be approved by the academic dean.

II. MA and MATW Students

1. The MA and MATW degrees do not require a minimum number of credit hours to be fulfilled through courses offered by Bethany or ESR at the Richmond campus.
2. Specific curricular requirements that must be fulfilled through courses offered by Bethany or ESR—which may be at the Richmond campus, online, or at an extension site—include the following:
 - a. MA Formation Seminar
 - b. Thesis Completion, Portfolio Completion, or Project Completion (MATW only)
3. The faculty advisor for MA and MATW students may, in consultation with the academic dean, recommend or require that a student take additional Bethany-offered courses to meet the objectives of the student's program of study.
4. Requests for exceptions to the preceding guidelines must be submitted to the Educational Policies and Advisory Committee with the support of the faculty advisor.
5. Students who began an MA program at another school and wish to complete their degree at Bethany may seek to transfer credit for up to 21 hours of course work. MATW students may transfer up to 18 credit hours from another school. Transfer credits must be approved by the academic dean.

Change of Degree Program Any student wishing to move from one degree program to another must apply to the Admissions Committee with supporting documentation to include at least a statement of vocational intent with accompanying names of persons willing to be a reference for the change in degree program.

Shared Credit in Two Degrees Students who wish to complete both the MDiv and the MA (or MATW) through Bethany are able to count a limited number of credits toward both degrees, thereby reducing the total time needed to finish the two graduate programs. Accreditation standards permit students to use up to “half of the smaller degree” toward the other one. For Bethany, this means that up to 21 credits, half of the required credits for the MA (or up to 18 credits, half of the required credits for the MATW), may be counted toward the completion of the both the MDiv and MA (or MATW). Students are encouraged to take coursework toward both degrees simultaneously. Students must have conversations with both the director of student development and the academic dean in order to begin this process of shared credit in two degrees and to plan appropriately.

Certificate at Partner School (Bethany and ESR) Students enrolled in a degree program at one school (Bethany or ESR) may earn a certificate at the partner school (Bethany or ESR) without going through the complete application process as a certificate student at the other institution. These students must complete a simple form, to be counted and processed appropriately. During the typical process for graduation, they must complete the Intent to Graduate form in order to be awarded the physical certificate and be recognized during commencement.

Students may count the certificate courses toward the degree, as per policy of the school granting the degree. Transcripts will reflect both the degree from the home institution and the certificate from the partner school. The courses that apply to the certificate will be

indicated on the transcript. Graduates with a certificate from the partner school will be announced at commencement exercises and included in the printed program. Should students enrolled in a certificate program at one school seek to enroll in another certificate at the other school, they will need to enroll as a certificate student at the second school, with a simplified process.

Intercultural Requirement Students enrolled in the MDiv program are required to take at least 1 course in Intercultural Studies which includes direct experience of and reflection on a cultural context other than their own. Students in other degrees and certificates may choose to complete the same intercultural experience as appropriate to the program requirements and electives. The primary purpose is to promote intercultural awareness and sensitivity. A range of settings are possible, including urban and interfaith contexts. Generally this is an immersion experience of no less than seven to fourteen days. The primary goals of the intercultural requirement include the following:

- To experience and learn about a specific cultural context and people whose world and experience of life are different from one’s own
- To encourage appreciation and respect for different cultural perspectives that are discovered through engagement with people from different cultures
- To increase awareness of being a person shaped by particular social, cultural, geographic, and national locations
- To encourage the discovery of biases, assumptions, values, and commitments that are present in different cultures and societies
- To increase ability to critique one’s own culture/ society and that of the people one experiences
- To increase ability to articulate a theology of culture, person, church, or ministry that honors the particularities of the society/culture experienced as well as one’s own society/culture

Additional goals, particularly applicable to MDiv students, include the following:

- To be able to articulate ways God's work/reign/presence was experienced in another society/culture
- To explore how one's assumptions about the practice of ministry are socially and culturally derived
- To explore possibilities for ministry to others in a different social/cultural context

In fulfilling the intercultural requirement, students may choose from a variety of possibilities:

1. An intercultural education and travel course or study tour offered for graduate level credit by Bethany, ESR, or one of the Dayton-area schools that participate in the seminary's cross registration agreement. All participants, including students and faculty, in Bethany-sponsored travel seminars sign a liability waiver and must obtain travel insurance.
2. One or more terms of graduate theological study in another country or at a school with a predominant racial/ethnic identity differing from one's own.
3. An intensive of seven or more days sponsored by an agency offering an accredited program in cross-cultural or intercultural education that includes theological reflection on such experience.
4. A [Ministry Formation](#) elective featuring a placement with a congregation or agency that provides a ministry experience in a cultural context other than one's own.
5. An independent study that combines an intercultural experience of two weeks or more with theological reflection on that experience.

In recognition that our international students' time at Bethany is an intercultural experience, the faculty has approved the following two additional options for international students to meet the intercultural requirement:

1. A project within the structure of another course in which the student specifically reflects upon the intercultural experience under the direction of the director of Intercultural Studies. This project would not carry course credit but would satisfy the requirement. The student's elective credit hours would then be increased by three credit hours. The project must be approved by the Educational Policies and Advisory Committee.
2. An independent study which would assist the student in reflecting upon her or his own intercultural experience as well as doing research and writing projects that satisfy the requirements for a 3-credit-hour course. This independent study will be under the direction of the director of intercultural studies and must be approved by the Educational Policies and Advisory Committee.

Students who have acquired an intercultural experience comparable to the options described above during the five years immediately preceding their admission to Bethany may seek a waiver of the intercultural requirement through the Educational Policies and Advisory Committee. If granted, however, the waiver does not reduce the total number of course credits required for graduation.

To assist students in the funding of intercultural experiences, the Seminary has established an intercultural bank to which students and the Seminary contribute. Information on the intercultural bank is under Tuition and Fees in the General Information section.

Independent Studies Bethany students may earn credits through independent studies. These courses may be of variable credits (1.0, 1.5, 2.0, 3.0). Students may earn a limited number of credits by independent study: 6 credits in the MA and MATW programs and 12 credits in the MDiv program. Certificate students may take 3 credits (one course) as an independent study. Occasional students may not earn credit through independent study. Students may undertake

individual studies or as part of a group of students. All independent studies require the support of a faculty member and must be approved by the Educational Policies and Advisory Committee.

System of Student Evaluation Course work for Bethany students is evaluated on a credit/non-credit basis. In addition, faculty prepare final course rubrics that assess performance of student work related to program objectives and other criteria, which become part of a cumulative file during the student's program of study. Prior to graduation, students are given several options regarding the final disposition of this file.

In fall 2010, Bethany faculty began including one of four categories on student evaluations to help with student assessment and progress: credit with distinction, credit, credit with concern, and noncredit. Transcripts continue to reflect only credit/noncredit.

At the conclusion of the student's program of study, the faculty assesses her or his academic file and coursework. If the faculty determines that a degree student's work in a given curricular area is of a superior quality which merits graduation "with honors," that achievement will be so noted on the student's permanent transcript and named at commencement. MA theses and portfolios of exceptional quality may also be affirmed as achieving "with distinction."

Review of Academic Status The academic status of each student is reviewed on an ongoing basis by his or her faculty advisor. Attention is given to course load, progress in fulfilling curricular requirements, progress in the Ministry Formation process, and credit/noncredit notations. The faculty as a whole reviews the academic progress of students each semester and determines situations where academic problems warrant special action.

Any student earning a second NC (no credit) in their career at Bethany will automatically be placed on academic probation. Probation will be lifted after the following:

- In consultation with their advisor, the student analyzes what happened and creates a written plan to prevent further NCs. The student will submit the written plan to their advisor within two weeks of being notified by the Dean's Office that they have been placed on probation. The written plan is presented by the advisor to faculty in executive session.
- 9 consecutive credit hours have been completed with no further NCs (or the number of credits needed to graduate if less than 9) and the student has fulfilled the stipulations of the approved plan. If another NC is earned while on probation (3 total), the student will be dismissed. If another NC is earned after probation is lifted (3 total), it will automatically result in probation again. Probation will be lifted after the above requirements have been completed. Another NC (4 total) will result in dismissal.

Any student who earns more than 2 NCs in the same session will follow the policy stated above, adjusting the total numbers of NCs up by one in each instance accordingly (that is, allowing for 4 instead of 3 and 5 instead of 4, respectively).

A student may appeal the action to dismiss by following the Complaint Policy (Academic Coursework) as outlined in the [Bethany Student Handbook](#), which is available on the Bethany website.

Delinquencies Instructors may not accept papers, examinations, or required course work after the final day of the session (three weeks after the final day in the case of two-week intensives). Bethany does not grant "incompletes." In special cases, students may request permission from the Educational Policies and Advisory Committee for a course extension. The request must be given in writing to the academic dean by the date specified on the **academic calendar**. Course extensions are usually not granted for a period longer than two weeks. Bethany students cross-registered for a course at another school follow the procedure and policy of that school.

Confidentiality of Student Records Bethany complies with the Family Educational Rights and Privacy Act. A detailed statement regarding the confidentiality of records appears in the *Bethany Student Handbook*.

Other Policies and Regulations Other policies and regulations are published in the *Bethany Student Handbook*. Students are accountable for acquaintance with and adherence to all policies and regulations. Official announcements are posted to the student email listserv.

TRANSCRIPTS

A student's permanent transcript includes credit or noncredit notations for each course. In those

unusual instances where a graded transcript may facilitate application to graduate schools or aid potential employment opportunities, a student may apply for a letter grade conversion in her or his final year of study. Further information on this option is available from [Academic Services](#).

Students or alumni may receive transcript copies by submitting a written request to Academic Services accompanied by payment. The form is found on the Academic Services Moodle page, [Bethany's website](#), and in the forms rack in the second-floor workroom. The cost is \$7 per transcript. Additional fees may apply when special handling or accelerated delivery is requested.

Course Offerings

The following curricular offerings include both Bethany courses and ESR courses. All courses are open to students from both schools, with the exception of Ministry Formation and MA thesis/portfolio courses at Bethany and supervised ministry and comprehensive seminar at ESR.

Bethany and ESR share a similar numbering system for their courses. Each school, however, designates curricular areas in its own way, and those designations are reflected in the letters accompanying course numbers as *prefixes*. The ESR designations are found at the beginning of the section listing ESR course offerings. Bethany courses use the following:

B	Biblical Studies courses
F	Ministry Formation courses
H	Historical Studies courses
I	Interdisciplinary courses
M	Ministry Studies courses
P	Peace Studies courses
T	Theological Studies courses

In addition, both schools use *suffixes* following the course number to indicate the format or location of courses. Course numbers without a letter are offered during the regular weekly schedule at the Richmond campus:

B	Blended (connecting live to a campus course through synchronous video)
O	Online courses
S	Susquehanna Valley Ministry Center (SVMC) courses
W	Weekend intensive courses at Bethany (may include online work between sessions)
H	Hybrid courses (partially online and partially face-to-face)
T	Two-week Intensive courses in August, January, and May
Y	Year-long courses

The numbers for Bethany reflect the following understanding:

- 100 level Courses that typically serve as prerequisites for advanced courses
- 200 level Courses open to beginning and advanced students that may be taken at any time and do not typically serve as prerequisites for other advanced courses
- 300 level Advanced courses that have one or more prerequisites
- 400 level Additional Clinical Pastoral Education and Ministry Formation elective

Course Offerings



- 500 level MDiv Review and MA thesis, portfolio, and project work, which serve as culminating work in the degree programs

These numbers do not necessarily reflect the difficulty or intensity of the work in the course or the amount of reading required. The different levels indicate whether courses serve as prerequisites, stand-alone courses, or advanced courses in a particular area. Courses at the 300 level assume prior knowledge or skills needed for the content and work at an advanced level or in more depth on topics that may be included in other courses.

The following Bethany core courses or equivalent courses at ESR serve as the prerequisites for advanced courses in their respective areas and are typically taken during the first year of study:

- Reading the New Testament Contextually
- Introduction to the Old Testament
- Introduction to Theological Reflection
- History of Christianity I and II
- Exegeting the Call and Culture of Ministry or the MA Formation Seminar

Entering students have opportunity to test out of some core course requirements by achieving a test score demonstrating a sufficient knowledge of that area.

DISTRIBUTION REQUIREMENTS

Each course offering meets one or more of the curricular distribution requirements. Curriculum distribution information is published in Bethany's registration system, Banner.

BETHANY COURSES

BIBLICAL STUDIES

B 102, B-102-B, AND B 102-O READING THE NEW TESTAMENT CONTEXTUALLY

Ulrich, annual

This survey course is an invitation into deeper, contextual understandings of the twenty-seven diverse writings that make up the second part of the Christian canon. It is designed for both new and experienced readers of the Bible. We will practice thoughtful and imaginative readings of New Testament texts with multiple contexts in view, including the historical situations of the texts' authors and earliest audiences, the student's own present-day context, and a present-day context that involves intercultural conversation. 3 semester hours. MDiv Obj #1, #3.

B 115, B 115-B, AND B 115-O NEW TESTAMENT GREEK I

Ulrich/adjunct, annual

This course begins an introduction to the basic elements of New Testament Greek with an emphasis on vocabulary, the noun system, and indicative verbs. Students begin translating brief passages from the Greek New Testament. 3 semester hours. MDiv Obj #1, #3.

B 116, B 116-B, AND B 116-O NEW TESTAMENT GREEK II

Ulrich/adjunct, annual

As the sequel to New Testament Greek I, this course continues to introduce the basic elements of the language, including vocabulary and the grammar of participles and other nonindicative verb forms. By the end of this course, students are able to translate passages from the Greek New Testament with the aid of the lexicon. Prerequisite: B 115. 3 semester hours. MDiv Obj #1, #3.

B/P 204, B/P 204-B, AND B/P 204-T GOSPEL OF PEACE

Ulrich, biennial

This seminar offers a survey of biblical texts related to peace and violence. We will interpret these texts

collaboratively, paying attention to their historical and literary contexts and to their meanings for readers today. We will also explore the implications of this biblical background for our understandings and practices of peacemaking. 3 semester hours. MDiv Obj #1, #3.

B 210 AND B 210-B POETICS OF JESUS

Ulrich, biennial

New in spring 2020 - description forthcoming

B 215 AND B 215-B INTERCULTURAL HERMENEUTICS

Ulrich, biennial

New in fall 2020 - description forthcoming

B 302, B 302-B, AND B 302-W NEW TESTAMENT EXEGESIS: GOSPEL OF MATTHEW

Ulrich, annual

An introduction to the theory and practice of New Testament exegesis, utilizing the Gospel of Matthew as case material. Careful attention will be given to the various worlds of exegetical inquiry: the world within the text, the world behind and around the text, and the world in front of the text. Prerequisite: B 102. 3 semester hours. MDiv Obj #1, #2.

B 314-W AND B 314-B EXEGESIS OF CHRONICLES AND EZRA-NEHEMIAH

Schweitzer, biennial

The books of 1 and 2 Chronicles, Ezra, and Nehemiah were written during the postexilic period of ancient Israel in the midst of cultural change. Following the traumatic experience of exile, the community in Judah struggled to form a new identity as the people of God. Chronicles attempts to construct a better alternate future by creating a distinct view of the past. Ezra-Nehemiah presents the recent history of this group from the perspective of those elite who returned to bring leadership and a new vision. Often avoided as irrelevant or only being historical in nature, these books contain rich contributions to a wide range of topics, such as theology, worship, spirituality, prayer, joy, identity formation, community life, God's

involvement in history, inclusivity and exclusivity, the reinterpretation of previous biblical traditions, the function of the Law, and the relationship to Empire. Methodological approaches to these texts addressed in this course include: historical criticism; source, form, and redaction criticisms; rhetorical, narrative, and reader-response criticisms; feminist criticism; queer theory; utopian literary theory; postcolonial criticism; canonical criticism; spatial theory; and theological readings. Prerequisite: BS 101. 3 semester hours. MDiv Obj #1, #2.

B/M/T 328 AND B/M/T 328-B PREACHING THE GOSPEL(S)

Ottoni-Wilhelm, biennial

What is the gospel we preach and how does it relate to the biblical witness of Jesus Christ and the Spirit's presence among us? This upper-level course in preaching will develop a practical theology of preaching that arises out of our encounter with the synoptic Gospels and their relationship to the dynamic movement of the gospel in the church and the world today. With attention given to difficult passages of scripture and difficult challenges facing our culture and our congregations, we will explore the good news revealed in Jesus' own preaching and the horizon of hope it offers us today. Students will preach at least two sermons and prepare a paper outlining their own theology of preaching as it is informed by reading, lectures, and class discussions. Prerequisite: M 120 or M 125 or PM 101 and B 102. 3 semester hours. MDiv Obj #1, #2.

B 342 AND B 342-B INTERPRETING ROMANS AS A RESOURCE FOR PEACEMAKING

Ulrich, biennial

New in spring 2021 - description forthcoming

B 390 TOPICS IN BIBLICAL STUDIES

Staff

Various elective courses will be offered in biblical studies, some focusing on particular books of the Hebrew Bible and New Testament and others on

"LIKE GOOD STEWARDS OF THE MANIFOLD GRACE OF GOD,
SERVE ONE ANOTHER." – I Peter 4:10

broader issues of interpreting scripture for faith and ministry. Previous offerings have included courses such as Job and Proverbs, Jeremiah, Revelation, Feminism and Biblical Theology, Pauline Theology, and travel seminars to Israel and Greece. 300-level offerings will have a prerequisite of BS 101 and B 102. 3 semester hours.

HISTORICAL STUDIES

H 101, H 101-W, AND H 101-O HISTORY OF CHRISTIANITY I

Rogers, annual

This course gives an overview of the history of Christianity from the apostolic period to the eve of the Reformation. Topics addressed include theoretical issues in studying the history of Christianity, early Christianity, the Constantinian shift, Augustine's influence, asceticism, the Middle Ages, Medieval lay piety and dissent, monastic orders, the papacy and the beginnings of the Renaissance. 3 semester hours. MDiv Obj #1, #2.

H 102, H 102-W, AND H 102-O HISTORY OF CHRISTIANITY II

Rogers, annual

The course continues the overview of the history of Christianity from the Reformation to the present. Topics of study include the Magisterial Reformation, the Radical Reformation, Roman Catholic reform, Protestant Orthodoxy, Pietism, and the Evangelical Awakening, the impact of Enlightenment rationalism, missionary expansion, Protestant liberalism and fundamentalism, the ecumenical movement, Christianity in developing countries and the Christian decline in the industrialized West. 3 semester hours. MDiv Obj #1, #2.

H 201, H 201-W, AND H 201-O HISTORY OF THE CHURCH OF THE BRETHREN

Kettering-Lane, annual

This course investigates the history of the Brethren from their beginning as a movement amidst German Pietism to their transplantation and spread in America,

major divisions, mission work, and interactions with wider Christianity and surrounding cultures, attending to their development from a rather homogeneous to a somewhat more ethnically diverse group. Along with theological concerns, the course will investigate social historical contexts for the Brethren story. 3 semester hours. MDiv Obj #1, #2.

H/T 205 AND H/T 205-B READINGS COURSE

[Final title TBA]

Kettering-Lane, biennial

New in spring 2020 - description forthcoming

H/T 318-O BRETHREN AND SOCIETY

Kettering-Lane, biennial

This course considers the movement of the Brethren from a sectarian group in colonial America towards a more mainstream model of Christianity in the twenty-first century. Brethren have had a mixed relationship to society and social issues from the very beginning of the tradition as they have sought to be faithful to the New Testament. The struggle between being a set-apart people and accommodating broader cultural and social tendencies will provide a helpful lens for understanding how Brethren have related and continue to relate to a variety of issues, including missionary work, slavery, the temperance movement, women's rights, publication, and secret societies. The course will also consider how Brethren perspectives on some issues have remained constant while others have changed dramatically. Prerequisite: H101 or H102, and T101; recommended H201 or T207. 3 semester hours. MDiv Obj #1, #2.

H 370-O CHRISTIANITY AND CRISIS, 1590-1720

Rogers, biennial

This course explores the struggle of Protestantism to survive amidst repeated upheavals in Early Modern Europe—the historical context for the birth of Quakerism in the mid 1600s and of the Brethren movement in the early 1700s. Topics include the religious, social, and political situations in Great Britain, Germany, and the Netherlands; the Reformation legacy; Puritanism; the Civil War era in England; the founding of Pennsylvania; and the rise of German

Pietism and Radical Pietism in conflict with Protestant Orthodoxy. Particular theological questions include the role of eschatology, the influence of mysticism, the place of Anabaptism, the ideas of the Philadelphian Society, the teachings of key leaders such as George Fox and Alexander Mack, and the distinctive beliefs and practices of the early Brethren. Prerequisite: H 101 or 102 or T/TS101, or permission of instructor. 3 semester hours. MDiv Obj #1, #2.

H 390 TOPICS IN HISTORICAL STUDIES Staff

Specialized advanced courses developed on the basis of faculty and student interest. Offerings could focus on methods of researching the history of Christianity or on a particular topic. Prerequisite: H 101 or 102. 3 semester hours.

INTERDISCIPLINARY STUDIES (MA Thesis and Portfolio Courses)

I 101, I 101-B, AND I 101-H MA FORMATION SEMINAR

Inglis, annual (fall)

This fall semester seminar meets once a week to provide a context in which to discern the kind of theological scholarship and public leadership each MA student would like to pursue and use as an anchor for their studies at Bethany. Participants in this course become familiar with the various academic disciplines of theological education with particular attention given to developing a sense of vocation along with critical thinking, research, and writing skills. The weekly seminars also provide the setting for students to examine the social and spiritual shape of their scholarly identity with an emphasis on learning to tell their unfolding intellectual autobiography. By the end of the semester, participants will have chosen between an MA portfolio or MA thesis and selected an area of concentration. 3 semester hours of credit.

I 203 INTERCULTURAL EDUCATION AND TRAVEL Staff, annual

Each year one or more courses including travel will

be sponsored, enabling participants to experience the life and culture of another people. Previous travel seminars have included Germany, Iona (Scotland), Puerto Rico, Nigeria, Kenya, Brazil, Latin America, France, Ireland, Italy, and the Middle East. 3 semester hours. MDiv Obj #3.

I 205-T AMERC CROSS-CULTURAL SEMINAR

Holland, annual

Funded by Appalachian Ministries Educational Resource Center (AMERC) in Berea, Kentucky, and conducted by member schools of the consortium. Courses focus on the religious history and social issues of Appalachia, with attention given to models and strategies for small church ministry in the rural setting. 3 semester hours. MDiv Obj #3.

I 390 TOPICS IN INTERDISCIPLINARY STUDIES

Staff, triennial

Various courses may either be offered as a regular part of the curriculum or developed as a group reading course which fulfill one of the three interdisciplinary curriculum requirements. Previous offerings have included The Foreign Language of Caring, Readings in Women's Faith and Theology, and Ethics for Ministry and Congregational Life. 300-level courses will have an appropriate 100-level prerequisite. 3 semester hours.

I 500 MA THESIS COMPLETION

Kettering-Lane, annual

This course, taken in the semester when a student will complete their degree, gives students on the MA Thesis path academic credit for the final stage of the MA thesis process which includes committee-supervised revisions, an oral defense of the thesis, and a public presentation of the student's thesis research to the Joint Seminaries. Credit is granted when these tasks are completed to the satisfaction of their Thesis Committee and the required paper and electronic copies are submitted to Seminary Academic Services in proper academic style, according to the scheduled deadlines. Prerequisite: I 101. 3 semester hours.

Course Offerings



I 501 MA PORTFOLIO COMPLETION

Kettering-Lane, annual

This course, taken in the semester when a student will complete their degree, gives students on the MA Portfolio path academic credit as they each prepare a portfolio comprised of three papers from courses taken within their Area of Concentration. This process includes submitting the portfolio to the student's Portfolio Committee and a public presentation of the central ideas/themes from their portfolio to the Joint Seminaries. Credit is granted when these tasks are completed to the satisfaction of the Portfolio Committee, according to the scheduled deadlines. Prerequisite: I 101. 3 semester hours.

I 510 MA THESIS COMPLETION (AUDIT)

Kettering-Lane, annual

This course allows MA students additional time for the completion of the thesis. An adjusted audit fee is charged per session. No credit hours are earned.

I 515 MATW PROJECT COMPLETION

Holland, annual

This course, taken in the semester when a student will complete their degree, gives students in the MATW program academic credit as they each prepare a final project and a public presentation. Credit is granted when these two components are completed. Prerequisite: T/WR215 MATW Integration course. 3 semester hours.

MINISTRY FORMATION

F 110-Y, F110-B, AND F110-H EXEGEITING THE CALL AND CULTURE OF MINISTRY (ECC)

Poole, annual

ECC provides a formational context in which to process seminary life and discern readiness to participate in Ministry Formation (F 301). Participants in this course explore the various aspects of Christian ministry with particular attention to pastoral/congregational ministries. Students examine social and spiritual shaping of ministerial identity through specific readings,

small group work, theological reflection, and ministry interviews. 3 semester hours of credit granted at the successful completion of the entirety of F 110. MDiv Obj #4.

F 200 MINISTRY FORMATION ELECTIVE

Poole, annual

Ministers-in-training gain experience in doing full-time or part-time extended ministry in congregations, camps, hospitals, social ministry settings, and district or conference programs. Students are given opportunities to engage in specific forms of ministry and to reflect on their practice of ministry through supervision. Placements will extend 10 or more weeks and will typically be full-time (400 or more hours). 3 semester hours. MDiv Obj #3.

F 201 CPE MINISTRY FORMATION ELECTIVE

Poole, annual

Clinical Pastoral Education students learn pastoral practice in a clinical setting with a trained supervisor. Pastoral relationships are examined through an integration of personal history, behavioral theory and method, and spiritual development. Ministers-in-training provide pastoral care to people in crisis for a specific time period, usually 10 or 11 weeks full-time in the summer or one day a week during most of the academic year. 3 semester hours. MDiv Obj #3.

F 301, F 301-B, F 301-H, AND F 301-W MINISTRY FORMATION

Poole, annual

Participants engage in critical and constructive reflection concurrent with their field education ministry placement in this year-long course (400 hours in the placement over the course of two semesters.) Students consider a variety of ministry topics, working with case studies and the ministry resources of their faith journeys. Group interaction and leadership are important components of the learning process. For more information see Ministry Formation & field education on page 24. Prerequisites: 27 credit hours completed including: F 110, T/TS 101, one course in biblical studies, one course in ministry studies, and

faculty certification of readiness. 6 semester hours of credit granted at the successful completion of the entirety of F 301. MDiv Obj #3.

F 400 CLINICAL PASTORAL EDUCATION

Poole, annual

Students may choose to enroll in an accredited CPE program for credit as an additional elective. Contact the faculty for Ministry Formation for details. 3 semester hours. MDiv Obj #3.

F 502, F 502-B, AND F 502-H MDiv REVIEW

Ottoni-Wilhelm/Haitch/Poole, annual (spring)

As the capstone course of the MDiv program, F 502 challenges students to interpret, integrate, and communicate what they have learned in previous course work and ministerial experiences. Students will also anticipate future ministry settings as they apply their learning to theological topics of ongoing interest and concern. Students will compile a portfolio of previous work, complete an oral interview with faculty, and write a final project. 3 semester hours. MDiv Obj #4.

MINISTRY STUDIES

Education

M 230, M 230-B, AND M 230-W EDUCATING IN THE SPIRIT

Haitch, biennial

This course looks at education in light of the Person of the Holy Spirit, the human spirit of the person, and the relationship between the two, by drawing on insights from both theology and the human sciences. With a steady focus on how and why people are creative, participants in the course will study the dynamics of socialization and transformation, with a view toward understanding what it means to teach and learn “in the Spirit.” 3 semester hours. MDiv Obj #1, #4.

M 263 AND M 263-B WHERE MINISTRY MEETS TECHNOLOGY

Poole, biennial

Students will explore the places where ministry can be enhanced and made more productive through the use of various technological tools at our disposal. Technology, as with all tools for ministry, must equip us to be more fully aware of how God is present within and shaping our ministries. Technology as a tool for ministry must also serve a twenty-first-century generation that is seeking to find the ways God is present in the context in which they live. 3 semester hours. MDiv Obj #3, #4.

M 238 AND M 238-T PRACTICAL THEOLOGY OF BAPTISM

Haitch, biennial

What does baptism mean in the church, and what are its implications for education and everyday life? We will examine contrasting theological positions, seeking to understand what is at stake in the great baptismal debates over questions such as infants vs. believers and water vs. Spirit. Eastern Orthodox, Roman Catholic, Anabaptist, Reformed, Pentecostal and other perspectives are welcomed and will be discussed. 3 semester hours. MDiv Obj #1, #4.

Evangelism and Missional Church

M 214-T TAKING CHURCH BEYOND THE WALLS: INNOVATIVE MINISTRY IN THE SOIL, ON THE STREETS, AND AROUND THE TABLE

Adjunct, biennial

In the last few decades, the food justice movement, the urban farming movement, and the ecological healing movement have emerged as justice-oriented causes, attracting a diverse coalition of supporters. Within these movements, the church has found new spaces for vitality, reinventing itself beyond places of stained glass windows and pews.

In this course we will study contemporary faith communities focused on food, farming, and ecology. From worshiping in an empty lot turned urban farm, to taking church to the woods, to eating a meal

Course Offerings



together in community with people who are hungry, faith leaders are creatively re-imagining what it means to be church. Together we will explore various faith communities and ministries, look at liturgical practices, learn practical wisdom, and discover practices that will give you the tools to create your own vision for a church beyond the walls. 3 semester hours. MDiv Obj #3, #4.

M 245-T FOUNDATIONS FOR CHURCH GROWTH Adjunct, biennial

The course will develop a missional understanding of church attentive to Brethren perspectives and practices and drawing on current evangelism and church planting strategies. The course will consider biblical foundations, spiritual formation, leadership roles, cultural dynamics, congregational vocation, and key evangelistic skills. 3 semester hours. MDiv Obj #3, #4.

M 355-T A PLACE OF REFUGE IN AN URBAN CONTEXT Poole, biennial

This course represents an educational partnership with Pastor Bruce Deel and City of Refuge Ministries©. However, other faith-based ministries of the city will also be explored, which will expose students to a variety of styles, strategies, and ministry niches employed to address the issues and complexities facing large urban contexts. This will be an immersive urban experience with a focus on the ministries of care in Atlanta, Georgia, dedicated to the way Jesus calls for in the words of Matthew 25. Students will also be introduced to the networking apparatus and process that are necessary for partnerships that provide assistance for marginalized communities in the city. This will involve an exploration of the collective impact that results when leaders from the three main sectors—nonprofit, public, and government—advocate for the voiceless through collaborative efforts. Prerequisite: T/TS101 or permission of instructor. 3 semester hours. MDiv Obj #2, #3.

Intergenerational Ministry

M 241, M 241-B, AND M 241-O MINISTRY ACROSS GENERATIONS

Haitch, annual

Grounded in the discipline of practical theology, this course examines Christian ministry from the standpoint of intergenerational concerns, including three large questions: 1) What does it mean to do ministry in a world where half the population is under 25 and where many churches have mostly older members? 2) How do the events of ministry, from womb to tomb, become opportunities for engaging people across generations? 3) How can awareness of our own age and stage in the human lifespan help us to do ministry that reaches across generations? The course draws on insights from both theology and the human sciences. 3 semester hours. MDiv Obj #2, #4.

Leadership

M 260-W CONTEXTUAL LEADERSHIP

Carter, biennial

This course focuses on the role of leadership from the perspectives of the individual, the group, and the institution. A primary emphasis is on understanding multiple contexts in which leadership functions, contrasting styles of leadership, and how leadership theory and philosophy influence choice of leadership behavior or style. Additional emphases include group development, organizational culture, decision making, organizing for mission, management of change, systems thinking, and contingency approaches. 3 semester hours. MDiv Obj #2, #4.

Music and Worship

M 211 AND M 211-T RITUAL AND REFLECTION IN THE LIFE OF FAITH

Ottoni-Wilhelm, biennial

Students will study the biblical, theological, and anthropological bases for various rituals and ordinances of the church. Focusing on such practices as child and parent dedication, baptism, Love Feast,

communion, anointing, the laying on of hands, weddings, funerals/memorials, and ordination, students will reflect on the meaning of various rituals as they design creative ritual services. 3 semester hours. MDiv Obj #3, #4.

M 213 AND M 213-W MUSIC IN THE CHURCH
Adjunct, biennial

This course is designed to explore the importance of music in worship, both as an aid to worship and as an act of worship itself. Designed for both musicians and nonmusicians, we will look at the roles of pastor and the church musicians in planning and leading worship services, with special emphasis on the music. Topics covered will include an Anabaptist understanding of music in worship, choosing music for worship services, contemporary worship music, hymns, the teamwork of minister and musician, technology, etc. 3 semester hours. MDiv Obj #2, #4.

M 220, M 220-B, AND M 220-O PATTERNS OF WORSHIP: THEOLOGY, SPIRIT, AND IMAGINATION
Ottoni-Wilhelm, annual

This semester-long course will introduce students to the theological, historical, creative, and performative dimensions of diverse patterns of corporate worship in North America (i.e., blended, emergent, Anabaptist, other). Through the creative interplay of theology and imagination, students will design services for a variety of settings, including worship services in Bethany's Nicarry Chapel. 3 semester hours. MDiv Obj #2, #3.

Preaching

M 120, M 120-B, M 120-H, AND M 120-O PREACHING, THEOPOETICS, AND SOCIETY
Ottoni-Wilhelm, annual

This course introduces students to the art and practice of preaching and public discourse at the intersection of theology, poetics, Bible, sociocultural interests, and spiritual wisdom. Amid current social needs and crises, students in this course will examine the theopoetics of preaching as worshipful performance and public

witness. They will learn methods of exploring biblical narratives and poetry, examine theological themes, and address significant matters of faith and society with a view toward a theopoetic expression of these in diverse ministry contexts. 3 semester hours. MDiv Obj #2, #3.

M 326 AND M 326-B PREACHING, POETRY, AND PROPHETIC IMAGINATION
Ottoni-Wilhelm, biennial

This upper-level preaching course integrates biblical texts, prophetic passion for divine justice, and a poetics of preaching that invites communities into thoughtful, faithful engagement with the critical concerns and interests of their communities (e.g., climate change, sexual discrimination, poverty, racism, gun violence, Spiritual But Not Religious, etc.). For both religious and non-religious settings, students will learn to give vision and voice to the suffering and hopes of this blessed and broken world – and to do so in ways that invite the spiritual, practical, and imaginative pursuit of God's reign among us. Prerequisite: M 120 or M 125. 3 semester hours. MDiv Obj #2, #3.

M/B/T 328 AND M/B/T 328-B PREACHING THE GOSPEL(S)

Ottoni-Wilhelm, biennial

What is the gospel we preach and how does it relate to the biblical witness of Jesus Christ and the Spirit's presence among us? This upper-level course will develop a practical theology of preaching that arises out of our encounter with the synoptic Gospels and their relationship to the dynamic movement of the gospel in the church and the world today. With attention given to difficult passages of scripture and difficult challenges facing our culture and our congregations, we will explore the good news revealed in Jesus's own preaching and the horizon of hope it offers us. Students will preach at least two sermons and prepare a paper outlining their own theology of preaching as it is informed by reading, lectures, and class discussions. Prerequisite: M 120 or M 125 or PM 101 and B 102. 3 semester hours. MDiv Obj #1, #2.

"LET MY TEACHING DROP LIKE THE RAIN . . . LIKE GENTLE RAIN ON GRASS, LIKE SHOWERS ON NEW GROWTH." – Deuteronomy 32:2

Youth and Young Adult Ministry

M/T 219 AND M/T 219-B SCIENCE, THEOLOGY, AND MINISTRY

Haitch, biennial

This course deals with how Christians can see God in a scientific world. Science and theology both give us a sense of reality, but at times they can feel like two different universes. The goal is to bring the two together. Organized around big themes of life, death, and resurrection, this course focuses on topics such as life (and fullness of life), in evolutionary biology and in Christian scripture; overcoming death, in Christian baptism and via artificial intelligence; and resurrection hope, in Christian theology and via neuroscience study of enduring consciousness. In regard to ministry, the course will help students become more knowledgeable, confident, and practiced in addressing issues of science and faith with all people, but especially youth and young adults. 3 semester hours. MDiv Obj #2, #3.

M 231 AND M 231-W UNDERSTANDING YOUTH MINISTRY

Haitch, biennial

This basic course looks at the period of youth and the person of the youth minister, as well as the ministry to which youth themselves are called within church and society. Attention will be given to the theological themes implicit in today's social, psychological, and cultural trends. How can youth ministry transform, rather than simply reproduce, these dynamics? 3 semester hours. MDiv Obj #3, #4.

M 233 YOUNG ADULTHOOD IN DEVELOPMENTAL AND THEOLOGICAL PERSPECTIVES

Haitch, biennial

This course probes issues of young adulthood, especially vocation and intimacy. Concepts of human science will be put into conversation with biblical and theological ones, with a view toward understanding "spiritual maturity" and improving ministerial judgment. Case histories may be drawn from

literature as well as experience. 3 semester hours. MDiv Obj #3, #4.

M/T 317 AND M/T 317-W YOUTH AND MISSION

Haitch, biennial

This course examines global trends in Christianity and what they mean for rising generations, when youth are seen either as missionaries or mission field or when the church as a whole is said to be "missional." Students discuss theological and cultural trends that raise issues of ministry with youth people and issues of doctrine for the church. Themes for research, discussion, and writing include 1) pneumatology and the rise of Pentecostalism, 2) ecclesiology and the growth of independent churches, 3) soteriology and the relationship between personal and communal aspects of salvation, and 4) revelation and the relationship between scripture and human experience. Discussion of these themes takes place in regard to the world young people inhabit, a world in which cultures are being reshaped by global patterns of consumption and communication and a world that confronts young people with an array of areas (e.g., biomedical, psychosexual, socioeconomic) in which they may be searching for reliable guides or guideposts. Prerequisite: T/TS 101. 3 semester hours. MDiv Obj #1, #3.

Topics in Ministry

M/T 300 TOPICS IN PRACTICAL THEOLOGY

Haitch/Staff

Students do interdisciplinary work by integrating learning from theology and the human sciences. From year to year, topics could include: forgiveness and reconciliation; the roots of violence; understandings of marriage and family; prayer and healing; and the relationship between gospel and culture. Attention will be given to the way that these topics relate to the practice of ministry, especially education and/or work with youth and young adults. The topic for the current year will be an interdisciplinary study of childhood. Readings will be drawn from the fields of

biblical studies, history, psychology, and theological anthropology. Prerequisite: T/TS 101. 3 semester hours. MDiv Obj #2, #3.

M 390 TOPICS IN MINISTRY

Staff

Specialized advanced courses developed on the basis of faculty and student interest. Prerequisite: permission of the instructor. 3 semester hours.

PEACE STUDIES

P 126 AND P 126-T VARIETIES OF CHRISTIAN PEACE WITNESS

Holland, biennial

This course introduces students to varieties of theologies and ways of practicing peace in the Christian tradition, with a concentration on the historic peace churches: Brethren, Mennonites, and Friends. The course employs a variety of disciplinary approaches. In addition, the course will take up at least one Christian peace theology not from an historical peace church and will discuss elements of Christian arguments to justify war. 3 semester hours. MDiv Obj #1, #2.

P 201-O CONFLICT TRANSFORMATION

Adjunct, annual

This course provides the student with an introduction to the study of conflict and its resolution. We will explore the basic theoretical concepts of the field and apply this knowledge as we learn and practice skills for analyzing and resolving conflicts. The course seeks to answer the following questions at both the theoretical level and the level of personal action: What are the causes and consequences of social conflict? How do we come to know and understand conflict? How do our assumptions about conflict affect our strategies for management or resolution? What methods are available for waging and resolving conflicts productively rather than destructively? 3 semester hours. MDiv Obj #2, #4.

P/B 204, P/B 204-B, AND P/B 204-T GOSPEL OF PEACE

Ulrich, biennial

This seminar offers a survey of biblical texts related to peace and violence. We will interpret these texts collaboratively, paying attention to their historical and literary contexts and to their meanings for readers today. We will also explore the implications of this biblical background for our understandings and practices of peacemaking. 3 semester hours. MDiv Obj #1, #3.

P 210, P 210-B, AND P 210-W JUST PEACE: AN ECUMENICAL CALL

Holland, biennial

From 2001 through 2011, the World Council of Churches and the Historic Peace Churches embarked upon a ten-year program called the Decade to Overcome Violence (DOV). Bethany Theological Seminary was very involved in this program in the classroom, in publishing projects, and in international consultations and conferences that took faculty to Europe, Africa, Asia, and the Americas. The culmination of DOV is seen in a document entitled An Ecumenical Call to Just Peace and in a companion study book. This course will make this material the centerpiece of study. It will also bring the Ecumenical Call into interdisciplinary engagements with the best current and classical theoretical and theological treatments of the concepts of justice and peace. 3 semester hours. MDiv Obj #2, #3.

P 228 AND P228-T RELIGION AS A SOURCE OF TERROR AND TRANSFORMATION

Holland, biennial

Since September 11, 2001, there has been a renewed awareness of how religion and religious discourse can become a source of both terror and transformation. This relationship between terror and transformation is especially challenging and complicated when religion "goes public." How do particular and prophetic religions enter pluralistic, public squares and contribute to social and political understanding and policy? Can there be credible expressions of public theology in our late modern, postmodern age? This

Course Offerings



course will explore the problems and possibilities of religious language and practice with the hope of what the prophet Jeremiah called “the peace of the city” in view. 3 semester hours. MDiv Obj #2, #3.

P 235-W RESTORATIVE JUSTICE

Adjunct, biennial

Restorative justice, a comparative response to retributive justice, is a means of conflict facilitation and engagement used when harm has been done. It focuses on the needs of the victims and the offenders as well as the involved community of both parties. This course will provide the framework and theory of restorative justice and praxis of its components and process in order to explore a conflict engagement model for encountering damage; repairing harm; and working at the transformation of people, relationships, and communities. The course will also explore the role of forgiveness in this model as well as comparisons of other methods of conflict engagement, including negotiation, mediation, and circle processes. 3 semester hours. MDiv Obj #2, #4.

P 249 AND P 249-W THE PEACE OF THE CITY AND THE QUEST FOR A PUBLIC THEOLOGY

Holland, biennial

This course will work with the thesis that the biblical story of redemption begins in a garden (Eden) but ends in a city (the New Jerusalem). Religion may indeed begin in solitude, but as social creatures, our lives are public. Biblical religion reminds us that our faith is embodied in evangelical, ethical and aesthetic engagements with culture, thus inviting public theological reflection. Combining the disciplines of peace studies and theology, the course will explore how a variety of public proposals for theology might contribute to or inhibit what prophetic religion has called the shalom or welfare of the city. 3 semester hours. MDiv Obj #2, #3.

P/T 268 AND P/T 268-W 1968: A CASE STUDY IN PUBLIC THEOLOGY

Holland, biennial

In 1968, as many barricades went up around the world, more religious, cultural, and political borders and boundaries were freely transgressed. This course will use the music, movies, art, literature, and political discourses of 1968 as a window into the cultural transformations of the religious thought and practice of the era. Particular attention will be given to the complicated challenges of public God-talk in a multicultural world of plurality, ambiguity, and fiercely contested truth claims. 3 semester hours. MDiv Obj #2, #3.

P 273-W MEDIATION AS SOCIAL AND SPIRITUAL PRACTICE

Adjunct, biennial

This course is designed to provide mediation instruction and practice—grounded in spiritual, social and ethical dimensions—for seminary students interested in applying mediation skills to interpersonal, community, and vocational conflicts. We begin the course with two assumptions: 1) Those engaging in conflict, whether disputants or facilitators, arrive at the mediation setting influenced by particular sociocultural relationships and conditions, and 2) mediation requires practices that are closely connected to spiritual disciplines of deep listening, self-understanding, critical reflection, compassion, and openness to others. The course will engage the theory and praxis of scholars from Christian and other religious perspectives, including Anabaptist-Pietist traditions, as well as feminist theologians and ethicists among others. 3 semester hours. MDiv Obj #2, #4.

P/T 313 AND P/T 313-B HOW DO STORIES SAVE US? NARRATIVE THEOLOGY MEETS LITERARY CRITICISM

Holland, biennial
Recent decades have witnessed and welcomed a narrative turn in theology, hermeneutics, homiletics, biblical studies, and peace studies. This course will bring a variety of narrative theologies into constructive conversation with literary critical models of narrative theory as we study the form and function of story-shaped approaches to naming ourselves and rendering

LET THE WORD OF CHRIST DWELL IN YOU RICHLY; TEACH AND
ADMONISH ONE ANOTHER IN ALL WISDOM. . .” – Colossians 3:16

Course Offerings



God's name in history. Special attention will be given to how story might serve in seeking cultures of peace as we apply our narrative studies to autobiography (William Stafford's *Down in My Heart*) and fiction (Pat Barker's *Regeneration*). Students may earn theology credit by devoting their final project to a topic in narrative theology and hermeneutics, or they may earn peace studies credit by researching and writing on the theme of story and peacebuilding. Prerequisite: P 126 or T/TS 101. 3 semester hours. MDiv Obj #2, #3.

P/T 380, P/T 380-B, AND P/T 380-W BONHOEFFER, WAR, AND PEACE
Holland, biennial

This course blends the disciplines of peace studies, theology, and ethics to bring the life and thought of martyred pastor and theologian Dietrich Bonhoeffer into conversation with the genuine dilemmas of Christian conscience around the problems of war and peace in a time of totalitarian politics and the horrors of the Holocaust. Particular attention will be given to Bonhoeffer's New York experience and how it helped form and inform his final resistance to European fascism. Prerequisite: P 126 or T/TS 101. 3 semester hours. MDiv Obj #1, #3.

P 390 TOPICS IN PEACE STUDIES
Staff, triennial

Various courses may either be offered as a regular part of the curriculum or developed as a group reading course which fulfills the peace studies curriculum requirements. Recent offerings are *The Historic Peace Churches* and *the Decade to Overcome Violence from Africa to Asia*, and *Emotional Intelligence and Conflict Transformation*. The 390 level will carry a prerequisite of P 126 or P 126-W. 3 semester hours.

THEOLOGICAL STUDIES

T 101, T 101-B, AND T 101-O INTRODUCTION TO THEOLOGICAL REFLECTION
Inglis, annual

This course introduces theology as a practice of

creative and critical reflection on humanity, the world, God, and Jesus from a faith perspective. In this class we will put perennial theological themes in dialogue with insights from the natural sciences and current social justice issues that challenge Christian communities today. By connecting the theological tradition with science and social justice, students will consider how to reflect on and express faith in an informed dialogue with other fields of study that are essential to a holistic understanding of our world today. 3 semester hours. MDiv Obj #1, #3.

T/H 205 AND T/H 205-B READINGS COURSE
[Final title TBA]

Kettering-Lane, biennial

New in spring 2020 - description forthcoming

T 206 AND T 206-T SEX, GENDER, AND THEOLOGY
Inglis, biennial

This course will critically consider views about sex, gender, and sexuality in traditional and contemporary theological discourse. Using an interdisciplinary approach, it will focus on key issues in the areas of biblical interpretation, early Christian history, and the interpretation of Christian symbols, doctrines, and ethics in conversation with recent developments in the understanding of human sexuality. Students will have the opportunity to consider these questions from multiple perspectives, including those of feminist, womanist, and queer theologies. 3 semester hours. MDiv Obj #1, #3.

T 207, T 207-B, AND T 207-W BRETHREN BELIEFS AND PRACTICES

Kettering-Lane, annual

This course examines major beliefs and doctrinal interpretations along with practices that shape the Church of the Brethren. The course will study Brethren beliefs and practices across the span of time, with reflection on historical theology and in ecumenical conversation with other interpretations of Christianity significant to the study. The course will engage students in discussing the present life and faith of the Church of the Brethren. 3 semester hours. MDiv Obj #1, #2.

TWR 215 AND TWR 215-B INTEGRATION COURSE FOR MATW

[Final title TBA]

Holland and Brazil, biennial

New in fall 2020 - description forthcoming

T/M 219 AND T/M 219-B SCIENCE, THEOLOGY, AND MINISTRY

Hatch, biennial

This course deals with how Christians can see God in a scientific world. Science and theology both give us a sense of reality, but at times they can feel like two different universes. The goal is to bring the two together. Organized around big themes of life, death, and resurrection, this course focuses on topics such as life (and fullness of life), in evolutionary biology and in Christian scripture; overcoming death, in Christian baptism and via artificial intelligence; and resurrection hope, in Christian theology and via neuroscience study of enduring consciousness. In regard to ministry, the course will help students become more knowledgeable, confident, and practiced in addressing issues of science and faith with all people, but especially youth and young adults. 3 semester hours. MDiv Obj #2, #3.

T 221 AND T 221-B CURRENT CONVERSATIONS AT THE INTERSECTION BETWEEN SCIENCE AND RELIGION

Adjunct, biennial

This course will examine the relationship of science and religion in the current Western culture and throughout history. Although many view these disciplines as being in constant conflict or in completely separate realms, this course will examine how a more productive interaction between science and religion can positively impact both areas of thought and study. The course will include a brief survey of the history of science and religion, examining key events and developments that have impacted the current relationship between these two disciplines. The course will include a substantial discussion of the current public debate over creation and evolution, and various Christian positions will be examined. Christian responses to other modern scientific topics will be examined as well. Topics may

include climate change, advances in human genetics, and quantum physics. Throughout the course, students will encounter stories of scientists who maintain a strong Christian faith. Attention will also be given to how the perception of science within the church affects the viability of the Christian witness and the participation of youth and young adults in the church. 3 semester hours. MDiv Obj #2, #3.

T 227, T 227-B, AND T227-O ECOLOGICAL THEOLOGY AND CHRISTIAN RESPONSIBILITY

Inglis, biennial

In light of the complexity and fragility of life on earth and the increasing control that humanity has over our planet's future, many contemporary theologians have begun to think about the theology of creation in new ways. This course will consider a spectrum of recent ecological theologies, putting perspectives from the Bible and Christian tradition in conversation with recent scientific and ecological thought. With a special emphasis on Brethren and other Anabaptist and Pietist sources, it will focus on interconnections between environmental responsibility and other forms of social justice. 3 semester hours. MDiv Obj #2, #3.

T 228 AND T 228-B ENVIRONMENTAL ETHICS IN THEOLOGICAL PERSPECTIVE

Inglis, biennial

Environmental questions surrounding population growth; conflict and war; economic patterns of consumption and production; food and water scarcity; environmental racism; and the treatment of animals, plants, and land all pose challenges to traditional Christian ethics. They also challenge Christians to consider what resources in their own tradition might inspire creative ethical responses to these concerns. This course will examine these issues by reflecting on the theoretical, theological, and practical dimensions of environmental ethics through a case study approach. Students will have the opportunity to develop an environmental ethic consistent with their own theology or values and to reflect on the relationship between environmental ethics and church ministry or social leadership. 3 semester hours. MDiv Obj #2, #3

Course Offerings



T 230 AND T 230-B SURVEY OF CHRISTIAN POETRY
Haitch, biennial
New in fall 2020 - description forthcoming

T/WR 245-O DIGITAL GENRES
[Final title TBA]
Adjunct, biennial
New in spring 2020 - description forthcoming

T 247-B, T 247-W, AND T 247-O SCIENCE FICTION
AND THEOLOGY
Schweitzer, biennial
Science fiction engages theological themes. Whether literature, movies, or television, the genre of science fiction achieves an ability to ask questions and to imagine alternative ways of viewing reality. This estrangement allows us to probe theological and philosophical issues in new ways. This course explores many biblical and theological concerns as they are manifested in science fiction. Topics that will be discussed include the nature of humanity; construction and experience of the Divine; relationships between nature and humanity, nature and the Divine, and humanity and the Divine; the role of culture; gender; religion; rituals; perceptions of reality; the problem of evil; violence; use and abuse of technology; the function of mythology; the concept of shalom and the creation of alternative futures; and the quest for meaning. Readings from scholarly treatments of the genre will accompany selections from literature as well as movies (the *Matrix* trilogy, the *Star Wars* saga, and the various *Star Trek* films) and television (*Battlestar Galactica*, *Doctor Who*, *Firefly*, and *Serenity* and the various *Star Trek* series). 3 semester hours. MDiv Obj #2, #3.

T/P 268 AND T/P 268-W 1968: A CASE STUDY IN
PUBLIC THEOLOGY
Holland, biennial
In 1968 as many barricades went up around the world, more religious, cultural and political borders and boundaries were freely transgressed. This course will use the music, movies, art, literature, and political

discourses of 1968 as a window into the cultural transformations of the religious thought and practice of the era. Particular attention will be given to the complicated challenges of public God-talk in a multicultural world of plurality, ambiguity, and fiercely contested truth claims. 3 semester hours. MDiv Obj #2, #3.

T/WR 280 AND T/WR 280-B DRAWING FROM THE
WELL: A POETRY WORKSHOP
Adjunct, biennial
This course will introduce you to the art of poetry writing through the drafting and revising of eight to ten poems. We will discuss the elements of poetry, examine poems by modern and contemporary poets, explore sources of inspiration through prompts, engage in collaborative and individual writing exercises, and critique class members' poems. We will also devote time to considering the spiritual aspects of the writing process, the contributions poetry can make to worship services and other communal events, and how biblical stories can serve as an impetus for poems. Utilizing a workshop format, this course will provide a supportive community of writers—a group offering constructive criticism and encouragement. 3 semester hours. MDiv Obj #2, #3.

T 286 AND T 286-B INTERFAITH PERSPECTIVES ON
POVERTY, WEALTH, AND GLOBALIZATION
Inglis, biennial
New in fall 2021 - description forthcoming

T/M 300 TOPICS IN PRACTICAL THEOLOGY
Haitch/Staff
Students do interdisciplinary work by integrating learning from theology and the human sciences. From year to year, topics could include: forgiveness and reconciliation; the roots of violence; understandings of marriage and family; prayer and healing; and the relationship between gospel and culture. Attention will be given to the way that these topics relate to the practice of ministry, especially education and/or work with youth and young adults. The topic for

the current year will be an interdisciplinary study of childhood. Readings will be drawn from the fields of biblical studies, history, psychology and theological anthropology. Prerequisite: T/TS 101. 3 semester hours. MDiv Obj #2, #3.

T 304 AND T 304-O THEOLOGICAL UNDERSTANDINGS OF JESUS

Inglis, biennial

This course will study the paradigms of Christology in biblical and theological literature, film, and visual images. It will survey various historical and contemporary portrayals of Jesus as the Christ, giving attention to the way these Christologies are biblically grounded and theologically conversant with the culture. Attention will also be given to classical Christological debates within each of the portrayals. Prerequisite: T/TS 101 or B 102. 3 semester hours. MDiv Obj #1, #2.

T 305, T 305-B, AND T 305-O THEOLOGICAL ANTHROPOLOGY

Inglis, biennial

Theological anthropology is the study of human nature in relation to God. It intersects with questions of grace, sin, salvation, and the person of Jesus Christ. By putting traditional Christian views of humanity in dialogue with insights from the natural and social sciences, we will focus on current questions about gender, race/ethnicity, sexuality, disability, culture, the distinction between human beings and other animals, humanity's relationship to the natural world, and what it means to be human. Prerequisite: T/TS 101. 3 semester hours. MDiv Obj #1, #3.

T 310 AND T 310-B MODERNITY, POSTMODERNITY, AND BELIEF

Holland, biennial

This course will trace the intellectual and religious passage to modernity through representative writings, including Schleiermacher's lectures to the modern cultured despisers of religion. Most attention, however, will be given to the "postmodern turn" in art, literary theory, philosophy and theology. For some, this turn, which is marked by the collapse of the

master narratives of the modern project and the death of a metaphysical God, is seen as a threat to the future of belief. Yet a growing number of postmodern thinkers explored in this course announce the return of the poet, the mystic, and the prophet, and with them, the return of a God beyond the God we have named. Prerequisite: T/TS 101. 3 semester hours. MDiv Obj #2, #3.

T 311 AND T 311-T THE THEOLOGICAL IMAGINATION

Inglis, biennial

The work of theology has always been an imaginative and constructive process, and increasingly, theologians are embracing the imagination as an important source for theological reflection. This course will consider the role that imagination plays in theological construction and its possibilities and limits as a theological category. After reflecting on what the human imagination is, the first part of the course will focus on a close reading of the theology of Gordon Kaufman, whose influential work on theology as imaginative construction remains pivotal for many constructive theologies today. The second part of the course will focus on ways that imagination has informed other approaches to theology, such as feminist, womanist, black, postcolonial, and other theological perspectives. Prerequisite: T/TS 101. 3 semester hours. MDiv Obj #1, #2.

T/P 313 AND T/P 313-B HOW DO STORIES SAVE US? NARRATIVE THEOLOGY MEETS LITERARY CRITICISM

Holland, biennial

Recent decades have witnessed and welcomed a narrative turn in theology, hermeneutics, homiletics, biblical studies, and peace studies. This course will bring a variety of narrative theologies into constructive conversation with literary critical models of narrative theory as we study the form and function of story-shaped approaches to naming ourselves and rendering God's name in history. Special attention will be given to how story might serve the task of seeking cultures of peace as we apply our narrative studies to autobiography (William Stafford's *Down in My Heart*) and fiction (Pat Barker's *Regeneration*). Students may

Course Offerings



earn theology credit by devoting their final project to a topic in narrative theology and hermeneutics or they may earn peace studies credit by researching and writing on the theme of story and peacebuilding. Prerequisite: P 126 or T/TS 101. 3 semester hours. MDiv Obj #2, #3.

T 315 T 315-B, AND T 315-W THEOPOETICS

Holland, annual

In recent years several theologians and scholars of religion have contended that “theology, after all, is a kind of writing.” Moving beyond older models that present theology as a metaphysics or systematics, those influenced by both the postmodern turn in philosophy and the intercultural emergence of spirituality studies are suggesting that theology can be imagined as a poetics. This course is situated at the intersection of religion and literature and will study recent genres of theological, spiritual and religious writings known as theo-poetics. 3 semester hours. MDiv Obj #2, #3.

T/M 317 AND T/M 317-W YOUTH AND MISSION

Haitch, biennial

This course examines global trends in Christianity and what they mean for rising generations when youth are seen either as missionaries or mission field or when the church as a whole is said to be missional. Students discuss theological and cultural trends that raise issues of ministry with youth people and issues of doctrine for the church. Themes for research, discussion, and writing include 1) pneumatology and the rise of Pentecostalism, 2) ecclesiology and the growth of independent churches, 3) soteriology and the relationship between personal and communal aspects of salvation, and 4) revelation and the relationship between scripture and human experience. Discussion of these themes takes place in regard to the world young people inhabit, a world in which cultures are being reshaped by global patterns of consumption and communication and a world that confronts young people with an array of areas (e.g., biomedical, psychosexual, socioeconomic) in which they may be searching for reliable guides or guideposts. 3 semester hours. MDiv Obj #1, #3.

T/H 318-O BRETHREN AND SOCIETY

Kettering-Lane, biennial

This course considers the movement of the Brethren from a sectarian group in colonial America towards a more mainstream model of Christianity in the twenty-first century. Brethren have had a mixed relationship to society and social issues from the very beginning of the tradition as they have sought to be faithful to the New Testament. The struggle between being a set-apart people and accommodating broader cultural and social tendencies will provide a helpful lens for understanding how Brethren have related and continue to relate to a variety of issues, including missionary work, slavery, the temperance movement, women’s rights, publication, and secret societies. The course will also consider how Brethren perspectives on some issues have remained constant while others have changed dramatically. Prerequisite: H101 or H102, and T101; recommended H201 or T207. 3 semester hours. MDiv Obj #1, #2.

T/B/M 328 AND T/B/M 328-B PREACHING THE GOSPEL(S)

Ottoni-Wilhelm, biennial

What is the gospel we preach, and how does it relate to the biblical witness of Jesus Christ and the Spirit’s presence among us? This upper-level course will develop a practical theology of preaching that arises out of our encounter with the synoptic Gospels and their relationship to the dynamic movement of the gospel in the church and the world today. With attention given to difficult passages of scripture and difficult challenges facing our culture and our congregations, we will explore the good news revealed in Jesus’s own preaching and the horizon of hope it offers us. Students will preach at least two sermons and prepare a paper outlining their own theology of preaching as it is informed by reading, lectures, and class discussions. Prerequisite: M 120 or M 125 or PM 101 and B 102. 3 semester hours. MDiv Obj #1, #2.

T 356 AND T 356-B THEOPOETICS 2

[Final title TBA]

Holland, biennial

New in spring 2021 - description forthcoming

T/P 380, T/P 380-B, AND T/P 380-W BONHOEFFER,
WAR, AND PEACE

Holland, biennial

This course blends the disciplines of peace studies, theology, and ethics to bring the life and thought of martyred pastor and theologian Dietrich Bonhoeffer into conversation with the genuine dilemmas of Christian conscience around the problems of war and peace in a time of totalitarian politics and the horrors of the Holocaust. Particular attention will be given to Bonhoeffer's New York experience and how it helped form and inform his final resistance to European fascism. Prerequisite: T/TS 101 or P 126. 3 semester hours. MDiv Obj #1, #3.

T 390 TOPICS IN THEOLOGICAL STUDIES

Staff

Specialized advanced courses will be developed on the basis of faculty and student interest. Offerings could focus on particular theologians or theological issues. Prerequisite: T/TS 101. 3 semester hours.

**COURSES OFFERED THROUGH THE
SUSQUEHANNA VALLEY MINISTRY CENTER
(SVMC)**

In addition to offering some of the courses listed above through our extension site, the following graduates courses have been made available uniquely through SVMC.

B 101-S INTRODUCTION TO THE OLD TESTAMENT
(SVMC)

The goal of this course is to provide the student with an introduction to the history and literature of ancient Israel. The student will read an introduction to the Hebrew Bible and the history of ancient Israel. The class periods will focus on issues and data not easily available in the reading. 3 semester hours. MDiv Obj #1, #3.

H 203-S RADICAL REFORMATION (SVMC)

Focusing primarily on sixteenth-century European

dissent, this seminar examines Anabaptist, Spiritualist, and rationalist dissent leaders and groups, taking the work of George H. Williams as the point of departure. The course will also investigate selected social historical issues related to these groups, such as communal economy, marriage patterns, and militancy and pacifism. Students will discuss the interaction between religious and social concerns and the legacy of radical reform in contemporary world views. 3 semester hours. MDiv Obj #1, #2.

M 109-S INTRODUCTION TO PASTORAL CARE AND
COUNSELING (SVMC)

The purpose of this course is to give a broad overview of caregiving in the life of the congregation and of the pastor's role within the caregiving process. The course will also help students define the theological foundation of their approach to pastoral care. 3 semester hours. MDiv Obj #3, #4.

M 208-S MINISTRY WITH OLDER ADULTS (SVMC)

This course will explore the psychological, social, biblical, and spiritual dimensions of aging as well as the relationship of older adults to the life and mission of the local church. Attention will be given to pastoral care and to creating a more intentional ministry for, by, and with older adults. 3 semester hours. MDiv Obj #3, #4.

M 252-S RURAL AND SMALL MEMBERSHIP CHURCH
MINISTRY (SVMC)

The goal of this course is to provide the student with an introduction to the rural and small membership churches. We will address the issues of the small membership church in both the rural and urban settings with a special emphasis on leadership issues. The focus of the research and writing will be on participating in a project that reviews and develops potential new models for doing church in these particular settings. 3 semester hours. MDiv Obj #3, #4.

M 262-S CONGREGATIONAL MINISTRY AND
LEADERSHIP FOR AN EMERGING CHURCH (SVMC)

This course focuses on the role of leadership from

Course Offerings



the perspective of the individual, the group, and the institution. Emphasis is on understanding multiple contexts in which leadership functions, contrasting styles of leadership, and how leadership theory and philosophy influence choice of leadership behavior or style. Additional emphases include group development, organizational culture, decision making, organizing for mission, management of change, systems thinking, and contingency approaches. 3 semester hours. MDiv Obj #3, #4.

M 265-S CHURCH OF THE BRETHERN POLITY AND PRACTICE (SVMC)

This course is designed to enable a student to study and understand the ecclesiology, history, and polity of the Church of the Brethren. During this course, students will explore the ecclesiology in the Anabaptist and Pietist traditions in general and in the Church of the Brethren in particular. In addition, students will examine the changing nature of organization and polity in the Church of the Brethren while gaining an understanding of the relationship of congregation, district, and denomination. Included in this course will be the study of the relationship between cultural context and organizational patterns of congregations. 3 semester hours. MDiv Obj #1, #4.

M/T 275-S ECOLOGY AND MINISTRY (SVMC)

This course examines the church's response and obligation to God's creation. From biblical and theological foundations of ecological hermeneutics to the current ecological ministries of the ecumenical church, students will have an opportunity to develop their own positions on various topics relevant to theology and practice. 3 semester hours. MDiv Obj #1, #3.

COURSES OFFERED OCCASIONALLY

B 117 AND B 117-O NEW TESTAMENT GREEK III

Ulrich

This third semester involves substantial practice in reading selected passages from the Greek New

Testament. Students will experience the writing styles of various New Testament authors; solidify and expand their knowledge of Greek vocabulary, morphology, and syntax; and begin to apply their knowledge of Greek in exegesis. Prerequisite: B 115 and B 116. 3 semester hours. MDiv Obj #1, #3.

B 255-B AND B 255-T GLOBAL PERSPECTIVES ON SCRIPTURE: 1 CORINTHIANS

Ulrich

Participants in this seminar will study Paul's longest letter to Corinth in conversation with interpreters from around the world, including the Global South and East. Our goal will be to experience some of the wealth of meanings that biblical texts can have when our reading communities expand to include people with a wide range of experiences and cultural perspectives. As we observe how others discern meanings appropriate for their contexts, we will also practice skills of close reading, disciplined discernment, empathetic imagination, and ethical reflection that can undergird efforts to contextualize scripture faithfully in the various situations in which we are called to minister. 3 semester hours. MDiv Obj #1, #3.

B 304 GOSPEL OF JOHN

Ulrich

A literary and theological study of John's Gospel. Literary issues to be considered include the Gospel's plot, character development, and extensive use of irony. John's most distinctive theological concepts and formulations will also be considered, including realized eschatology, the incarnation of the Word, and Jesus as the life and the light of the world. Prerequisite: B 102 or permission of the instructor. 3 semester hours. MDiv Obj #1, #2.

B 310-T NEW TESTAMENT FOUNDATIONS FOR MINISTRY

Ulrich

This seminar invites students to examine and develop their theology of ministry in light of some of the ways ministry is understood in the New Testament. While

exploring a range of New Testament texts, students will practice interpretive methods that are both enlightening and feasible in the context of a busy ministry setting. 3 semester hours. MDiv Obj #1, #3.

H 208 BRETHERN IN MISSION

Adjunct

The course gives an overview of significant endeavors in foreign mission by the Church of the Brethren, with some attention to the wider context of Christian missions. The course will also focus on intercultural issues. Students will work on developing theologies of mission and evangelism that are interculturally sensitive. 3 semester hours. MDiv Obj #1, #3.

H/T 340-O GENDER AND CHRISTIAN DEVOTION KETTERING-LANE

Throughout the history of Christianity, individuals and communities have employed a variety of different means to express their commitment to God. Various forms of prayer, pilgrimage, communal living, and ascetical discipline developed as ways to express piety. Men and women often exercised their faith with notably different devotional practices. This course explores selected devotional expressions within Christianity from the early church through the modern period, paying particular attention to the ways that male and female Christian devotion developed. Students will consider the various theological and social factors that contributed to similar and different forms of devotion among women and men as well as changes in devotional practice over time. Particular topics of study will include prayer, pilgrimage, food piety, asceticism, martyrdom, communal living, and devotional literature. Prerequisite: H101 and H102. 3 semester hours. MDiv Obj #1, #3.

I 250 STORYTELLING

Adjunct

This 200 level course is an introduction to the study and practice of storytelling as an oral art form. Students will use a variety of primary texts including scripture, folktales, and personal stories. Students will also draw on relevant secondary literature in

biblical studies, theology and performance studies in preparation for telling stories in diverse settings. Special attention will be given to the technical aspects of performance, storytelling as a spiritual practice, and how storytelling may be used in peacebuilding. No pre-requisite but B101 and/or B102 are recommended. MDiv Obj #2, #3.

M 125 AND M 125-B PREACHING AND PUBLIC DISCOURSE

Holland and Ottoni-Wilhelm

This course provides an introduction to the art and craft of preaching as it attends to the religious and public witness of Christian faith in the context of worship. We will explore the exegesis of Scripture, community contexts of church and society, and public theology as well as ethical and aesthetic dimensions of preaching. Through reading, lectures, and classroom discussions, and the preparation, presentation and evaluation of sermons, students will learn to engage the gospel in a ministry of preaching for the church and world. 3 semester hours. MDiv Obj #2, #3.

M 209 AND M 209-T TOPICS IN THE CAREGIVING MINISTRIES OF THE CHURCH

Staff/Adjunct

This course will focus on pastoral caregiving topics for pastors, chaplains, deacons and other caregivers. The topics include older adults, wellness, disabilities, family life, and mental illness. The learning process will involve a combination of lecture, discussion, group participation, and experience, with planned field trips to assist students in direct experience of the kinds of resources within the community. The class will hear from experts in the caregiving roles who will provide information and invite interaction with the students. 3 semester hours. MDiv Obj #3, #4.

M 222 AND M 222-T EVANGELISM IN A POSTMODERN CONTEXT

Adjunct

This course will introduce students to the recent developments in evangelism and missiology due to the shifts in North American and global cultures.

Topics for discussion will include local, contextual, and missional church evangelism with attention to Anabaptist/Pietist understanding. Authors studied will include Bosch, Newbigin, and writers from the Gospel and Our Culture Network. Successful completion of this course will necessitate student interpretation, integration, communication, and anticipation of the work of evangelism and missiology in their own ministries in light of emerging cultural structures. 3 semester hours. MDiv Obj #3, #4.

M 246-W STORYING THE CITY: GOSPEL VITALITY IN URBAN PLACES

Adjunct

The Bible tells a story of God's people released in a garden and redeemed in a city. This course will explore the diverse characteristics of church communities in urban places, the practical dimensions of joining God's work in these dynamic systems, and biblical visions for ministry leadership in the city. Combining scriptural and theological discovery with concrete strategies and experiences, students will increase their capacity to envision transforming ministries in the city and cultivate their skills for the intercultural challenges of urban leadership. 3 semester hours. MDiv Obj #3, #4.

M 267-T AND M 267-W ADMINISTRATION AS PASTORAL CARE

Staff/Adjunct

This course will provide students with competency in skills and perspectives necessary for providing effective leadership in the church. The course will provide information, resources and experiences for developing a theology of pastoral administration. As a theology of administration is developed, self-awareness and self-direction as well as the ability to empower others to do ministry and mission will be explored. Projects will be placed in the context of congregational or institutional life, allowing students to expand their gifts for this ministry. 3 semester hours. MDiv Obj #3, #4.

M 270-T GOD, MONEY, AND TIME

Staff/Adjunct

The purpose of this course is to provide the student

with biblical and theological information so that he or she may more effectively lead a congregation in developing stewardship as essential to faithful discipleship. Attention is also given to particular implications of stewardship theology in the daily life of persons, communities and nations. 3 semester hours. MDiv Obj #3, #4.

M 280 AND M 280-T WOMEN IN MINISTRY

Adjunct

This course examines current issues, experiences, and ecologies encountered by women in ministerial leadership. In addition to faculty lectures and readings, a variety of guest speakers will represent a variety of ministry areas, ecumenical affiliations, and generational perspectives. The scope of the course moves beyond current conditions to teach a variety of transformational leadership principles addressing the joys and possibilities of ministering as a woman. 3 semester hours. MDiv Obj #3, #4.

M 340 AND M 340-B LEADERSHIP FOR MISSIONAL MINISTRY

Adjunct

This course employs concepts of missional leadership and develops skills for persons guiding ministry settings with an awareness of context, discernment of vision, and design for missional witness. Participants will engage concepts of adaptive challenge, improvisational presence, and inspirational leadership in a variety of settings. Focus will be on leadership for the "now and not yet" or the postmodern context.

Prerequisite:

M 222. 3 semester hours. MDiv Obj #3, #4.

T 309 THEOLOGY AND THE ARTS

This course addresses the relationship of theology and the arts by studying a variety of historical and contemporary artistic works. Students will be immersed in a diversity of media (e.g., visual art, dance, music, icons, novels, films) and theories, raising questions of divine/human interaction, theories of religious representation and embodiment, and different ways of conceptualizing the world. Prerequisite: T/TS 101. 3 semester hours. MDiv Obj #1, #3.

T 314-O ECCLESIOLOGY

This course is an exploration of what it means for Christians to gather together as a (visible) community called the church. The content includes an in-depth survey of historically and theologically significant ecclesial images and metaphors; an ecumenical review of traditional definitions and marks of the church; and constructive assessment of these themes from the ecclesial perspectives of the Historic Peace Churches, Believers Church, and Free Church. In addition to theological understandings of ecclesiology, students will also use sociological and historical methodologies to explore how the Christian church shapes both society and personal identity. Prerequisite: T/TS 101. 3 semester hours. MDiv Obj #1, #2.

T 385-W FAITH, FICTION, AND PHILOSOPHY

Adjunct

Through the lenses of fiction and philosophy, this course will investigate the perennial theological-philosophical questions of grace, justice, charity, and peace through two twentieth-century women writers. Flannery O'Connor, a devout Catholic who populated her fiction with characters of various religious persuasions, prejudices, and fears, and the French philosopher and social activist Simone Weil, a

nonpracticing Jew attracted to Christianity, did not know each other. However, O'Connor read essays of Weil's as they became available in English during the 1950s and refers to Weil in several letters, even suggesting that she would like to create a fictional character based on Weil's life, which contained enough "to keep us all humble." Both authors exercised their sizeable gifts for the craft of writing in different genres, and the intellectual-spiritual connections suggested by their work offer provocative insights into injustice, violence, and the longings for justice and compassion.

Principal texts for this course will be the novels and selected short stories of Georgia writer Flannery O'Connor and selected essays of Simone Weil. Students will be asked to apply several interpretive methodologies to the primary texts to illustrate (a) how such methods expand their understanding of the works themselves and (b) how such interpretive approaches can assist them in their independent study, in teaching, or as sermon preparation resources. These will include literary critical and structural methods, reader response criticism, and contextual and historical approaches. 3 semester hours. MDiv Obj #1, #3.

EARLHAM SCHOOL OF RELIGION COURSES

ESR courses use the following signifiers:

BS	Biblical Studies
FC	Formation Core
HS	Historical Studies
LS	Leadership Studies
PC	Pastoral Care
PM	Pastoral Ministry
PJ	Peace and Justice
QS	Quaker Studies
SP	Spirituality Studies
SC	Synthesis Capstone
TS	Theological Studies
WR	Writing as Ministry

BIBLICAL STUDIES

BS 101/101-O INTRODUCTION TO OLD TESTAMENT HISTORY & LITERATURE

This course introduces students to the diversity of literary and theological traditions in the Old Testament. Attention will be given to the formation and role of these traditions in the context of the life and history of the people of Israel and to their function in contemporary life and faith.

BS 102/102-O INTRODUCTION TO NEW TESTAMENT HISTORY & LITERATURE

This course offers a survey of the 27 writings that compose the New Testament canon. We will study each of these writings with attention to their literary form and content, their origins in the life of early Christian communities, and their meanings for readers today.

BS 111, 112 HEBREW I & II

These courses provide an introduction to basic Hebrew grammar and vocabulary, as well as to the tools for translation, such as lexicons and dictionaries. These courses prepare the student for subsequent reading and exegesis of the Hebrew biblical texts.

BS 330 BIBLE, VIOLENCE, AND NON-VIOLENCE

This course examines key biblical texts on such issues as warfare, nonviolence, gender, race, and ecology. Both those passages that present varieties of peacemaking efforts and the difficult texts presenting various forms of violence will be explored. In addition to the usual historical-critical tools, literary approaches will also be applied to these texts. Prerequisite: BS 101/101-O or B 102/102-O

BS 337-T WRITING MIDRASH

This is one of several courses that considers the intersection of biblical interpretation and M.Div. area emphases. Midrash is a form of interpretation that developed in Judaism. It expands upon the biblical story by imagining what might fill or trying to explain the gaps in biblical narrative. Midrash becomes a way to retell the story, either to reinforce an older interpretation or to pull the text's meaning in a new direction. Students will be introduced to the methods of midrash by reading various midrashim ancient and modern. Students will then engage in writing their own midrash to interpret a biblical text. Prerequisite: BS 101/101-O or B 102/102-O

BS 338-T BIBLE AND PASTORAL CARE

This course is a critical exploration of the intersection of Biblical studies and pastoral care. At the junction of this interdisciplinary dialogue is the question of interpretation. How does one understand Bible in relation to issues of suffering, violence, sexuality, and death? Is Scripture useful for making sense of and responding compassionately to distressing situations? The class will provide hermeneutical resources for ministerial practices and Biblical interpretation so that students may develop a more contextually-relevant Biblical and pastoral theology. Prerequisite: PC 101/101-O and BS 101/101-O or B 102/102-O

Course Offerings



BS 339-T QUAKERS AND THE BIBLE

This course examines the various uses and interpretations by Quakers of the Bible throughout their history. Specific areas of exploration could include, but are not limited to: Quaker use of the Bible in devotion, public discourse, study, and scholarship; how the Bible has functioned in different parts of the Quaker spectrum and/or in different historical and/or geographical contexts; the use of the Bible in relation to the Quaker testimonies; how Quakers have read in the past or how they read today particular books of the Bible. This course will engage central issues that relate to these topics such as the history of interpretation, hermeneutics, and the authority of Scripture. The course will also engage the questions of whether there is an historical Quaker core and what makes a reading of the Bible Quaker in today's context. Prerequisite: Any ESR Quakerism course AND either BS/B 101 or BS/B 102; pre-requisites may be waived by an instructor.

BS 340-O PSALMS

This course focuses on interpretation of the book of Psalms. The course will consider the content and structure of the collection; poetic structure and genre of individual psalms; theology, metaphor, and understanding of prayer within psalms; use of psalms in worship in ancient Israel, church history, and today. Prerequisite: BS 101/101-O

BS 356 ISRAEL'S WISDOM TEACHINGS

This course is designed to introduce students to a study of Israel's wisdom literature in its Western Asian cultural setting and within its own religious and social context. The course will examine the specific types of wisdom literature within the Hebrew canon—Proverbs, Job, Ecclesiastes, and selected psalms, and beyond these the apocryphal books of Ben Sira and Wisdom of Solomon. Special attention will be paid to the social construct of this literature and the world view within which it lives and functions. A focus of the course is on the theological dimensions of this literature and how it might (or might not) have application for contemporary faith and life. Prerequisite: BS 101/101-O

BS 372 IMAGES OF GOD

This is one of several upper level courses that examine a theme or issue and its synchronic and/or diachronic development within the Old Testament. This course examines the diversity of images of God in the Old Testament. Students will explore the meaning and significance of these images for Israel and contemporary communities of faith. Students will also consider how these images cohere with their own understanding of God. Prerequisite: BS 101/101-O or B 102/102-O

BS 390/390-O/390-T SEMINAR IN BIBLICAL STUDIES

Reading and research on selected topics from the Bible, including both book studies from different parts of the Old and New Testaments and topical studies, e.g. Women in the Old Testament; Apocalyptic Literature; Old Testament Theology; Jesus as Sage; Gospel of John; Romans; Philippians; Hebrews; James. Different topics are considered in subsequent offerings; therefore this seminar may be taken for credit more than once. Prerequisite: BS 101/101-O or B 102/102-O

BS 400 INDEPENDENT STUDY

Students who have demonstrated appropriate academic or professional abilities may engage in a specialized study project under the supervision of a faculty member. Independent Study forms are available from the office of Academic Services and at sas.earlham.edu.

BS 500 MASTER'S THESIS

The thesis is a major work in research in the field of the student's vocational or educational interest. 9 semester hours.

FORMATION CORE

FC 101/101-T SPIRITUAL FORMATION & PERSONAL PRACTICE

In this course, students engage in a multidimensional reflection on their personal spiritual journey as

experiential grounding for ministry. Students explore spiritual autobiography (their own and others) and personal and corporate Christian spiritual disciplines, as well as core practices of Quaker spirituality, in order to deepen their practice of faith. Active, prayerful listening is emphasized in the course through participation in an ongoing small group that continues through the second semester (FC 102). At the end of the first semester, students draft a vision for their spiritual practice, one designed to foster both solitary and communal spiritual growth.

FC 102/102-O SPIRITUAL FORMATION AND PUBLIC MINISTRY

This course seeks to help students integrate their own spiritual formation with the development of skills for public ministry, as well as to assist them in ongoing discernment around particular gifts and skills for ministry. The course is relational at its core; the student's relationship with God, self, and others—as well as with communities beyond the seminary walls—are the primary resources for formation. Prerequisite: FC 101/101-T

FC 339/339-T DISCERNMENT OF CALL AND GIFTS

In this course students explore ministry, vocation, and Quaker methods of discernment, listen for God's leadings, learn and apply various ways to understand, discern, name, and nurture gifts and callings of others, identify their own and class members' gifts for ministry, gain insight into related challenges and limitations, and test with others their sense of calling and gifts for ministry. Prerequisite: FC 101/101-T and FC 102/102-O

HISTORICAL STUDIES

HS 101/101-O HISTORY OF CHRISTIANITY I

This course gives an overview of the history of Christianity from the apostolic period to the eve of the Reformation. Topics addressed include theoretical issues in studying the history of Christianity, early

Christianity, the Constantinian shift, Augustine's influence, asceticism, the Middle Ages, Medieval lay piety and dissent, monastic orders, the papacy and the beginnings of the Renaissance.

HS 102/102-O HISTORY OF CHRISTIANITY II

The course continues the overview of the history of Christianity from the Reformation to the present. Topics of study include the Magisterial Reformation, the Radical Reformation, Roman Catholic reform, Protestant Orthodoxy, Pietism, and the Evangelical Awakening, the impact of Enlightenment rationalism, missionary expansion, Protestant liberalism and fundamentalism, the ecumenical movement, Christianity in developing countries and the Christian decline in the industrialized West.

HS 103/103-O AMERICAN RELIGIOUS HISTORY

This introductory course studies American religions generally, including Native American, African American, and European American religions and the ways that these religions have influenced each other; the roles of major churches in the development of American culture and society, their roots both in this continent and on others, and links to the frontier, the Civil War, industrialism, and urbanization; also an examination of persons and books from such movements as the Awakenings, Revival Movements, liberalism, fundamentalism, the Social Gospel, and current standpoints.

HS 107/107-O QUAKER HISTORY AND LITERATURE

This course aims to provide a student with a comprehensive and useful overview of Quaker history by acquainting them with diverse forms of Quaker literature. Our experience and understanding of Quakerism will be shaped through an encounter with a range of Quaker primary source literature, both in terms of genre and in terms of historical period. This course also aims to introduce the student to a superb resource unavailable to previous generations of Quaker scholars, that of ESR's on-line Digital Quaker Collection.

"I. . .APPLIED MY MIND TO SEEK AND TO SEARCH OUT BY WISDOM
ALL THAT IS DONE UNDER HEAVEN."
– Ecclesiastes 1:13

Course Offerings



HS 250 CREATION OF MODERN QUAKER DIVERSITY

At the core of this course is the examination of controversies in the Religious Society of Friends, focusing on but not exclusive to the nineteenth century, and the historical impact that these controversies have had. This course will examine the development of distinct strands of Evangelical, Mainline Pastoral, Hicksite, Independent, and Conservative/Wilburite Friends, as well as to ponder the influences upon Friends of such movements as Holiness, Pentecostalism, and religious liberalism and modernism. To the extent possible, we will also consider the counterpart (some would say, antidote) to schism, namely movements for reunion or convergence, in the intra-Quaker sense, and ecumenism and interfaith initiatives, in terms of the broader world.

HS 341 DIRECTED READINGS IN DENOMINATIONAL POLITY

Non-Quaker students may develop a directed reading course under the guidance of an approved supervisor from their denominational tradition or a regular member of the ESR faculty. The purpose of this course is to better acquaint students with the history, theology, and polity of their respective judicatories. Prerequisite: Permission of instructor

HS 342/342-B HISTORY OF CHRISTIAN SPIRITUALITY

This course explores the spiritual traditions of Christianity in its historical and global context. Students will be introduced to the origins, development and diversity of traditions of the Christian faith and the great variety of spiritual practices they spawned. Students will learn how different traditions took root in unique historical and cultural circumstances and how they reflect a particular way of thinking about God. Students will not only gain knowledge and information about a variety of Christian traditions but will also gain a more reflective and discerning understanding of their own tradition, and will be able to draw on new insights, disciplines and practices to deepen their own experience of God's presence in their lives, and in the

lives of the communities they will be serving in their ministry. Prerequisite: HS 101/101-O or HS 102/102-O

HS 351 HISTORY OF FRIENDS PEACE WITNESS

This course studies the responses of the Society of Friends to peace and justice issues past and present. What is sought is the history of the actual Quaker practice during such conflicts as well as what Quakers said about their practice. Examples of such issues would be war, slavery, sexism and oppression of women and people of color. We will also look at the methodological issues present in the historical analysis of those practices, as presented by Quaker historians such as Rufus Jones, Hugh Barbour, John Punshon, Peter Brock, and Wilmer Cooper. Prerequisite: A course in Quaker Studies

HS 390/390-T SEMINAR IN HISTORICAL STUDIES

Upper level seminar work on selected topics. Focus primarily falls on the Patristic period and Reformation. Seminar work deals with people such as Augustine or Luther and topics such as ascetical theology, Christology, or sacraments. Prerequisite: Permission of the instructor

HS 400 INDEPENDENT STUDY

See BS 400.

HS 500 MASTER'S THESIS

See BS 500.

LEADERSHIP STUDIES

LS 101-O ORGANIZATIONAL LEADERSHIP

This is the foundational course required for the religious leadership emphasis and is open without prerequisites to all students. The course surveys key aspects of organizational leadership. It will provide an introduction to theories of leadership and an understanding of organizational culture. It will also address practical issues of leading an organization. As a course devoted to preparing for ministry, it also gives attention to the place of spirituality in the workplace.

LS 365-O LEADERSHIP FORMATION

This course examines the discipline of leadership studies as a context for considering models of religious leadership, and especially Quaker theological grounding for personal formation in relationship to organizational leadership. Attention will be given to creating a theology of leadership appropriate to the student's biblical, theological, and personal understandings of God, self, and ministry. Prerequisite: LS 101-O

LS 374-T QUAKER PROCESS

This course focuses upon specifically Quaker practices related to leadership such as clerking, eldering, recording, and committee formation. Non-Quaker students would be expected to consider how these leadership practices might translate to their respective traditions. Prerequisite: LS 101-O or Quaker Studies course

LS 390-T LEADERSHIP TOPICS

This course presents themes and issues relevant to leadership, providing opportunity to integrate religious sensibilities with the practice of leading in ministry. Topics will vary.

LS 400 INDEPENDENT STUDY

See BS 400.

PASTORAL CARE

PC 101/101-O INTRODUCTION TO PASTORAL CARE

This course is an experiential and critical exploration of pastoral care. Caregiving in a faith community or by its representatives in other settings is a practical theological activity, drawing on religious tradition, social sciences, theology, and the gifts of the people involved. Therefore, this class focuses on the integration of person, faith, belief, method, and practice. Skills of attending, listening, understanding, and caring are addressed in the context of social and personal dynamics.

PC 242/242-T CLINICAL PASTORAL EDUCATION

Students may participate in an approved unit of Clinical Pastoral Education program and earn three semester hours. Clinical Pastoral Education programs are conducted under close supervision in hospitals, mental hospitals, prisons, and other settings around the country. Most summer programs are 10 weeks in length; four to nine-month programs are part-time. This course may be repeated one time.

PC 258/258-T ANGER, SHAME, AND GUILT

This course is a holistic investigation of three of the most powerful and misunderstood human experiences. The psychological and sociological dynamics as well as theological and Biblical perspectives of these feelings are explored. The class also examines ministerial and other practical implications – both “positive” and “negative” – including assertiveness, scapegoating, and forgiveness.

PC 328-T EMERGENCY PASTORAL CARE

This course examines life events and precipitating factors that lead persons and families into emergencies and crises. Guidelines for identifying signs, causes, and stages of crises are addressed. Theological questions elicited by crises, the process of referral, and various types of emergencies are also explored. Prerequisite: PC 101/101-O

PC 333 HUMAN SEXUALITY IN MINISTRY

This seminar examines the manner in which sexuality is a dimension of any relationship and the specific ways in which sexuality is an issue in ministry. The class explores the effects of sex roles, cultural conditioning and gender as the parameters within which ministry occurs. Topics covered include: conflicting values; gender identity; sexual orientation; and current social issues related to sexuality. Students are given the opportunity to reflect on their sexual history and personal reactions to the material, with the aim of developing/solidifying a personal sexual ethic that would inform one's ministry. Prerequisite: PC 101/101-O

PC 338-T BIBLE AND PASTORAL CARE

See BS 338.

Course Offerings



PC 348-O PASTORAL CARE WITH FAMILY SYSTEMS

This course explores the theoretical bases of systems theory and how this perspective has evolved into family therapy. Major family systems models are examined in relationship to practical theology and their use by pastors and faith communities in understanding families and other systems. Contextual issues beyond the family structure, including social and cultural factors, are a focus of the discussion.

Prerequisite: PC 101/101-O

PC 368 PASTORAL CARE WITH THE DYING AND THEIR FAMILIES

This seminar is an examination of the emotional, social, physical, spiritual, and theological dimensions of death and grief in the context of practices of care. The class explores the skill and art of ministering to the dying and the bereaved. Students are invited to develop a theological framework for understanding and facing challenging end-of-life events. Reflection on the meaning of death, afterlife, and the practices of care in response to loss help prepare persons to minister to those who are dying or grieving.

Prerequisite: PC 101/101-O

PC 400 INDEPENDENT STUDY

See BS 400.

PASTORAL MINISTRY

PM 101-O INTRODUCTION TO PREACHING

This course will assist students in acquiring the basic knowledge and skills for effective biblical preaching. Attention will be given to biblical exegesis in the preparation of sermons, and students will be instructed and given opportunity to apply homiletical theory and skills toward the development of their own preaching voice.

PM 150/150-O PASTORAL SPIRITUALITY

This course emphasizes the personal side of pastoring. Topics will include maintaining one's overall health and spiritual focus, being part of a pastoral family,

building healthy relationships with a congregation, and identifying one's philosophy of ministry. While designed for new pastors or those planning to become pastors, this course will also be helpful to students who have been working in congregations for some time.

PM 231 CHURCH'S MISSION IN WORLD COMMUNITY

This course focuses on how the church understands and undertakes its mission in the world. Historical and contemporary models will be examined, with careful attention given to the conversion experience, inter-religious dialog, religious pluralism, and church growth.

PM 250-T WORK OF THE PASTOR

This course emphasizes the day-to-day activities of pastoral ministers. Students will become familiar with the pastoral candidating process and getting acquainted with a new congregation. They will study and practice principles of pastoral visitation, weddings and premarital ministry, and funerals and grief care. Other topics include pastoral ethics, congregational conflict, and how gracefully to say goodbye to a congregation.

PM 260-T THE FRIENDS PASTOR

What makes the Friends pastor different from the pastor of other Christian churches? Is there a distinctly Quaker way of doing pastoral ministry? This course will examine the history and theology of pastoral ministry among Friends. It will also explore how Friends pastors perform traditional "pastoral" ministries in ways that reflect Friends' history and ecclesiology.

PM 261-T THE PASTOR AND RELIGIOUS EDUCATION

This course is for pastors and other religious professionals who only have the opportunity to take one religious education course in seminary. History, educational philosophy, and contemporary settings will be considered en route to helping students identify what part they, as pastoral ministers, will play in the nurture of their congregations through religious education.

PM 320 THEOLOGY AND PREACHING

This course will help students consider the need for intentional theological preaching in a congregational context. It will also equip students to develop theological sermons that are accessible to congregants given their varying levels of religious training, their perceptual preferences, and their learning styles. Prerequisite: TS 101/101-O & PM 101-O or other preaching course

PM 400 INDEPENDENT STUDY

See BS 400.

PEACE AND JUSTICE

PJ 101-O INTRODUCTION TO PEACE & JUSTICE

As an introduction to peace and justice studies in religion, this course relates our religious experience and Christian reflection on that experience to peace and justice concerns, touching on the four core areas of theological education (Bible, Theology, Church History, Spirituality). The connecting theme for our course will be Jesus Christ, the central image for the Christian tradition, in relation to peace and justice concerns. In the effort to connect our experience to theological reflection and that reflection to social praxis, we will be reading different kinds of texts and doing different kinds of assignments related to the theme of the course.

PJ 223-T CHRISTIAN RECONCILIATION: CONFLICT RESOLUTION IN CHURCH & WORLD

This course combines the theoretical and practical study of reconciliation. We will study a variety of models in conflict resolution. We will look at differing stages of conflict transformation, from non-violence to negotiation. Students will also be introduced to practical experience in seeking to resolve conflicts. In this way, we seek to address theoretical issues with practical concerns.

PJ 330 BIBLE, VIOLENCE, AND NON-VIOLENCE

See BS 330.

PJ 351 HISTORY OF FRIENDS PEACE WITNESS

See HS 351.

PJ 360-T INTERFAITH DIALOG

This is an introduction to the vision theology of faith traditions, as well as the Christian theological responses to other religious traditions. Students will finish the course with some basic understanding of other traditions as well as developing their own theology of world religions. The intent of such an introduction is to equip students for engaging in dialog with other faiths in their ministry. Prerequisite: TS 101/101-O

PJ 364 PROCESS THEOLOGY

Along with Liberation Theologies this course aims to develop ministry issues within a special model for doing theological reflection. Because it tries to develop a deep synthetic and holistic vision, process theology responds to an extremely broad range of problems. Some of the ones explored in this course will be the process view of God, Jesus Christ, and the nature of God's relationship to spiritual growth, human freedom, and the environment. The basis for this exploration requires that we first understand the work of Alfred North Whitehead. Prerequisite: TS 101/101-O or T 101/101-O

PJ 366 LIBERATION THEOLOGIES

Liberation Theologies investigates the various theologies of liberation, such as African-American, Latin American and Latina/o, feminist/womanist, LBGT/ Queer, ecological, and nonviolent. Students engage personally with the challenges of these theologies, visit organizations engaged in social justice advocacy, analyze the arguments of these theologies and then begin to construct their own theology in dialog with this tradition of theology. Prerequisite: TS 101/101-O

PJ 370 SPIRITUALITY OF PEACEMAKING

The goal for this course is investigating in what sense, if any, spiritual growth relates to work for peace and justice. At times the spiritual life is understood as separate from the rest of life: what is deeply internal is not relevant to what goes on in the world. Likewise, the life seeking peace and justice in the world is often seen as separate from the interior spiritual life: what is vital

in the world is irrelevant to a person's relation to God. We will question this dualism and explore alternatives both experientially and academically. Prerequisite: FC 101/101-T & FC 102/102-O

PJ 400 INDEPENDENT STUDY
See BS 400.

PJ 500 MASTER'S THESIS
See BS 500.

QUAKER STUDIES

QS 107/107-O QUAKER HISTORY AND LITERATURE
See HS 107.

QS 250 CREATION OF MODERN QUAKER DIVERSITY
See HS 250.

QS 339-T QUAKERS AND THE BIBLE
See BS 339-T.

QS 340-T QUAKER BELIEFS
This course seeks to provide: working definitions of some of the particular terms used in Quaker discourse, such as "light," "testimony," "distinctives"; an understanding of the reasoning behind Quaker doctrines and practices; and an assessment of how Quakerism relates to Christian theology more generally. Underlying these elements are the wider questions of whether there is or could be a "normative" Quakerism, and what the authority of tradition is among Friends. It needs also to explore contemporary varieties of systematic examinations of Quaker beliefs from both the evangelical and liberal parts of the spectrum. Prerequisite: TS 101/101-O or T 101/101-O or HS 107

QS 347 MODERN QUAKER LIFE AND THOUGHT
This course seeks to explore the institutions, practices, and intellectual activities of Friends, beginning with the year 1900. Particular emphasis will be placed on the intellectual richness of Quaker thought in

the last century, especially that of the liberal and evangelical strands which have become predominant in Quakerism during this period. Intellectual roots of these traditions will be sought, with a goal of charting the boundaries between Quaker and non-Quaker expressions of these types of Christianity and religious thought. Prerequisite: HS 107

QS 351 HISTORY OF FRIENDS PEACE WITNESS
See HS 351.

QS 377-T QUAKER PUBLIC MINISTRY
What does it mean to be a Public Friend? This course will explore such topics as ministry and eldering; traveling ministry; recording and releasing of ministers; and the evolution of the Quaker pastorate. We will also examine the role of Quaker missions, education, and service, in spreading awareness of Quakers and their testimonies, and in some cases expanding the membership of the Religious Society of Friends. Students will be required to do field work, visiting Friends meetings, churches, and schools, and/or interviewing Friends' ministers. Prerequisite: QS 107

QS 400 INDEPENDENT STUDY
See BS 400.

QS 500 MASTER'S THESIS
See BS 500.

SPIRITUALITY STUDIES

SP 212 MYSTICISM IN THE QUAKER TRADITION
This course will explore the sources, nature and expression of mystical experience as it appeared in Quaker writings from the early period to the 20th century. Students will read and discuss primary texts that have shaped Quaker mystical consciousness both from within the tradition and those appropriated from other traditions. Students will examine the twentieth-century scholarly debates on mysticism and explore how mysticism has shaped contemporary experience and practice of Friends in differing ways.

SP 214-T PRAYER

This course is a two week intensive which will provide an opportunity for an immersion experience in prayer for students in community to develop deeper and more satisfying prayer lives. The student will experience a variety of prayer styles including liturgical, intercessory, confessional, lectio divina, meditation and contemplation. The paradoxes and problems of prayer are also explored. Students will integrate their faith, practice, and intellect by developing a personal theology of prayer. The course will also bring prayer into dialogue with some of the cutting edge neuroscientific research on the brain connecting prayer with brain changes affecting feelings and behavior such as compassion.

SP 233-T CHRISTIAN DISCIPLESHIP & LIVING IN THE SPIRIT

This course will explore different approaches to the practice of discipleship through reading classic texts from diverse historical and cultural contexts, both ancient and modern. The course will show how spiritual texts are important theological resources and that theology and spiritual practices are intimately connected in the Christian life.

SP 234/234-B SPIRITUAL FORMATION & THE MYSTIC TRADITION

In this class we will explore mystical texts firsthand from the earliest centuries of Christianity into the modern period, reading one mystical writer a day over the course of the semester. We will experience the long and rich tradition of spiritual formation as it has been described and taught by the widely diverse women and men who represent the Christian mystical tradition, and learn how the wisdom of these pioneers of transformation can be applied to our own spiritual lives.

SP 335/335-B INDIVIDUAL SPIRITUAL DIRECTION

This course provides an introduction to the ministry of spiritual direction for individuals. The course introduces students to the art of spiritual direction and assists them in developing practical skills for this ministry. Students will consider various approaches to

spiritual direction, the nature and purpose of spiritual direction, its historical roots, and dynamics of the process of direction. Participants will also have the opportunity to discern their own call to the ministry of spiritual direction. Prerequisite: FC 101/101-T

SP 336-O/336-T ECO-SPIRITUALITY

Eco-spirituality connects Earth care and pastoral care with the underlying belief that when we connect lovingly with the earth, our shared harmony and peace helps bring about personal and planetary wholeness. This course is designed to survey the current thought in Earth care and explore our historical, philosophical, and religious underpinnings of our relationship with the earth. Prerequisite: TS 101/101-O & PC 101/101-O

SP 342/342-B HISTORY OF CHRISTIAN SPIRITUALITY
See HS 342.

SP 370 SPIRITUALITY OF PEACEMAKING
See PJ 370.

SP 390/390-O/390-T SEMINAR IN SPIRITUALITY STUDIES

Special seminars for research and study into specific areas of interest are offered periodically. Topics such as Healing, Intercessory Prayer, Leading Prayer Groups, Retreat and Workshop Ministry, Feminist Spirituality, and Spirituality in the Wilderness are examples of seminar content. Prerequisite: FC 101/101-T or F 110

SP 400 INDEPENDENT STUDY
See BS 400.

SYNTHESIS CAPSTONE

SC 370/370-O/370-B SUPERVISED MINISTRY

The Supervised Ministry Seminar helps students prepare for ministry through an internship in a setting appropriate for their calling and gifts, and through theological reflection on their experiences. Each week, supervision by an experienced practitioner provides feedback, guidance, nurture, and evaluation, as does

Course Offerings



the seminar in which students present and process incidents in ministry. In addition, students attend at least 30 hours of workshops related to their ministry. Arrangements for supervised ministry sites/projects, and for weekly reflection with a supervisor, are made during the second semester of the previous year. Prerequisites are faculty approval of the student's readiness for Supervised Ministry and at least 27 semester hours, including the following courses: FC 101/101-T and 102/102-O, FC 339/339-T, BS 101/101-O, B 102/102-O, one introductory History course (H 101/101-O, H 102/102-O, or HS 103/103-O), and, finally, for residential students two courses in the student's emphasis, and for ESR Access students two Competency in Ministry courses. 9 semester hours.

SC 380/380-O COMPREHENSIVE SEMINAR

This seminar is part of the evaluation process in the student's achievement of a degree and is to be taken in semester two of the student's final year. It enables the student to have an experience in integrating learning from all areas of the curriculum around a given problem. The seminar also serves to strengthen a student in areas of weakness.

THEOLOGICAL STUDIES

TS 101-O INTRODUCTION TO THEOLOGICAL REFLECTION

This course introduces students to the history and practice of reflecting on faith, on the Church's theological symbols, and the way in which particular doctrines give shape to our experience. This course and Constructive Theology form two parts of students' exposure to the expansive and diverse Christian theological tradition. Students will read and discuss texts, ancient, contemporary, and from a variety of cultural settings, concerning the themes of revelation and Holy Spirit, God, Christ, and salvation.

TS 290-T CONTEXTUAL THEOLOGY

This course introduces students to the role of context and culture in theology and in the practice of ministry

through a first-hand cross-cultural experience and careful reflection upon it. Locations will vary each year and will range from international, to border site, to US rural, to US intercity. Selected readings and discussions will raise questions such as otherness, enculturation of faith, communication, theological diversity, and so on. Travel will reinforce this learning and place it in demonstrable context.

TS 336/336-T CHRISTIAN ETHICS

An examination of the Christian moral life and the theological convictions that animate it, including its understanding of the good, of conscience, the nature of humanity, and the faith community's public witness. These proposals are considered in conversation with selected issues requiring careful and responsible Christian engagement, for example, war and peace, the environment, and genetic engineering. Prerequisite: TS 101/101-O or T 101/101-O

TS 341 DIRECTED READINGS IN DENOMINATIONAL POLITY

See HS 341.

TS 360-T INTERFAITH DIALOG

See PJ 360.

TS 364 PROCESS THEOLOGY

See PJ 364.

TS 366 LIBERATION THEOLOGIES

See PJ 366.

TS 375/375-T CONSTRUCTIVE THEOLOGY

As a capstone course for all students, you are invited—and required—to reconstruct your systematic theological vision in relation to all your coursework. Further, you will relate your theological vision to a specific question for your anticipated ministry. The primary task is for you to bring together your work in seminary in a systematic way.

TS 390/390-O/390-T SEMINAR IN THEOLOGICAL STUDIES

Specialized advanced courses developed on the basis of faculty and student interest. Prerequisite: TS 101/101-O or T 101/101-O

TS 400 INDEPENDENT STUDY

See BS 400.

TS 500 MASTER'S THESIS

See BS 500.

WRITING AS MINISTRY

WR 101/101-O WRITING AS MINISTRY

This course introduces the idea of writing as ministry from multiple perspectives, divided into two major parts. The first examines the spiritual practices, disciplines, temptations, and attitudes associated with both reading and writing. The second part uses biblical genres as a guide and inspiration for our own writing. We will learn by reading great writers, people who make us gasp or laugh out loud. We will also read a handful of academic texts, which will help us think more carefully about what writing as ministry means and how it operates in people's lives.

WR 230-O CREATIVE NONFICTION

This course will give you an opportunity to explore the rich possibilities of creative non-fiction, one of the most popular and quickest growing forms of literary writing practiced today. It will introduce you to some of the subgenres of creative nonfiction – memoir, personal essay, narrative journalism, and the lyric essay, among others – and to the genre-bending techniques that make this kind of writing so compelling. We'll also explore fundamental questions about generating and developing essay ideas; integrating subjective experience and researched fact; structuring essays that win and keep readers' attention; and, finally, the ethics of writing about real people.

WR 240-O/240-T WRITING PUBLIC THEOLOGY

Public theology occurs in many genres, media, and forms. Here, we will concentrate primarily on short, written forms – essays, reviews, and similar types of cultural criticism and commentary. We will work on writing craft but also on rhetorical strategy. Who's your audience? What's your purpose? What's your position? How do you take these into account in making a compelling, well-crafted, and even entertaining piece of writing?

WR 250 WRITING FOR GOD AND GOD'S CHURCH

This course will allow you to explore what may be a leading to write. It will encourage you to discover the shape and texture of the leading and focus it into an appropriate literary form—an essay, story, memoir, journal, article, sermon, book, blog, book review—even a newsletter or a tweet. It will encourage that part of you that is always listening to the whispers of God to open more fully, listen more deeply, and guide you into the work. And it will provide an opportunity for you to sharpen your craft and prepare a work for publication.

WR 290-T TOPICS IN WRITING

The study of, practice in, and critique of a particular genre that is especially suitable for ministry. Topics will vary.

WR 350/350-B WRITING SEMINAR

Practice in all facets necessary for preparing a major writing project for the reading public (writing, revising, editing, market research, queries). Students will develop a "contract" of what they intend to accomplish by the end of the semester: goals, completed writing, and materials necessary for publishing that writing. Direction for the course is determined in part by students' interests and needs as they work toward publication of their writing projects. Workshop format. Prerequisite: WR 101 & any 200 level writing course

WR 400 INDEPENDENT STUDY

See BS 400.

General Information

TUITION AND FEES 2019-20

Tuition and other student fees provide only a small portion of Bethany's current operating budget. The remaining income comes from local churches, districts, individuals, and Seminary endowment funds. Students and their families are recipients of this generous financial support, which enables them to participate in theological education at a very reasonable cost.

Tuition

Full-time tuition for all programs (based on 24 credit hours)	\$12,000
Base amount per session to be paid by all degree and certificate students	\$1,100
Cost per credit hour	\$500
Cost per 3-credit-hour course	\$1,500

Fees and Deposits

<i>Application fee</i>	50
<i>Enrollment deposit</i>	150
<i>Late registration fee</i>	50
<i>Late course-drop fee</i>	50
<i>MDiv Intercultural Bank deposit - per each of six consecutive sessions</i>	100
<i>MA Intercultural Bank deposit - total (optional)</i>	600
<i>MA program extension fee - per session</i>	350
<i>Specialized graduate certificate extension fee - per session</i>	350
<i>Brethren Academy student graduate credit fee - per course</i>	500
<i>Audit fee per course</i>	350
<i>Audit fee per course for alumni</i>	350
<i>Graduation fee</i>	120
<i>Replacement diploma fee</i>	50
<i>Transcript fee - per copy (first one is free)</i>	7*

*Special delivery services available at additional cost.

Payment of Tuition and Fees Tuition and fee payment for all classes is due in full to the Student Services Office before the first day of session-long classes. Students are permitted to register and attend classes once all charges and fees for the previous academic session have been paid. Diplomas are awarded and transcripts released only when all Seminary obligations have been paid in full. See the Student Account Policy in the [Bethany Student Handbook](#) for payment arrangements and other details.

Enrollment Deposit Once a student has been admitted, a nonrefundable enrollment deposit is required and activates an individual’s student account. It is held in the student’s account to be applied towards the cost of the first session’s tuition.

Audit Fee Students are welcome to audit a course by applying as an [auditing student](#) through the Admissions Office and receiving approval from the academic dean and course instructor. Students receive an official Bethany transcript indicating the completion of this course, but not actual credit. Students enrolled in 6 or more credit hours in any given session may audit an additional Richmond campus course without extra charge. Audit costs are not waived for online or hybrid classes. Spouses of current students also have opportunity to audit courses.

Clinical Pastoral Education (CPE) Fees In addition to tuition charged by Bethany, there are often additional CPE fees charged to participants. **Church of the Brethren** students may request a scholarship grant from the Church of the Brethren to cover the costs of participating in a [Clinical Pastoral Education Program](#). The grant will cover CPE program fees, not to exceed 90 percent of the Bethany tuition for related credits. The grant request, including information on the sponsoring agency, dates, and cost of the program, should be directed to the faculty member for [Ministry Formation](#). Applications for the grant are available in the Academic Services Office.

Intercultural Bank All MDiv students participate in the Seminary’s Intercultural Bank in order to accumulate resources needed to offset the costs of a required intercultural course. MDiv students contribute \$100 for six consecutive sessions. MA students who wish to draw on the Intercultural Bank need to contribute \$600. In each case, the Seminary matches the funds contributed by students for a total of \$1,200 of student and Seminary funds. The student may request up to this amount to fund an intercultural course at any time during their program of study. A supplementary grant may also be available in some circumstances. Application forms may be obtained from the [Academic Services website](#) or the forms rack in the **Academic Services** Office. Further information is available in the [Bethany Student Handbook](#).

Refund of Fees Fees are not refundable. An exception to this policy is made if all of the courses in which a student is enrolled are cancelled before the session begins.

Refund of Tuition Students who withdraw from a course may request a refund of tuition after they have completed the steps of the withdrawal process described in the [Bethany Student Handbook](#). Withdrawal from a course will result in a tuition refund using the following schedule.

Refund of Tuition

	Full Refund of Tuition Charges	One-half Refund of Tuition Charges	No Refund - Full Payment Required
Semester-long, online, and year-long courses	First two weeks of semester	Second two weeks	Fifth week and beyond
Two-week intensives	First and second day of course	Third and fourth days	Fifth day and beyond
Weekend intensives and hybrid classes	First two weeks after first class	Third week after first class	Fourth week after first class and beyond

Estimated Cost of Attendance 2019-20

Below is an estimated list of expenses based on a frugal nine-month student budget. These figures are for the entire academic year, fall and spring, so single-semester costs can be determined by dividing the figures in half.

Individual student expenses can vary widely. These expense norms should be considered only as

guidelines to complete your projected budget; be sure to use realistic figures for your situation. Other expenses to consider in planning for your life in seminary include the following:

- Fees (p. 82)
- Ministry Formation/CPE
- Computer purchase
- Child/dependent care

Estimated Annual Expenses

Category	Resident	Nonresident
Full-Time Enrollment (24-27 credit hours)		
Room and board	\$4,500	\$4,500
Personal	\$4,150	\$4,150
Books and supplies	\$900	\$900
Transportation	\$2,250	\$2,250
Tuition	\$13,500	\$12,000
Three-Quarter-Time Enrollment (18-23 credit hours)		
Room and board	\$4,500	\$4,500
Personal	\$4,150	\$4,150
Books and supplies	\$900	\$900
Transportation	\$2,250	\$2,250
Tuition	\$10,500	\$10,500
Half-Time Enrollment (12-17 credit hours)		
Room and board	\$4,500	\$4,500
Personal	\$4,150	\$4,150
Books and supplies	\$900	\$900
Transportation	\$2,250	\$2,250
Tuition	\$7,000	\$7,000

Criminal Background Check Policy Bethany is committed to creating an environment of authenticity and health by preparing healthy and trustworthy adults for the vocation of ministry. In addition, Bethany is committed to being a safe place for all persons and will seek to support and strengthen congregations in this same endeavor. To that end the integrity and professionalism of Bethany students is of great importance to the communities we serve.

In order to fulfill this commitment of a healthy and authentic environment for students, faculty, and the larger church, Bethany Theological Seminary will partner with all degree students in assessing their level of awareness and health in matters of professional and ethical behavior. The initial step, taken during the application process, will be submission and review of a criminal background check. The **criminal background check policy** works toward the goal of creating the safest campus possible for our students, employees, and related communities.

The purpose of a **criminal background check** is to identify incidents of sexual misconduct and abusive behavior, which may prevent safe interaction with various constituencies. Bethany Theological Seminary reserves the right to deny admission based on information obtained through the background check.

All degree-seeking students are required to have a **criminal background check**. The criminal background check will be done at a local and federal level. Information regarding the process can be obtained from the [admissions staff](#). Information from the **criminal background check** is confidential and will only be viewed by the most necessary parties. While full admission to a degree program will be contingent on successful completion of a **criminal background check**, admitted students may begin classes at the start of the term.

Student Housing The Richmond area provides a variety of housing options for single people, married couples, and those wishing to live in community. The

director of student development provides assistance to students seeking housing information. Many students secure and share apartments in the area with other students.

Student Health Insurance Bethany expects all students to be in full compliance with the Affordable Care Act, participating in either their parents' health insurance coverage, purchasing their own coverage, or submitting a waiver of coverage as permissible by law.

Financial Aid and Scholarships The [financial aid program](#) of Bethany Theological Seminary is designed to assist students who have limited resources to meet their educational expenses. Each student assumes major responsibility in meeting the costs of his or her theological education—through savings and other assets, summer and part-time school-year employment, family assistance, grants and scholarships from churches, and loans and work opportunities. It is Bethany's hope that through the establishment of a workable financial plan each student will be able to avoid undue financial pressure, excessive employment, and unmanageable indebtedness. A summary of the programs offered follows. Further details are available on the [financial aid page](#) of the Bethany website, from the financial aid office, or in the [Bethany Student Handbook](#).

Financial Aid Principles

Bethany Theological Seminary's **financial aid program** is based on several principles that are consistent with deeply held Church of the Brethren values:

- Asks all students to contribute to the cost of their education, but at a reasonable and affordable level;
- Provides the greatest amount of aid to those with the greatest need, and asks those with more resources to contribute more toward their education;

- Recognizes and encourages academic excellence, but in a manner that rewards self-motivated achievement rather than competition between students;
- Affirms and rewards a commitment to serve the church through ministries in many arenas within and beyond the congregation;
- Makes aid available to all qualifying degree and certificate students, irrespective of course load, location or format;
- Understands that educational opportunities at Bethany are enhanced by multiple partnerships, including the connection and support of our alumni/ae and friends through whose financial generosity this experience is possible.

Financial aid is available for all degree-seeking (MA, MATW, and MDiv) and certificate-seeking (CATS, CBP, CIBI, CJPCT, CTS and CTTI) students to assist in covering the tuition costs outlined on the first page of this section. **Financial aid** is not available for occasional students. Each student will pay a base amount per session as listed in the tuition costs. Students may apply for **financial aid** to cover the cost of their tuition above the base amount. Bethany's **financial aid** program includes the following components:

- Academic Excellence Scholarship
- Church Service Covenant Grant
- Need-based grant
- Federal Work-Study
- Federal Stafford Loans
- International student aid

Academic Excellence Scholarship After the base amount has been paid, students who demonstrate academic excellence are eligible to receive a scholarship of either 40 percent or 50 percent.

Church Service Covenant Grant Students preparing for a vocation that will serve the church are eligible for this award, which is a 50 percent tuition scholarship, after the base amount has been paid.

Need-based Grant After the base amount has been paid and scholarships have been awarded, students who still demonstrate financial need are eligible to receive a need-based grant to cover the balance of tuition costs, not to exceed need.

Federal Work-Study This program provides a limited number of paid positions both on and off campus that will vary in responsibility and compensation. Students must demonstrate financial need to be eligible. Application includes the completion of the **FAFSA** (Free Application for Federal Student Aid) and a separate Bethany **financial aid application**, which includes an expense budget for the academic year.

Federal Stafford Loans Bethany participates in the Federal Stafford Loan Program. Through this program, students who demonstrate financial need are able to secure low interest loans to assist with the cost of their education. Application includes the completion of the **FAFSA** (Free Application for Federal Student Aid) and a separate Bethany **financial aid application**, which includes an expense budget for the academic year.

International Student Aid Members of the global **Church of the Brethren** who are legal residents of another country and expect to return to their home country to serve the **Church of the Brethren** will receive a full-tuition scholarship. Legal residents of another country who are not members of the global **Church of the Brethren** will be asked to contribute to the cost of their education by paying the \$1,100 base amount per session. Students who qualify may receive [financial aid](#) provided by Bethany, including the Academic Excellence Scholarship, Church Service Covenant, or Need-based Grant. See Financial Aid and Scholarships section above.

Application Procedures, Limitations and Deadlines Application for **financial aid** is required every academic year. Students interested in need-based aid (such as grants or loans) must complete the [FAFSA](#) (Free Application for Federal Student Aid) and a separate [Bethany financial aid application](#). Application

General Information



deadlines for both **admissions** and **financial aid** materials are as follows:

- Fall session - July 15*
- Spring session - December 1*
- January, May, or August intensives - six weeks prior to the first day of the course

Limitations, such as satisfactory academic progress, apply and are detailed in interpretive materials available from the financial aid office or the [Bethany Student Handbook](#).

Student Employment There are **opportunities for employment** both on and off campus through the [Federal Work-Study program](#) to those who demonstrate financial need. Additionally, a variety of off-campus opportunities exist in Richmond and the outlying areas. Indianapolis is just over an hour by car, and Dayton, Ohio, is approximately forty-five minutes by car. The director of student development provides information regarding off-campus employment in the local area. Information on current employment opportunities is available from the Student Services

Office and postings on the bulletin board in the second-floor study room.

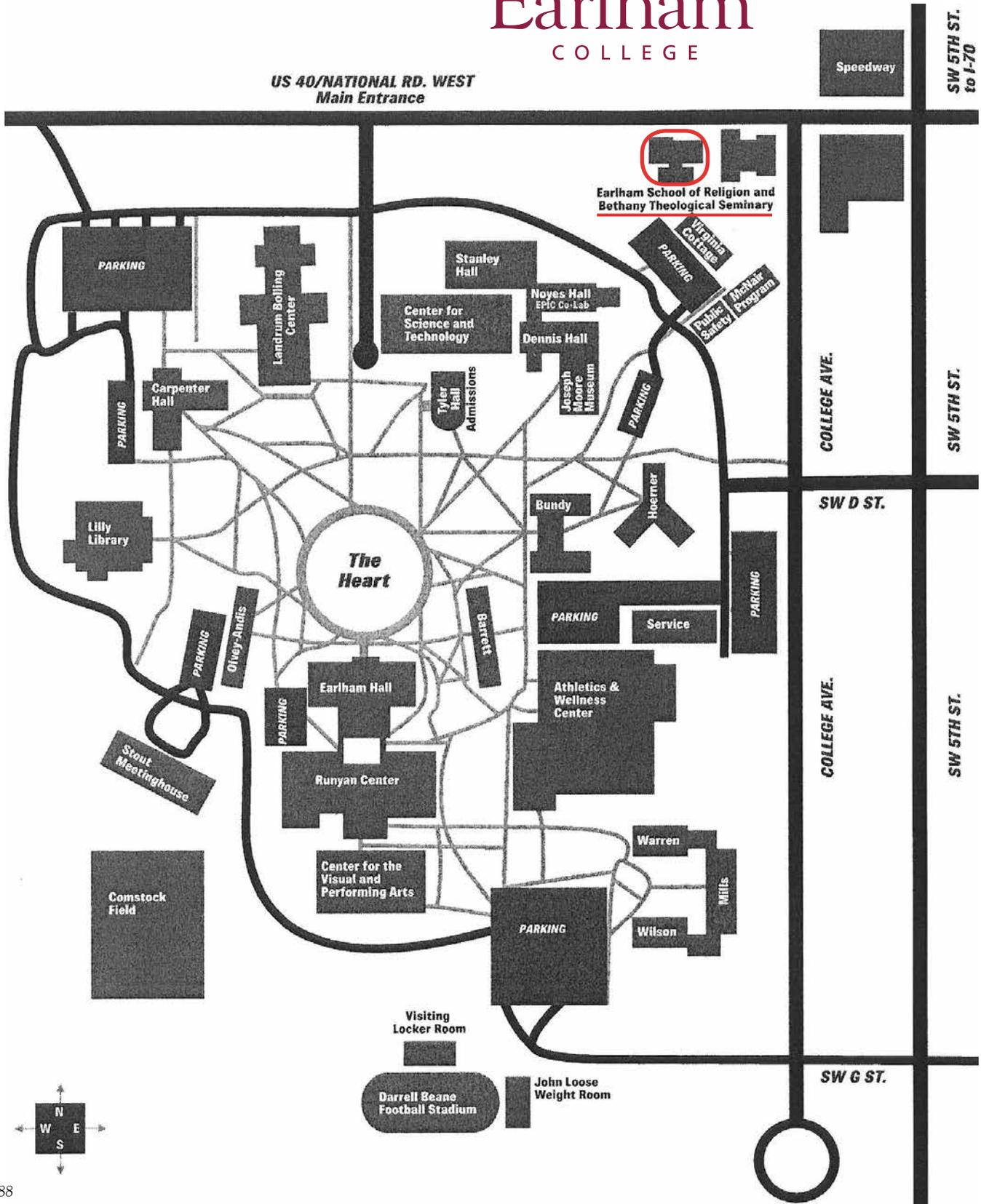
Criteria for Aid Bethany Theological Seminary subscribes to the following Principles of Student Financial Aid in Theological Education adopted by the **Association of Theological Schools**:

1. A need-analysis system is a consistently applied method for determining financial need as the basis for allocating aid.
2. The total amount of financial aid offered should not exceed the amount of the student's need.
3. The student has the major responsibility for his or her educational and living expenses. The Seminary's aid will augment the student's efforts.
4. Financial aid is not an end in itself but should be administered in such a way as to affirm financial responsibility and integrity of both student and seminary.
5. The administration of financial aid should be confidential.

Earlham

COLLEGE

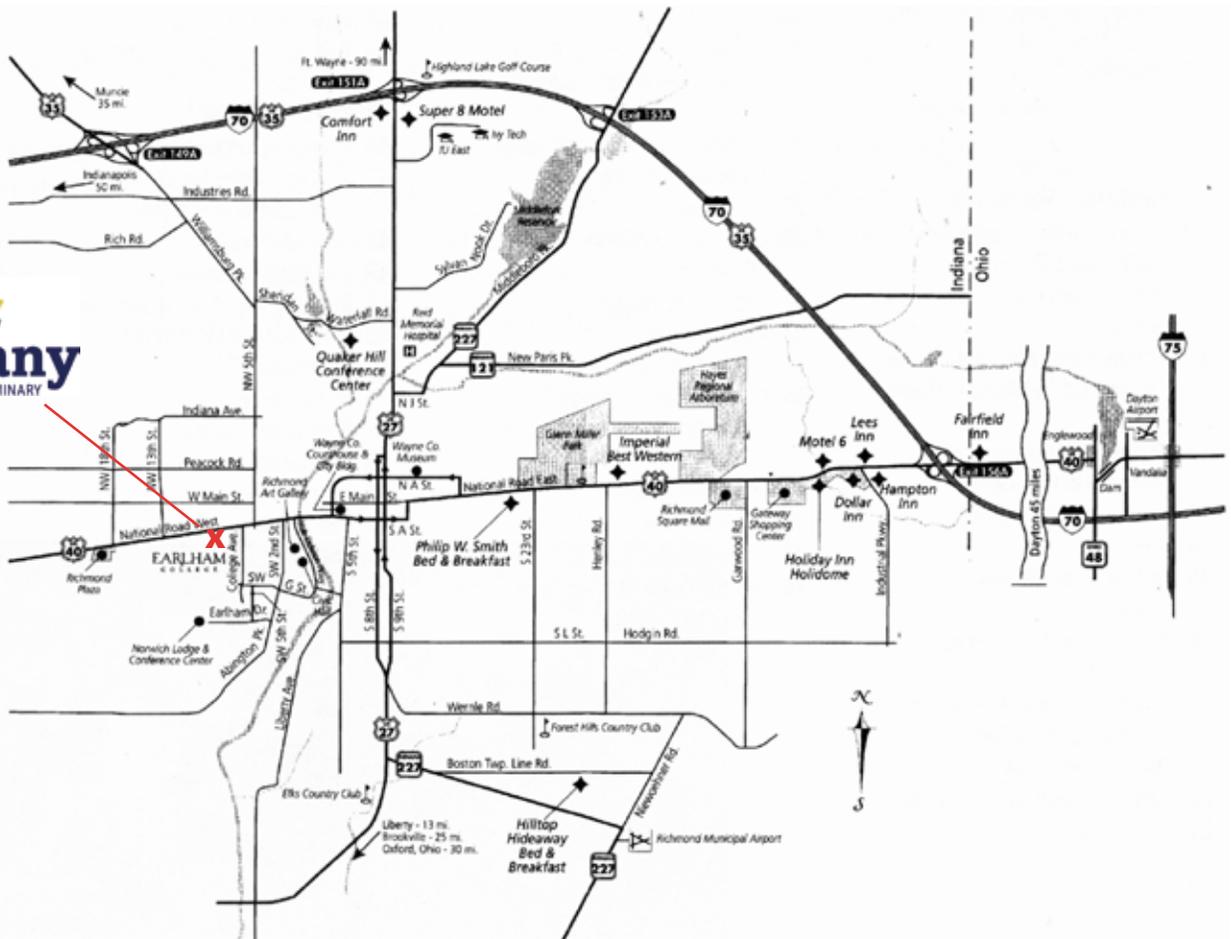
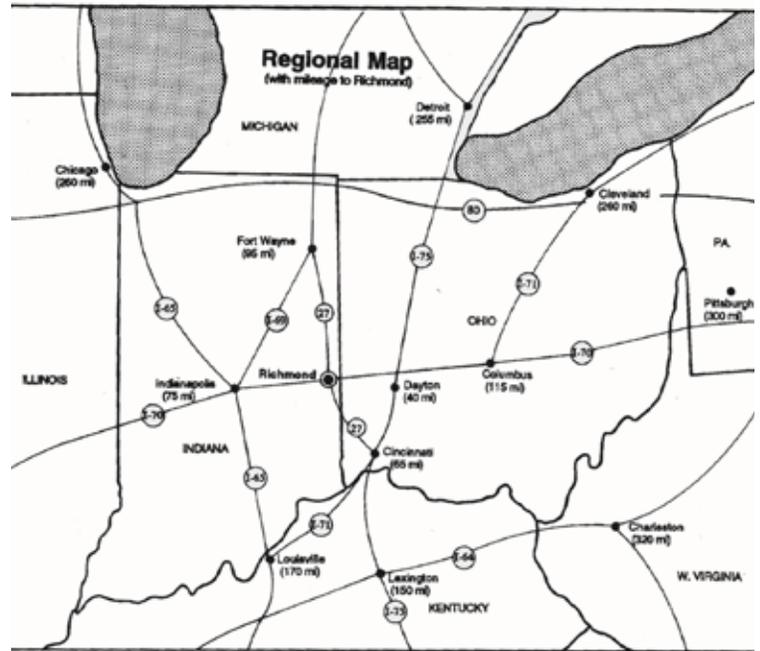
US 40/NATIONAL RD. WEST
Main Entrance



DIRECTIONS TO BETHANY

From Interstate 70:

- Exit at Indiana 149A (Williamsburg Pike).
- Williamsburg Pike becomes NW 5th Street.
- Follow NW 5th until it ends at a T-junction at US 40/National Road West.
- Turn right and immediately get into the left lane.
- Bethany Seminary is the first red brick building on National Road West, beyond College Avenue, on your left.
- You may use visitor parking spaces in front of the main entrance or the parking lot south of the Bethany Center. Turn left on College Avenue, then right at the D Street entrance. Follow signs for the seminaries.



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College administrator

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Pastor

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Seminary

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SUSQUEHANNA VALLEY MINISTRY CENTER STAFF

Donna Rhodes
Executive Director

Karen Hodges
Program Coordinator



The Bethany logo serves as the external identifier for the Seminary's brand. As such, it helps reflect the values and essence of Bethany both as an institution and as a force for good. In its overall presence the mark symbolizes stability and life. The mark itself is composed of an open Bible, representing the centrality of scripture. The pages are actively turning and flourishing results. There is both uniformity and diversity present within the logo form.



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