ITC 2.0

2021/2022

ACADEMIC CATALOG

April 2022 Revision

700 MARTIN LUTHER KING JR. DR. SW • ATLANTA, GA 30314 • 404.527.7794 • WWW.ITC.EDU
The Interdenominational Theological Center is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award masters and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the Interdenominational Theological Center.

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

The regulations, requirements, and general information included in this document are official for the 2021-2022 academic years. In accordance with sound academic and fiscal practice, The Interdenominational Theological Center reserves the right to make changes in policies, regulations, procedures, and fees and will give due notice to affected parties. Current, and more comprehensive, information regarding the institution's academic and non-degree programs, faculty and staff, campus settings and location, resources and facilities, and student services is available on The Interdenominational Theological Center website at www.itc.edu.

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

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Mission & Vision

Mission Statement
of
The Interdenominational Theological Center

The Interdenominational Theological Center (ITC) is a Christian Africentric ecumenical consortium of seminaries and fellowships that educate students to commit to practicing justice and peace through a liberating and transforming spirituality to become leaders in the church and local/global communities.

Vision Statement
of
The Interdenominational Theological Center

To be the preeminent world center for Africentric theological engagement and developing leaders to advance God’s mission of love, justice and restoration in the world.
Institutional Goals

1. To educate men and women for leadership in Christ’s Church and the world.

2. To demonstrate academic excellence in teaching and research.

3. To recognize the role of denominations as the foundation for ecumenism and to understand this principle as a viable and sustaining cornerstone of ITC’s mission.

4. To attract, support, and retain qualified students capable of fulfilling the mission of the institution, who will foster and advocate diversity; promote integrity and competence in Christian leadership; and encourage justice, reconciliation, liberation, and peace.

5. To provide a critique, informed by the perspectives of African American and other global interpretations, of Western, male-dominated theological education.

6. To encourage scholarly research and publications related to Africa and the Diaspora African religious experience, the African American Church, and the church universal.

7. To attract, develop, and retain competent faculty, staff, and administrators.

8. To ensure that the learning, working, and living environment is healthy, safe, and secure through strong administrative practices.

9. To develop and sustain partnerships that enhance the education of students, provide opportunities for community service, and foster interreligious dialogue.

10. To maintain fiscal stability and to strengthen the financial vitality of the Center.
Code of Ethics

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

• We commit ourselves to practicing and pursuing integrity in academic and professional excellence from the classroom to the office to the board room, through our use and allocation of time, talents, and resources—physical, intellectual, and financial.

• We commit ourselves to maintaining and supporting mutual respect and integrity for ourselves, individuals and the community through our daily interactions with each other in the use of appropriate language and behavior.

• We commit ourselves to gender inclusivity.

• We commit ourselves to the enhancement and nurture of appropriate needs of individuals and the community in ways that build up the healthy functioning of both.

• We commit ourselves to respect the diversity of ecumenical, theological, ideological, and personal expressions of the various faiths and traditions found in our community.

• We commit ourselves to celebrate and build upon the best of our African cultures and heritages through our work and life together.

• We commit ourselves to the pursuit of intellectual excellence through the open engagement of critical thought and debate and through the honest critique of each other’s ideas and beliefs.

• We commit ourselves to providing a safe physical and psychological environment for all members of the community regardless of one’s race, color, religion, sex, national origin, age, sexual orientation, ability, or any other characteristic protected by law.

• We commit ourselves to maintaining and providing services and physical resources and spaces which promote the mission and fiscal integrity of the institution, and which demonstrate appreciation and celebration of the gifts of others.

• We commit ourselves to holding each other and ourselves accountable to adhering to the statements made in this covenant.
Accreditation

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

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The Quality Enhancement Plan (QEP) for the ITC

QEP Evolved-Sankofa Practice: Learning Through Inquiry, Immersion & Prophetic Problem Solving

Our Sankofa Practice moves us from a product centered to a “learning” centered model of theological education and religious leadership. The first iteration of our QEP provided the ITC to fully engage the institution in the process and product of student learning. The traditions of teaching and learning in an historically Black institution of higher education were illuminated such that we achieved consensus on the gift and the challenges of Black theological education (Fitchue, 2018). As an institution we adopted a system wide assessment plan, learned how to communicate improvement and increased our value for using data to inform decision making. Yet, we also learned that the capacity to evolve in the context of marginalization and racism requires us to not only “look back and fetch” but also to increase our efficacy and effectiveness in re-imagining the society and world we are preparing leaders to address. ITC 2.0 emerged as an institution wide plan to situate the ITC legacy in the complex and changing landscape of our future. While keeping the outcomes of teaching and learning in mind, we are emphasizing the merit of continuous/lifelong learning as individuals, leaders and as an organization. The goal of being a learning centered organization that supports its members to value, seek and model continuous learning as a constructive response to the unseen, unheard and the unfelt realities of the future. In our current context, there is no “expert” on what is to
come so that our learning paradigm of “continuous and creative learning in community” affords our graduates, alumni, staff and faculty the space to evolve as well.

The 2020 ITC QEP Evolved-Sankofa Practice has three main objectives to demonstrate improvements in student learning and student success that affect institutional planning and effectiveness, student learning, support services, and the role of the larger community and community partners in the education of the ITC learner.

The QEP Goal and Objectives

The purpose of the Quality Enhancement Plan (QEP) is improved student learning through program and administrative assessment redesign, a supportive multi modal learning environment and the practice of Sankofa in ways that both reframe and reimagine the educational and social merit of Sankofa in achieving the ITC mission in the academy, church and in the global community.

The three QEP objectives were identified to achieve the aim of a learning centered institution.

1. Strengthening the existing institutional plan with summative administrative and program reviews that use impact assessment to clarify and better track what determines the practice of the ITC mission (a transforming and liberating spirituality promoted by religious leadership aka: Prophetic problem solving).

2. Redesigning program curricula (DMin and M & /MDiv curricula) and faculty development to align student’s leadership organizational learning in a hybrid delivery with Africentric ideas in our educational programs and administrative outcomes.

3. Communicating a relevant Sankofa competency in professional leadership as justice education in the degree capstones (M & C, Thesis, Doctoral Projects) and across institutional units.

These specific outcomes to the QEP objectives put the practice of Sankofa as the evidence of the ITC mission to improve student learning and student success.
1. Overview

HISTORY

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

The Absalom Jones Theological Institute also became a part of ITC following the unanimous endorsement of the Episcopal Church’s Board of Theological Education and seminary deans on March 30, 1971. The Reverend Robert A. Bennett for the directors of the Union of Black Episcopalian submitted the proposal for affiliation. The seminary was named to honor the first African American ordained a priest in the Episcopal Church. The program proved to be too expensive for the small number of African Americans in training and the seminary closed in 1979.


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

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

The ITC Theological Consortium

Today the Interdenominational Theological Center remains one of the premier graduate HBCU’s and theological institutions in America. With the departure of the Johnson C. Smith Theological Seminary, the center today consists of five schools / seminaries (Gammon Theological Seminary, Morehouse School of Religion, Turner Theological Seminary, Phillips School of Theology, and the Charles H. Mason Theological Seminary), joined by the act of the General Assembly of the Church of God in Christ in 1970.

Morehouse School of Religion

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

The name Morehouse was adopted in 1913 in honor of Dr. Henry L. Morehouse, corresponding secretary of the American Baptist Home Mission Society, and in 1924 the Divinity School of Morehouse College became known as the School of Religion. This change was accompanied by a reorganization of curriculum, and Dr. Charles C. Hubert, a professor in the divinity school since 1914, became the first director of the School of Religion of Morehouse College.

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

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

Gammon Theological Seminary

Gammon Theological Seminary had its beginning in 1869 as the Department of Religion and Philosophy at Clark University, an institution founded by the Freedman’s Aid Society of the Methodist Episcopal Church (one of the predecessor bodies of the United Methodist Church). The Department of Religion and Philosophy of Clark University continued to serve the purpose of preparing newly freed slaves and others for ministry in the Methodist Episcopal Church up until 1872. In 1872, Clark Theological Seminary, the former Department of Religion and Philosophy at Clark University, was opened with twenty-six students enrolled. Although a separate entity in name, Clark Theological Seminary still remained under the auspices of Clark University and the Freedman’s Aid Society of the Methodist Episcopal Church.

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

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

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

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

Turner Theological Seminary

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

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

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

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

Within a year of the election of Dr. Daniel W. Jacobs Sr., as Dean of Turner Theological Seminary in 1985, construction was begun on the Frederick Hilborn Talbot Hall at a cost of $2.8 million. This facility was the result of the tireless efforts of Bishop Talbot. It contains offices, a chapel, Laundromat, concession area, thirty-two dormitory rooms, twenty efficiencies, and five one-bedroom apartments. It was occupied in October 1987.

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

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

Phillips School of Theology

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

In 1950, the General Conference of the CME Church voted to make Phillips School of Theology a Connectional school, which entitled it to financial support of the denominations. Early enrollments were across denominational lines.

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

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

Following the death of Dr. Darnell in the fall of 1973, Dr. Alvin Dopson was elected the fourth dean, and served until his death in 1979. Dr. William C. Larkin was elected the fifth dean in 1980 and served until 1990. Dr. Thomas L. Brown Sr. was elected the sixth dean in 1990. He served until 2006, when he was elected the 54th Bishop of the CME Church. On July 1, 2006, Dr. Marvin Frank Thomas, Sr. was elected as the Interim President-Dean. In January 2007, the Board of Trustees elected Dr. Marvin F. Thomas as its seventh president, and he served until 2014 when he was elected the 63rd Bishop of the CME Church. In July of 2014 Dr. Paul L. Brown, Sr., was named interim Dean and in January 2015 The Board of Trustees named Dr. Brown the eighth President/Dean. In conjunction with the Seminary’s Founder's Day Observance, Phillips School of Theology sponsors a Pastor's Conference which is held annually for ministers of the CME Church and has attracted well over 400 participants, as well as, nationally known speakers, lectures, and workshop presenters."

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

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

Charles H. Mason Theological Seminary

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

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

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

Selma T. and Harry V. Richardson Ecumenical Fellowship

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

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Director of Institutional Effectiveness,

Dr. Joseph Evans
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Ms. Arlene Clarke
Registrar

Ms. Natasha Jordan
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Ms. Constance Lacey
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Denominational Deans

Dr. Candace Lewis
Gammon Theological Seminary

Dr. Ammie L. Davis
Turner Theological Seminary

Dr. Paul Brown
Phillips School of Theology

Dr. Harold Bennett
Charles H. Mason Seminary

Dr. Joseph Evans
Morehouse School of Religion

Dr. Willie Godman
Selma T. and Harry V. Richardson Ecumenical Fellowship, Coordinator
Full-Time Faculty

Allen-McLaurin, Dr. Lisa M.,
*Helmar Nielsen Professor, Music and Worship & Degree Coordinator*
B.A., 1986, Millsaps College; B.M., 1986, Millsaps College;
M. M. Ed., 1989, University of Southern Mississippi;
Ph.D., 1993, University of Southern Mississippi

Braga, Jr. Dr. Reginaldo P.,
*Associate Professor, Master of Arts in Religion and Education & Degree Coordinator*
Th.B., 1985, Seminário Teológico Congregacional do Recife, Recife, Brazil; Licenciatura in Languages & Literature, 1994, Universidade Catolica de Pernambuco, Recife, Brazil;
Th.M., 1995, Princeton Theological Seminary;
Ed.D., 2003, Teacher College-Columbia University/Union Theological Seminary

Earl, Jr., Dr. Riggins R.,
*Andrew Mellon Professor, Ethics and Theology*

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

Godman, Dr. Willie F.,
*Associate Professor, Psychology of Religion & Pastoral Care*
B.S., 1980, Georgia State University
M.Div., 1987, Interdenominational Theological Center;
ThD., 2001, Interdenominational Theological Center;

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

Handy, Dr. Maisha I.,
*Associate Professor, Religion and Education*
B.S., 1985, Lincoln University
M.Div., 1994, Candler School of Theology
Ph.D., 2002, Emory University in Theology and Personality

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

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

Marshall, Dr. Jermaine J.,
*Associate Professor, Homiletics and Worship*
B.A., 2005, University of North Florida;
M.Div., 2008, Interdenominational Theological Center;
Th.M., 2010 Emory University
Ph.D., 2019 Regent University

McCrary, Dr. Carolyn Lynette,
*Jarena Lee Professor, Pastoral Theology, Care, & Counseling & Doctor of Theology Degree Coordinator*
Certificate, Mention Assez bien, 1969, Universitè de Lyon
B.A., 1970, Bennett College; M.Div., 1977, Interdenominational Theological Center;
S.T.D., 1989 Interdenominational Theological Center
Rainey, Dr. Brian,
Assistant Professor, Old Testament / Hebrew Bible
B.A., Brown University, 2004
Ph.D., Brown University, 2014

Slaughter, Dr. F. Keith,
Assistant Professor, Psychology of Religion and Pastoral Care
B.S., 1991, Tuskegee University;
M.Div., 2003, Interdenominational Theological Center;
Th.D., 2009, Interdenominational Theological Center

Tong, Dr. M. Adrayel,
Assistant Professor of New Testament & Judaic Studies
B.S., 2007, University of Pennsylvania;
M.Div., 2001, Yale Divinity School; Ph.D., 2019, Fordham University

Part-Time Faculty

Will Coleman
Associate Professor of Systematic Theology and World Religions
B.A., 1981. Rhodes College;
M.Div., 1985. Columbia Theological Seminary;
Ph.D., 1993, Graduate Theological Union

Joseph N. Evans
Assistant Professor of Homiletics
B.S., 1991. West Virginia Institute of Technology;
M.Div., 1999. Southern Baptist Theological Seminary;
Ph.D., 2005. Southern Baptist Theological Seminary

Institutional Affiliations
The Care and Counseling Center of Georgia (CCCG)

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

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

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

The Lutheran Theological Center in Atlanta (LTCA) began as an enrichment program of Trinity Lutheran Seminary in Columbus, Ohio, and Lutheran Theological Southern Seminary in Columbia, South Carolina, in 1988. As such, it provided an opportunity for students from both seminaries to come to Atlanta and take courses at Atlanta seminaries towards the graduation requirements of Trinity and Southern. In 1997, the Center moved to the ITC campus to both strengthen its relationship to ITC and the commitment of the Evangelical Lutheran Church in America (ELCA) to developing African American leadership among its ranks. The program has always had a particular emphasis on African Americans and others seeking to serve the church in the African American community. Currently, through its relationship to ITC, the Center provides opportunities for students enrolled at any of the eight ELCA seminaries to come to Atlanta and pursue course work towards the graduation requirements of their home seminaries. While enrolled through the Center, students have access to Atlanta University Center’s Robert W. Woodruff Library and participate in the life and mission of ITC. Student grades are reported to the Center from the ITC registrar and are subsequently reported to students’ home seminaries. Through its seminaries, the ELCA encourages its students to consider coming to the Center for one or two years, particularly those who are seeking to serve the church in the African American community.

Special Programs

Black Women in Church and Society (BWCS)

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

Youth Hope Builders Academy

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

Student Life at ITC is about more than just academics. It is about the personal growth and development of values and meaning that comes from being a responsible participant in and member of a community focused on spiritual transformation and liberation theology. It is about the active, critical learning and discernment that comes when interacting with and learning from people from different backgrounds and viewpoints. It is about engaging in activities for which individuals feel passionate while taking time to try something totally new and outside their comfort zone, to be called to live more fully in the Spirit. Student Life at ITC emphasizes all of this and more. With a focus on ecumenism grounded in an Africentric community, a great location downtown in the heart of Atlanta that is rich in the history of the Civil Rights movement, students can experience the life of a seminarian as it was meant to be.

ITC is a consortium of five seminaries (Gammon Theological Seminary, C. H. Mason Theological Seminary, Morehouse School of Religion, Philips School of Theology, and Turner Theological) with a sixth entity, the Selma and Harry V. Richardson Ecumenical Fellowship, for non-denominational or denominations other than the five affiliate schools. The rich and diverse theological cultures at ITC challenge and expand students’ spiritual formation experiences at the ITC.

Within the community are academic, social, organizations. These cover a full range of students’ needs and interests and are led by specific student groups and faculty advisory leadership. The Student Christian League (SCL) on campus provides a structure of governance which promotes personal, spiritual, and academic integrity in the spirit of ITC, positive leadership opportunities and active community engagement.
Office of Student Affairs

The common thread that runs throughout academic affairs at the ITC is a commitment to enabling all students to participate in an engaging, healthy, and active learning environment during their time at the Interdenominational Theological Center. The Office of Student Affairs, as a reporting unit under the Office of Academic Affairs, represents the front-facing student services experience. The mission of the Office of Student Affairs is twofold: to compliment and support the ITC’s academic mission and to enhance the quality of life for students. At ITC, we recognize the institution to be a historically Black Christian institution of higher learning dedicated to the development of lay and clergy leadership with a focus on the teaching of liberation and transformative spiritual theology to promote the creation of communities of justice and reconciliation on a local and global scale. The Community of ITC is committed to the practice of social justice and peace developed through ecumenical fellowship and education — both in and out of the classroom. We promote the integrated spiritual, academic, recreational, and residential participative life of our students in tandem relationship with all persons in the ITC community. Consisting of a variety of offices and departments, our division offers a wealth of programming, services, and resources to our students. The Office of Student Affairs, works as a comprehensive unit to addressing academic, housing, spiritual and emotional needs of the ITC student, coordinates services and program activities which complement, reinforce and extend, without duplicating or replacing the work of the constituent seminaries as they undergird work of their respective students.

Office of the Registrar

The Office of the Registrar supports the mission of the Interdenominational Theological Center by providing administrative support for the institution’s curriculum, enforcing academic policies, serving as a responsible steward of the academic and educational records by ensuring integrity and confidentiality, and providing customer-centric services to all internal and external stakeholders. The office is the steward of all academic records and bears responsibility for the accuracy, security and integrity of those records. In addition, the office is responsible for providing registration services, grade processing, enrollment and degree verification, degree audit and the issuance of transcripts and degrees. Other services include course schedule development, classroom assignment, Veteran Affairs Benefits certification, internal and external reporting.

Office of Recruitment/Admissions

The mission of the Office of Admissions and Recruitment is to recruit, admit and to be of service to an eligible and diverse student population locally, regionally, nationally, and internationally. The entire admissions process from inquiry to enrollment is managed and coordinated in the Office of Admissions and Recruitment. We embrace The Interdenominational Theological Center’s commitment to attain the quality of students who can exemplify academic success, matriculate and graduate.
Office of Financial Aid

The financial aid program of ITC helps many students attend school and prepare for service in the church. Scholarships and loans are available to qualified degree seeking students. Students must complete the Free Application for Federal Student Aid (FAFSA)—ITC college code. Students need to understand their financial obligations and responsibilities in accepting federal financial aid funds and manage their degree completion progress so as not to incur additional, excess financial debt. Students must make Satisfactory Academic Progress (SAP) to maintain financial aid eligibility. See additional information related to financial aid in the sections for Student Expenses and Financial Assistance for Students.

The financial aid program of ITC helps many students attend school and prepare for service in the church. Scholarships and loans are available to qualified degree seeking students. Students must complete the Free Application for Federal Student Aid (FAFSA)—ITC college code. Students need to understand their financial obligations and responsibilities in accepting federal financial aid funds and manage their degree completion progress so as not to incur additional, excess financial debt. Students must make Satisfactory Academic Progress (SAP) to maintain financial aid eligibility. See additional information related to financial aid in the sections for Student Expenses and Financial Assistance for Students.

Student Housing (Office of Student Life and Community Experience)

ITC housing functions as a practical environ which nurtures women and men in their commitment to and the practice of a liberating and transforming spirituality; academic discipline; religious, gender, and cultural diversity; while promoting justice and peace for all of its residents. The goal of housing management is to promote a positive and safe housing environment at ITC that supports and enhances students' academic and community development. As a residential student community member at ITC, students are expected to maintain their active full-time enrollment with a GPA of 2.25 or better GPA. Students residing in ITC housing are also expected to exercise self-care responsibilities, adhere to the ITC Code of Ethics and conduct, and demonstrate an accountable sensitivity to the well-being of others in the community.

Relational Health Services

The Relational Health Counselor works collaboratively with the Associate Vice President (AVP) of Student Affairs, the Student Life and Community Experience Coordinator, as well as the seminary President Deans and/or Fellowship Coordinator of their respective students to provide a variety of relational health support services. There is also an opportunity for referrals to outside relational, emotional, psychological, and cognitive support services as necessary.
Office of the Chaplain

The Chaplain and Chapel Committee provide oversight, development and delivery of Chapel. The Chaplain is specifically responsible in this diverse community of disciplined transformation and change for assisting with institutional provision of safe relational space for students and their families, as well as, staff and administration. Chaplaincy is service work that aid persons healthfully working through experienced challenges in their respective lives. The chaplain also offers spiritual care that specifically integrates new theological insights and philosophical concepts with traditions and practices of personal histories and denominational traditions. The goal is for service recipient to arrive at new insights. The Chaplain creates with the service recipient the space to explore and expand on these new insights. The expectation is to develop a stronger sense of self for affective engagement of every aspect of their life. The range of care and response affects academic success, family support, employment goals and communal involvement. All discussion is confidential.

Americans with Disabilities Act (ADA)

ITC is committed to providing educational opportunities and access to persons with disabilities in accordance with the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA) of 1990, and applicable local, state, and federal antidiscrimination laws. Requests for reasonable accommodations will be considered on an individual basis. Prospective applicants with documented disabilities are encouraged to contact the Admission Officer as early as possible in their application process, in order to alert the institution about disabilities for which they may want accommodations. Current students with questions about such accommodations should contact the Office of Student Affairs. Students must submit appropriate documentation regarding disabilities to the Office of Student Affairs to initiate the process to request 504/ADA accommodations within the first two weeks of the standard, full-term session. Students’ requests for 504/ADA accommodations require approval of the Associate Vice President for Student Affairs and the Vice President for Academic Affairs/ Provost. Students need to provide their faculty with an updated, signed copy of the approved 504/ADA Letter of Accommodations each term in which accommodations are requested. Accommodations cannot be approved or provided retroactively.

Students requesting ADA accommodations are encouraged to begin this process in the Office of Student Affairs. Academic accommodations are adjustments that provide equitable academic opportunity for students with disabilities. Academic accommodations are designed to provide equal access to courses and programs, but they do not guarantee an outcome or a level of achievement. Academic accommodations shall be reasonable as determined through the evaluation process conducted by the Office of Student Affairs and approved by the Office of the Provost. They need not be provided when the accommodation would result in a fundamental alteration of the program or impose an undue financial or administrative burden on the institution. Furthermore, accommodations are not required to address a personal need such as: an attendant, an individually prescribed device, a reader for personal use or study, or other devices or services of a personal nature. Requests for accommodations which
would fundamentally alter the nature of a program or which would alter the academic standards of a course or program will not be granted.

Title IX

Title IX of the Education Amendments of 1972 establishes federal guidelines that seek to ensure that no person in the United States shall, on the basis of sex, be excluded from participating in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial funding. Title IX seeks to establish protections against sex discrimination, sexual harassment, and sexual assault, violence, or coercion. ITC adheres to the guidelines of Title IX with regards to providing a safe, equitable environment for the ITC Community including students, faculty, staff, and administrators. Concerns or violations of Title IX should be reported to ITC’s Title IX Coordinator.

Ms. Angelecia Heath-McKenzie
Student Life and Housing Manager
studentservices@itc.edu

Library Resources

The Atlanta University Center (AUC) Robert W. Woodruff Library supports the teaching and learning missions of four institutions of higher learning that comprise the world’s largest consortium of HBCUs—Clark Atlanta University, the Interdenominational Theological Center, Morehouse College, and Spelman College. Conveniently located and easily accessible to the member institution campuses, the Library is the center of the intellectual and social life at the Atlanta University Center.

The AUC Woodruff Library received the prestigious Association of College and Research Libraries (ACRL) Excellence in Academic Libraries Award in 2016. This top honor recognizes academic libraries for delivering exemplary services and resources in support of their institutional missions. As a recipient of this annual award, the AUC Woodruff Library joins other libraries at elite academic institutions. The Library CEO Loretta Parham was named the ACRL 2017 Academic/Research Librarian of the Year. The AUC Woodruff Library is the only Library of an HBCU to earn these ACRL distinctions.

With the completion of its phase one renovation project in 2010, the Library transformed into a 21st century learning and research space designed specifically to meet the needs of today’s information seekers. The Library offers innovative services including Mac and PC workstations featuring the latest software programs; smart classrooms and presentation studios equipped with computer connectivity and audiovisual capabilities; the Bloomberg Finance Lab; and full wireless access throughout the 220,000-square-foot building.

The Library also features a number of flexible learning spaces with quiet study areas for individual research and collaborative study where faculty and students can meet to work collectively and share ideas. A graduate study suite, a quiet study suite, and seminar rooms with small and large group capacity are available for reservation for meetings, conferences, or classes. In addition, the Library provides other conveniences
including a café located on the Library’s main level; and the Virginia Lacey Jones Exhibition Hall, with maximum capacity of 500 to accommodate student, faculty and Library-sponsored programs and events. The Library’s greenscape, located across from the main entrance on Brawley Drive extending its footprint, features wireless internet access and seating areas for outdoor learning opportunities and is also available for rental use.

The AUC Woodruff Library Archives Research Center is noted for its extensive holdings of materials on the African American experience, including the John Henrik Clarke Africana and African American Collection, the Henry P. Slaughter and Countee Cullen Memorial collection of graphic and performing arts, and the Maynard Jackson Mayoral Administrative Records collection. In addition, at the request of Morehouse College, the Library has served as custodian of the Morehouse College Martin Luther King Jr. Collection since September 2006. As such, the Library houses and oversees the security, conservation, preservation and access of the collection for scholarly research.

Nearly 100 professional librarians and other trained staff work to ensure that the AUC Woodruff Library fosters a safe, efficient and visually-inspiring learning environment that contributes to student success. The Library provides access to both print and electronic materials. Its holdings of over 1.6 million include: 345,563 print volumes; over 112,721 electronic books; 163,585 e-journals; 8,510 media; and more than 321 databases. Electronic resources are accessible via the Library's 230-plus workstations and remotely through its website, www.auctr.edu.

The AUC Woodruff Library also participates in resource-sharing programs. Membership in the Atlanta Regional Consortium of Higher Education (ARCH) provides faculty and students with access to the collections of 20 area libraries. Visit www.atlantahigherced.org for a list of ARCH member institutions. Other consortium memberships include: Georgia Library Learning Online (GALILEO), a statewide virtual resource network; LYRASIS; the Online Computer Library Center (OCLC); the Council on Library and Information Resources (CLIR); the Oberlin Group; and the HBCU Library Alliance.

Library Access and Usage

A Library-operated shuttle provides transportation between the AUC Robert W. Woodruff Library and all Atlanta University Center (AUC) the institutions. Check the shuttle schedules for schedule times, see shuttle.auctr.edu. The normal library hours during the academic year, fall and spring excluding holidays and interim periods are:

Monday - Thursday: 7:30 AM to 12 midnight
Friday: 7:30 AM to 6:00 PM
Saturday: 12 PM/noon to 6:00 PM
Sunday: 12 PM/noon to 12AM/midnight

For the two weeks of Midterms and the two weeks of Finals the Library is open 24/7 to ITC and AUC students with valid student IDs.

Only an ITC school ID will get you into the Library after 7pm on Monday through Thursday, or any time on Saturday or Sunday. During the two weeks of midterms and two weeks of finals only an AUC school student ID will get you into the Library.
Students with research appointments in the Archives Research Center must present a valid ITC ID or a valid government-issued photo ID.

The public is allowed in during certain hours. During these hours, anyone with a government issued photo ID may enter the Library:

Monday - Thursday: 7:30 AM to 7:00 PM
Friday: 7:30 AM to 6:00 PM

The Library has extended hours during the exam periods as well as special hours during interim and holiday periods. Check the library’s on-line calendar for the most up-to-date hours or call 404/978-2067.

Visit the AUC Robert W. Woodruff Library website for the most up-to-date information https://www.auctr.edu/about/facilities-services/library-hours/. The office of the theological librarian is in the AUC Robert W. Woodruff Library with the telephone contact: 404/978-2068. Email and live, online chat (when available) on LibChat! are available online. https://www.auctr.edu/contact/

In order to further support the academic success of ITC students, the Theology, Religion, and Philosophy Librarian is available on the ITC campus specific days and hours during the regular semester term. Contact the AUC Robert W. Woodruff Library for more specific information requests.

Circulation:

1. Students will be notified immediately via email of delinquencies (overdue material). If the fine(s) exceed ten dollars, the patron’s account will immediately be blocked, and they will be restricted from borrowing materials from the Library.

2. Students who fail to return books and/or pay fines within one week of notification of delinquency shall be restricted from borrowing resources from the Library until such obligation (books returned and/or fines paid) is met.

3. No student will be allowed to graduate or participate in Commencement until library accounts and all other school-related fees and requirements are satisfied.

4. Students adjudged guilty of the theft or defacing of books will face the possibility of expulsion from the ITC.

Journal of the Interdenominational Theological Center

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

The ITC Press is the publishing component of the JITC. As such, it oversees the production of the Black Church Scholars Series (seven volumes to date) and occasional publications.
Inclement Weather Policy

In the event of life-threatening weather conditions, the president may deem it necessary to close the university officially or delay the opening time. Any schedule changes or delays will be announced via Director of Communications and Marketing via email and other emergency communications channels. An update will also be posted on the ITC website (www.itc.edu) as soon as possible after any decision on schedule changes or closings is made.
2. Academic Programs
Degree Programs & Outcomes

The ITC defines a degree program as a course of study in a specific field consisting of core and elective courses, that lead to a conferred degree at the masters and doctoral level. Five degree programs are offered at ITC: Master of Divinity (MDiv), Master of Arts in Religion and Education (MARE), Master of Arts in Liturgical Arts and Culture (MALC), the Doctor of Ministry (DMin) and the Doctor of Theology (ThD). The Doctor of Theology (ThD), currently offered by the Atlanta Theological Association (ATA) is in a teach out plan ending in 2023. The Doctor of Ministry degree is offered in cooperation with other seminaries and agencies in the Atlanta Theological Association. Additionally, the ITC offers two dual degrees, the Master of Arts in Religion and Education/Master of Divinity, and the Master of Arts in Liturgical Arts and Culture/Master of Divinity. A bachelor’s degree from an appropriately accredited institution is required for admission into the master’s degree programs. For educational equivalency and special admission requirements see the Master of Divinity section of this catalog. A Master of Divinity degree from an appropriately accredited institution is required for admission into the Doctor of Ministry degree program. See Doctor of Ministry section of this catalog for additional qualifications.

Planned Program Forms for all master’s degree programs by Emphasis, including dual degrees, can be found on the ITC website at:

https://www.itc.edu/academics/degrees-programs/planned-programs-documents/.

MASTER OF DIVINITY DEGREE (MDIV)

The MDiv is a degree designed to integrate theological studies and the work of ministry. For full time students it is a three-year program. The degree seeks to integrate theory and practice, academy and parish, private and public in a fully integrated educational process. The degree requires 78 credits for completion and includes 6 credits of capstone/field placement courses.

<table>
<thead>
<tr>
<th>Degree Areas</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduction to Track Area</td>
<td>6</td>
</tr>
<tr>
<td>B. Theoretical Foundations</td>
<td>6</td>
</tr>
<tr>
<td>C. Religious Heritages</td>
<td>15</td>
</tr>
<tr>
<td>D. Cultural Context</td>
<td>6</td>
</tr>
<tr>
<td>E. Personal &amp; Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>F. Ministerial &amp; Public Leadership</td>
<td>15 to 18</td>
</tr>
<tr>
<td>G. Capstone</td>
<td>6</td>
</tr>
<tr>
<td>H. Electives/Denominational Core</td>
<td>21 to 18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78 credits</strong></td>
</tr>
</tbody>
</table>

Goal of the Program

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

**Admission Requirements**
The minimum requirements for the Master of Divinity degree are 78 semester credits completed with a minimum grade point average of **2.75**. Of the 78 semester credits required for graduation, 51 are distributed among the four areas of the curriculum that correlate with a student’s chosen track and constitute a core (see Denominational Course Requirements below). Each student is expected to declare an *Emphasis* in which they will pursue their course of study before the end of their first year. During the pursuit of a Master of Divinity degree, students should remain mindful that fifteen is the maximum number of credits per semester that a student may take without requesting an overload. The student must meet the requirements for an overload including a 3.0 minimum grade point average and the approval of the Vice President of Academic Affairs/Provost. Due to COVID-19 and the global pandemic, all courses at the ITC have been migrated to an online learning platform. While in this teaching-learning mode, no student is allowed to take more than 12 credit hours. Any request, while in this mode, for an overload beyond 12 credit hours must be approved by the Vice President of Academic Affairs/Provost. The student requesting an overload must meet the same GPA requirements noted above and must be a graduating senior. (See Course Load/Time Status for specific information.)

Distribution of Credits M.Div. Core: The core curriculum, as seen in the chart (see Denominational Course Requirements below), is made up of 51 of the 78 credits required for graduation. (See Denominational Course Requirements).

**Denominational Course Requirements**
Courses in denominational history, polity, and theology are required by ITC for the constituent denominations and count towards additional core requirements for graduation. COGIC and Baptist students affiliated with the respective constituent seminary must take both denominational history and polity. Students affiliated with AME and CME constituent seminaries must take denominational history, polity, and Wesleyan Theology. Students affiliated with the UMC constituent seminary must take denominational history, polity, Wesleyan Theology, World Christianity, and Congregational Evangelism.

**Program Student Learning Outcomes**

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

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

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

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

Degree Track/Emphases

The ITC has three degree emphases:

Congregational Ministries, Public Spaces, and Academic Ministries. The degree track assures the student of an area of specialization in ministry. A faculty advisor will assist in the choice and determination of course sequence. In order to satisfy concentration requirements, a student must complete four courses beyond the core. Emphases do not appear on graduation diplomas.

Congregational Ministries

Students with vocational aspirations as pastors, associate pastors, Christian/Religious Education directors, spiritual directors, evangelists, missionaries, to name a few, are encouraged to declare a course of study in the Congregational Ministries track. Students complete courses in preparation for ordained and lay ministries. Courses in this track include Clinical Introduction to Pastoral Care and Counseling, Christian Worship, and Introduction to Preaching.

Public Spaces

The Public Spaces track is for students interested in a vocation in the public space, including pastors, associate pastors, public theologians, campus ministers, chaplains, community organizers, urban renewal ministers, public policy advocates, social justice ministers, entrepreneurs, and nonprofit organizational leaders and more. Students complete courses in preparation for public engagement and leadership for social change in response to Jesus of Nazareth’s call to bring good news to the poor, release the captives, bring sight to the blind, and free the oppressed. Courses in this track include Clinical Introduction to Pastoral Care and Counseling, Religious Education in the Public Sphere (MARE), World Religions, and Rhetoric, Religion, and Society.

Academic Ministries

Students called to a vocation in academia, including, professors, teachers (k-12), librarians, academic publishers, and researchers in higher education, will declare their intention to pursue the course of study under the Academic Ministries track. Students will complete courses in preparation for ordained ministries, teaching and research in higher education, and for profit and not-for-profit directorships. Courses in this track include Research Methods in Religious and Africana Studies, World Religions, and Rhetoric, Religion, and Society.
<table>
<thead>
<tr>
<th>Coursework Areas</th>
<th>Exemplification Only</th>
<th>Exemplification Only</th>
<th>Exemplification Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduction to Track Area (6 credits)</td>
<td>IINT 408 Sankofa Practice: Thinking Theologically about Ministry from an Africentric Perspective</td>
<td>IINT 408 Sankofa Practice: Thinking Theologically about Ministry from an Africentric Perspective</td>
<td>IINT 408 Sankofa Practice: Thinking Theologically about Ministry from an Africentric Perspective</td>
</tr>
<tr>
<td>B. Theoretical Foundations (6 credits)</td>
<td>ITEH 621 Ethics &amp; Society IPSC 701 Sociology of Religion or IPSC 716 Psychology of Religion</td>
<td>ITEH 621 Ethics &amp; Society IPSC 701 Sociology of Religion or IPSC 716 Psychology of Religion</td>
<td>ITEH 621 Ethics &amp; Society IPSC 701 Sociology of Religion or IPSC 716 Psychology of Religion</td>
</tr>
<tr>
<td>D. Cultural Context (6 credits)</td>
<td>IPSC 685 World Christianity or IPSC 746 World Religions IINT 419 Bible, Gender, Sexuality, &amp; Spirituality</td>
<td>IPSC 685 World Christianity or IPSC 746 World Religions IINT 419 Bible, Gender, Sexuality, &amp; Spirituality</td>
<td>IPSC 685 World Christianity or IPSC 746 World Religions IINT 419 Bible, Gender, Sexuality, &amp; Spirituality</td>
</tr>
<tr>
<td>E. Personal and Spiritual Formation (3 credits)</td>
<td>ICAM 801 Theories and Practices of Educating in Faith</td>
<td>ICAM 801 Theories and Practices of Educating in Faith</td>
<td>ICAM 801 Theories and Practices of Educating in Faith</td>
</tr>
<tr>
<td>F. Ministerial and Public Leadership (15 credits or 18 in Academic track)</td>
<td>IPSC 718 Clinical Introduction to Pastoral Care and Counseling ICAM 866 Christian Worship ICAM 845 Intro to Preaching ICAM 824 Organizational Leadership or Elective ICAM 835 Ministerial Leadership</td>
<td>IPSC 718 Clinical Introduction to Pastoral Care and Counseling ICAM 866 Christian Worship ICAM 823 Community Organizing or ICAM 863 Rhetoric in Public Spaces ICAM 824 Organizational Leadership or Elective ICAM 835 Ministerial Leadership</td>
<td>IPSC 718 Clinical Introduction to Pastoral Care and Counseling ICAM 866 Christian Worship IINT 435 Research Methods in Religious and Africana Studies IINT 436 Research Practicum in Religious and Africana Studies or Elective</td>
</tr>
<tr>
<td>G. Capstone/Integration (6 credits)</td>
<td>ICAM 841 Ministry and Context I ICAM 842 Ministry and Context II</td>
<td>ICAM 841 Ministry and Context I ICAM 842 Ministry and Context II</td>
<td>ICAM 841 Ministry and Context I ICAM 842 Ministry and Context II</td>
</tr>
<tr>
<td>H. Electives (21 Credits – 18 in Academic Track)</td>
<td>ITEH 658 Denominational History or Elective</td>
<td>ITEH 658 Denominational History or Elective</td>
<td>ITEH 658 Denominational History or Elective</td>
</tr>
</tbody>
</table>
### Degree Progress, Sequence and Coherence

The course of studies in the MDiv is taken leading up to the certification of candidacy, when academic advisors and degree coordinator review with students the artifacts of learning currently associated with the program assessment up to the end of the second full year. The criteria for certification in the points of assessment are the same as indicated in the Degree Measures Table. Students successful in the process are therefore certified as Candidates and are allowed enrollment in the capstone sequence of ICAM 841 Ministry and Context I and, ICAM 842 Ministry in Context II. The coherence of course progression and sequencing are safeguarded by the prerequisites and by advisement and curricular auditing.

### Degree consistency to Institution’s mission and goals

The course of study in the MDiv is consistent to ITC’s mission and goals as it has been defined as the degree program prepares students to serve as congregational ordained leaders, public spaces ministers and, leaders in academic ministries. The consistency of the degree to ITC’s mission and goals is safeguarded by the Unit Review and Evaluation annual cycles, the QEP Program and the oversight of the Provost’s Office.
MASTER OF ARTS IN LITURGICAL ARTS AND CULTURE (MALC)

The MALC Degree Program focuses on the intersections of worship, arts and culture in an ever-evolving world. This degree program prepares students to serve as worship and or artistic leaders in a variety of professional contexts across a broad spectrum of liturgical arts, including instrumental, vocal, and choral music, liturgical and West African dance, hip hop studies, and visual media.

Students applying to the MALC Degree Program are expected to exhibit artistic abilities and skills at an advanced level of proficiency in a liturgical art or academic research concentration. Admission to the MALC Degree Program requires either an audition in a liturgical arts concentration (i.e. musical instrument, choral conducting, composition, liturgical dance, dramatic arts, visual arts or liturgical design) or writing samples that exhibit a student’s scholarly writing and research abilities.

The MALC Degree Program is different from other offerings at ITC because it focuses on liturgical arts in relation to culture and broadens the ITC’s historic emphases on church music. The degree draws expertise from faculty and artists-in-residence to provide a teaching-learning experience that equips students for engagement in liturgics in the church, academy, and the community at-large.

Program Student Learning Outcomes

1. Critical Thinking - Students will be able to define, analyze, and apply biblical, theological, sociological and liturgical concepts in relation to the ministry of music and cultural/aesthetic arts as evidence of “a liberating and transforming spirituality” in the African, African diasporic, and global communities.

2. Intrapersonal - Students will demonstrate the capacity to implement interdisciplinary studies in music and cultural arts in denominational / theological environments by designing liturgies, developing research projects, and professional practices that foster resonant communication and cultural responsiveness among musicians, pastors, Christian educators, and community artists/practitioners.

3. Story-linking - Students will be able to articulate the intersection of personal (including vocational contexts), biblical, cultural, and interdisciplinary narratives for professional practice and scholarship in their field(s).

4. Community Building - Student will be able to examine held values related to music and cultural arts and demonstrate skills through various forms, styles, and proficiencies of choral (vocal and/or conducting), instrumental music, and various cultural art forms that evince their mastery and spiritual growth in the local church (denominational traditions) and community (global) leadership.
## MALC Curriculum F2019

### M.A. in Liturgical Arts and Culture Tracks

#### Vocational Focus:
- Pastors, Associate Pastors, Teachers & Researchers in Higher Education
- Pastors, Associate Pastors, Community Organizers, Business Entrepreneurs, Campus Ministers, Nonprofit Organizers
- Pastors, Associate Pastors, Ministers of Music, Worship Arts Directors

<table>
<thead>
<tr>
<th>Semester</th>
<th>Teaching Track</th>
<th>Public Spaces Track</th>
<th>Congregational Ministries Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First</strong></td>
<td>IINT 408A Sankofa Practice</td>
<td>IINT 408A Sankofa Practice</td>
<td>IINT 408A Sankofa Practice</td>
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<tr>
<td><strong>First</strong></td>
<td>ICAM 601 Cultural Exegesis</td>
<td>ICAM 601 Cultural Exegesis</td>
<td>ICAM 601 Cultural Exegesis</td>
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<td><strong>First</strong></td>
<td>ICAM 872 ITC Center Chorus</td>
<td>ICAM 872 ITC Center Chorus</td>
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</tr>
<tr>
<td><strong>First</strong></td>
<td>IBSL 501 Introduction to Hebrew Bible/Old Testament</td>
<td>IBSL 501 Introduction to Hebrew Bible/Old Testament</td>
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</tr>
<tr>
<td><strong>First</strong></td>
<td>ITEH 658 Denominational History or XXX XXX MA Elective</td>
<td>ITEH 658 Denominational History or XXX XXX MA Elective</td>
<td>ITEH 658 Denominational History or XXX XXX MA Elective</td>
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<tr>
<td><strong>Second</strong></td>
<td>ICAM 871 African American Church Music</td>
<td>ICAM 871 African American Church Music</td>
<td>ICAM 871 African American Church Music</td>
</tr>
<tr>
<td><strong>Second</strong></td>
<td>ICAM 872 ITC Center Chorus</td>
<td>ICAM 872 ITC Center Chorus</td>
<td>ICAM 872 ITC Center Chorus</td>
</tr>
<tr>
<td><strong>Second</strong></td>
<td>IBSL 531 Introduction to Early Christian Scripture</td>
<td>IBSL 531 Introduction to Early Christian Scripture</td>
<td>IBSL 531 Introduction to Early Christian Scripture</td>
</tr>
<tr>
<td><strong>Second</strong></td>
<td>ITEH 653 Religion in African American History or XXX XXX MA Elective</td>
<td>ITEH 653 Religion in African American History or XXX XXX MA Elective</td>
<td>ITEH 653 Religion in African American History or XXX XXX MA Elective</td>
</tr>
<tr>
<td><strong>Third</strong></td>
<td>ICAM 866 Christian Worship</td>
<td>ICAM 866 Christian Worship</td>
<td>ICAM 866 Christian Worship</td>
</tr>
<tr>
<td><strong>Third</strong></td>
<td>ICAM 841 Ministry and Context I: Academic Track</td>
<td>ICAM 841 Ministry and Context I: Academic Track</td>
<td>ICAM 842 Ministry in Context I Congregational Internship</td>
</tr>
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<td><strong>Third</strong></td>
<td>ITEH 603 Systematic Theology</td>
<td>ITEH 603 Systematic Theology</td>
<td>ITEH 603 Systematic Theology</td>
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<tr>
<td><strong>Third</strong></td>
<td>IPSC 701 Sociology of Religion or IPSC 716 Psychology of Religion</td>
<td>IPSC 701 Sociology of Religion or IPSC 716 Psychology of Religion</td>
<td>IPSC 701 Sociology of Religion or IPSC 716 Psychology of Religion</td>
</tr>
<tr>
<td><strong>Third</strong></td>
<td>XXX XXX MA Elective</td>
<td>XXX XXX MA Elective</td>
<td>XXX XXX MA Elective</td>
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**Total Credits First Semester:** 14
**Total Credits Second Semester:** 14
**Total Credits Second Semester:** 14

**Total Credits Second Semester:** 15
**Total Credits Second Semester:** 15
**Total Credits Second Semester:** 14
Degree consistency to Institution’s mission and goals

The course of studies in the MALC is consistent to ITC’s mission and goals as it has been defined as the degree program prepares students to serve as worship/artistic leaders in a variety of professional contexts across a broad spectrum of liturgical arts, including instrumental, vocal, and choral music, liturgical and West African dance, theatre, hip hop studies, and visual design. The degree requires 52 credits for completion, and they are divided into 30 credits until certification of candidacy, and 22 including capstone courses to graduation.

The consistency of the degree to ITC’s mission and goals is safeguarded by the Unit Review and Evaluation annual cycles, the QEP Program and the oversight of the Provost’s Office.

Degree Progress, Sequence and Coherence

The course of study in the MALC is taken leading to the certification of candidacy, when academic advisors and degree coordinators review with students the artifacts of learning currently associated with the program assessment up to the end of the first full year. The criteria for certification in the points of assessment are the same as indicated in the Degree Measures Table. Students successful in the process are therefore certified as Candidates and are allowed enrollment in the capstone sequence of ICAM 841 Ministry and Context I and ICAM 842 Ministry in Context II.

MASTER OF ARTS IN RELIGION AND EDUCATION (MARE)

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

The program exists for, but is not limited to, persons that desire:

a. to practice Christian religious education in churches or schools;

b. an opportunity for specialized preparation for ministries that intersect social activism, community organizing and Christian religious education; and

c. initial preparation to research in the practices of Christian religious education and in its intersections with social activism and community organizing for a socially just, non-violent and democratic society.

Degree and Time Requirements

The MA in Religion & Education program ordinarily requires a minimum of two years of full-time study. The core courses and electives for the M.A. in Religion & Education are spread across the course work areas of introduction, (3 credits), theoretical foundations (9 credits), human development (3 credits), contextual issues in ministry (3 credits), skills and practices (6 credits), capstone/integration (6 credits), electives (3 credits), biblical studies (6 credits), theology (3 credits), church history (3 credits), field education (6 credits), reflective practicum (1 credit) four areas of the curriculum and include required courses in biblical studies; philosophy, theology, ethics, and history; persons, society, and culture and the church and its ministries. A minimum of fifteen credits must be earned in Religion & Education courses; six credits must be earned in Ministry and Context (three credits for Ministry and Context I and three credits for Ministry and Context II) with an emphasis on Christian education. During the pursuit of a Master of Arts in Christian Education degree, students should remain mindful that eighteen is the maximum number of credits per semester that a student may carry. Information regarding course loads and full-time status for every degree program can be found in chapter 4, Academic Procedures and Regulations.

<table>
<thead>
<tr>
<th>Degree Areas</th>
<th>Credits</th>
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<tbody>
<tr>
<td>A. Introduction</td>
<td>3 credits</td>
</tr>
<tr>
<td>B. Theoretical</td>
<td>9 credits</td>
</tr>
<tr>
<td>C. Human Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>D. Contextual</td>
<td>3 credits</td>
</tr>
<tr>
<td>E. Skills and Practices</td>
<td>6 credits</td>
</tr>
<tr>
<td>F. Capstone/Integration</td>
<td>6 credits</td>
</tr>
<tr>
<td>G. Elective</td>
<td>3 credits</td>
</tr>
<tr>
<td>H. Biblical Studies</td>
<td>6 credits</td>
</tr>
<tr>
<td>I. Theology</td>
<td>3 credits</td>
</tr>
<tr>
<td>J. Church History</td>
<td>3 credits</td>
</tr>
<tr>
<td>K. Field Education</td>
<td>6 credits</td>
</tr>
<tr>
<td>L. Reflective Practicum</td>
<td>1 credit</td>
</tr>
<tr>
<td>Total</td>
<td>52 Credits</td>
</tr>
</tbody>
</table>

Program Goals

The MA in Religion & Education program, therefore, responds directly to the Interdenominational Theological Center (ITC) as a Christian Africentric ecumenical consortium of seminaries and fellowships whose mission is to educate “students who commit to practicing justice and peace through a liberating and transformational spirituality to become leaders in the church and local/global communities.”
Program Student Learning Outcomes

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

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

3. **Story-linking** – Students will be able to articulate and integrate personal life stories, biblical stories, and cultural heritage stories through story-linking creating a professional practice for themselves of integrity and coherence with the scholarship in their field.

4. **Community Building** – Students will be able to design creative and critical research based, programs, curriculums, sermons,

liturgies, ministry and administrative models for a liberating and transforming spirituality that reflect the significance of Sankofa in the practice of ministry.

**Curricular Commitments**

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

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

---

### MARE Curriculum F2018

<table>
<thead>
<tr>
<th>Vocational Focus</th>
<th>Teaching Track</th>
<th>Public Spaces Track</th>
<th>Congregational Ministries Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M.A. in Christian Education Tracks</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester</strong></td>
<td><strong>Coursework Areas</strong></td>
<td><strong>Exemplification Only</strong></td>
<td><strong>Exemplification Only</strong></td>
</tr>
<tr>
<td>First</td>
<td>A. Introduction to Track Area (3 credits)</td>
<td>ICAM 801 Theories and Practices of Educating in Faith</td>
<td>ICAM 816 Religious Education in Public Spaces</td>
</tr>
<tr>
<td>First</td>
<td>B. Theoretical Foundations (3 of 9 credits)</td>
<td>ICAM 803 Afrocentrism in Education</td>
<td>ICAM 803 Afrocentrism in Education</td>
</tr>
<tr>
<td>First</td>
<td>C. Human Development (3 credits)</td>
<td>ICAM 809 Educational Psychology</td>
<td>ICAM 809 Educational Psychology</td>
</tr>
<tr>
<td>First</td>
<td>H. Biblical Studies (3 of 6 credits)</td>
<td>IBSL 501 Intro to Hebrew Bible</td>
<td>IBSL 501 Intro to Hebrew Bible</td>
</tr>
<tr>
<td>First</td>
<td>I. Theology (3 credits)</td>
<td>ITEH 601 Intro to Philosophy and Theology or ITEH 603 Systematic Theology</td>
<td>ITEH 601 Intro to Philosophy and Theology or ITEH 603 Systematic Theology</td>
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<tr>
<td><strong>Total Credits 1st Semester</strong></td>
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<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Second</td>
<td>B. Theoretical Foundations (6 of 9 credits)</td>
<td>ICAM 807 Philosophy of Education</td>
<td>ICAM 821 Ethics or IPSC 701 Sociology of Religion</td>
</tr>
<tr>
<td>Second</td>
<td>B. Theoretical Foundations (9 of 9 credits)</td>
<td>ICAM 812 Story Telling and Story Linking</td>
<td>ICAM 821 Community Organizing Or IINT 416 Proctor Conference</td>
</tr>
<tr>
<td>Second</td>
<td>E. Skills and Practices (3 of 6 credits)</td>
<td>ICAM 811 Teaching and Learning or ICAM 815 Curriculum and Instructional Design</td>
<td>ICAM 821 Community Organizing Or IINT 416 Proctor Conference</td>
</tr>
<tr>
<td>Second</td>
<td>H. Biblical Studies (6 of 6 credits)</td>
<td>IBSL 531 Intro to Early Christian Scriptures</td>
<td>IBSL 531 Intro to Early Christian Scriptures</td>
</tr>
<tr>
<td>Second</td>
<td>J. Church History (3 credits)</td>
<td>ITEH 641 Church History or ITEH 653 Religion in African American History</td>
<td>ITEH 641 Church History or ITEH 653 Religion in African American History</td>
</tr>
<tr>
<td><strong>Total Credits 2nd Semester</strong></td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Third</td>
<td>D. Contextual Issues in Ministry (3 of 3 credits)</td>
<td>ICAM 813 b Hip Hop in Religious Education</td>
<td>ICAM 813 c Critical Theory in Education</td>
</tr>
<tr>
<td>Third</td>
<td>E. Skills and Practices (6 of 6 credits)</td>
<td>ICAM 804 Sacred Texts and Religious Education</td>
<td>ICAM 813d Media and Community Formation or ICAM 804 Sacred Texts and Religious Education</td>
</tr>
<tr>
<td>Third</td>
<td>F. Capstone/Integration (3 of 6 credits)</td>
<td>ICAM 819 Research Methods in Religion and Education</td>
<td>ICAM 819 Research Methods in Religion and Education</td>
</tr>
<tr>
<td>Third</td>
<td>K. Field Education (3 credit courses)</td>
<td>ICAM 841a -Ministry in Context I – Teaching Section</td>
<td>ICAM 841b- Ministry in Context I – Public Spaces Section</td>
</tr>
<tr>
<td>Third</td>
<td>of E, Certification as Candidate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Degree tracks

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

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

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

Degree Highlights

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

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

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

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

5. Cohort reflection opportunities through special precepts in foundational education courses designed to integrate course materials with others in the same


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

8. Opportunity for GA teaching licensure through additional coursework or through a separate track in collaboration with universities in the area (In development).
The course of study leading to the MA in Religion & Education degree is constructed in accordance with the standards of the Association of Theological Schools in the United States and Canada and the Commission on Colleges of the Southern Association of Colleges and Schools.

Admission

Candidates for the Master of Arts in Religion & Education degree program normally must have received a bachelor’s degree (B.A. or B.S.) from a four-year college or university accredited by one of the regional accrediting agencies in the United States or hold an equivalent educational credential from another country.

All persons seeking to enroll in the Master of Arts in Religion & Education degree program must meet the same general admission requirements as students applying to the M.Div. program.

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

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

Advising

Each student in the program will be assigned a faculty advisor.

Annual Guild Membership Report

MA in Religion and Education students are strongly encouraged to enroll and participate in the national and regional meetings of professional guilds, associations and societies related to this degree program. Student memberships in the American Academy of Religion (AAR), Society of Biblical Literature (SBL), Religious Education Association (REA) and other educational associations/ societies are recommended, and students are required to report such activities on an annual basis to their academic advisors.

Annual Progress Report

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

Advancement to Candidacy

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

**MA in Religion & Education Crucial Bibliography**

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

**Master Thesis or Program Conclusion Project Requirement**

A Master Thesis or a Program Conclusion Project (PCP) that is a major research project connecting Religion & Educational theory and practice will be required of all candidates for the M.A. in Religion & Education. The thesis or the PCP will be developed over the final half of the student's matriculation in the degree program as outlined in the schedule of M.A. in Religion & Education courses. The development and progression of the project will occur under faculty supervision in the courses of Research Methods in Religion and Education and Research Practicum in Religion and Education. At the completion of the projects in Research Practicum in Religion and Education, the student will present the project in a public forum, and the thesis in a public defense.

a. **Program Conclusion Project**

The project may take one of the following forms:

A substantive applied research paper and curriculum proposal on a current focus or new direction in the field of Religion & education;

Examples of PCP's include without being limited to:

a) The creation and performance of a dramatic work (e.g., play) with commentary on Christian educational theory undergirding it, relevancy of the work for Christian education, and potential use of the work in one or more Christian educational contexts;

b) The creation of a collection of poetry or short stories of publishable quality with commentary on Christian educational theory undergirding it, relevancy of the work for Christian education, and potential uses of the work in one or more Christian educational contexts; and

c) The creation of a portfolio or group of visual religious art forms (e.g., painting, sculpture, photography, stained glass, etc.).

b. **Master Thesis**

The primary goals of a Master Thesis are:

a) prepare students for doctoral studies; and
b) permit students with a terminal master's degree to develop a research topic for professional advancement.

Completing a master's thesis requires skills, competence, and confidence. The thesis is a piece of original, independent, and scholarly research conducted under the supervision of a member of the department. Whereas a thesis may convey an original and significant contribution to knowledge, it must, at a minimum, expand on knowledge by advancing a known position in a new direction or applying a known method to a new matter of inquiry.

The thesis provides evidence of the student's skills in:

a) identifying and defining a problem and formulating a research question;

b) using adequate sources and pertinent specialist literature to contextualize the problem within the contemporary academic discussion;

c) developing an effective method to solve the problem;

d) applying the method;

e) reporting effectively on the research results; and

f) describing the relation of the results to the problem initially identified.

A thesis submitted to the thesis director and second reader in partial fulfillment of the requirements for the degree of Master of Arts in Religion & Education:

a) is 60-100 pages long;

b) is written grammatically correct; and

c) complies formally with the standards prescribed in the Chicago Manual of Style. The Chicago Manual of Style (Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, University of Chicago Press

Candidates should request from the Department of Religion & Education copies of the current guidelines for the MARE thesis, as well as its timeline and formatting. Students should also familiarize themselves with the thesis submission and formatting guidelines prepared by the Department of Religion & Education for submission of final copies.

The defense of the MA Thesis is done with the candidate presenting to his/her committee specially constituted for defense. The committee is constituted of the first reader, an ITC faculty and the candidate primary advisor; the second, an ITC faculty; and the third reader, an independent reader, member of the guild in the field of studies of the candidate. The process of selection of the MA Thesis Committee happens in the fall, within the coursework of ICAM 819, and it is regulated by the specific guidelines maintained by the MARE Office.

Successful candidates receive approval of their MA Thesis either with corrections or no corrections. Candidates that are required by the committee to make corrections have up to 2 weeks from the day of the final
defense to present a corrected copy of the manuscript for review to his/her committee chair. Upon review of the corrected manuscript committee chair notifies degree coordinator of the clearance for graduation of the candidate. Degree coordinator notifies Registrar and Provost of the successful and cleared candidates, depositing all documents necessary to close the process.

Candidates that are not successful in their defense, have up to one year to correct the manuscript and defend it in a second defense, in accordance to the recommendations of the defense committee, and facilitated by the candidate’s committee chair. The MARE Degree Coordinator is responsible for communication and maintenance of the processes. Candidates that take up to a year to correct their manuscript are required to registrar for matriculation for the respective one or two semesters needed until the successful second defense happens. If in a second defense the candidate is unsuccessful, he or she is dismissed from the program.

If the candidate is unsuccessful in his or her defense due to academic impropriety (e.g. plagiarism), the candidate is dismissed from the program and may not apply for a second defense.

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

Prior Credit

Students who have earned the M.Div. degree from an ATS-accredited institution within 7 years of beginning the M.A. in Religion & Education degree program at ITC may be eligible for admission with prior credit. A student who qualifies for M.A.in Religion & Education with prior credit must complete at least 2/3 of the curriculum (35 credit hours) toward the M.A.in Religion & Education degree at ITC, with a cumulative grade point average of not less than 2.25. No more than six semester credits may be completed with a grade of “C-.” All Religion & Education courses must be completed with a grade of “C” or better. All other policies pertaining to the M.A.in Religion & Education apply.

The Religion & Education department, in consultation with the appropriate academic dean, will review the student’s previous coursework in order to determine which specific courses within the minimum of 35 credit hours must be completed.
DUAL DEGREE PROGRAMS

The Dual Degree MA in Religion and Education & Master in Divinity

The Dual Degree MARE and MDiv present requirements that combine all requirements of the MARE and the MDiv discounted the common credit hours between the two degrees. As a result, the Dual Degree MARE/MDiv comprises 100 credit hours (112 if denominational specific courses are required per MDiv). It is therefore suggested to be completed as follows:

<table>
<thead>
<tr>
<th>M.A. in Christian Education Tracks</th>
<th>Academic/Teaching Track</th>
<th>Public Spaces Track</th>
<th>Congregational Ministries Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Focus:</td>
<td>Pastors, associate pastors, teachers in private schools, and teachers in higher education</td>
<td>Pastors, associate pastors, community organizers, campus ministers, entrepreneurial, nonprofit organizations</td>
<td>Pastors, associate pastors, Christian Education Directors, spiritual directors, evangelists, missionaries</td>
</tr>
<tr>
<td>Semester</td>
<td>Coursework Areas</td>
<td>Exemplification Only</td>
<td>Exemplification Only</td>
</tr>
<tr>
<td>First</td>
<td>INT 408A Sankofa Practice (MDiv. Benchmark)</td>
<td>INT 408A Sankofa Practice (MDiv. Benchmark)</td>
<td>INT 408A Sankofa Practice (MDiv. Benchmark)</td>
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<tr>
<td>First</td>
<td>IPSCXXX World Religion course or ITEH685 World Christianity</td>
<td>IPSCXXX World Religion course or ITEH685 World Christianity</td>
<td>IPSCXXX World Religion course or ITEH685 World Christianity</td>
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<td>IPSC 701 Sociology of Religion or IPSC 716 Psychology of Religion</td>
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<td>First</td>
<td>IBSL 501 Intro to Hebrew Bible/Old Testament</td>
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<td>IBSL 501 Intro to Hebrew Bible/Old Testament</td>
</tr>
<tr>
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<tr>
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<td>ITEH621 Ethics &amp; Society</td>
<td>ITEH621 Ethics &amp; Society</td>
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<td>Second</td>
<td>IBSL531 Introduction to Early Christian Scriptures</td>
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</tr>
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<td>Second</td>
<td>ITEH607 Wesleyan Theology (All Methodist required) or Elective</td>
<td>ITEH607 Wesleyan Theology (All Methodist required) or Elective</td>
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<td>Second</td>
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<td>ICAM826 Denominational Polity or Elective, Cross Registration</td>
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<td>Semester</td>
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<td>Third</td>
<td>ITEH603</td>
<td>Systematic Theology</td>
<td>IBSL 501, 531</td>
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<td>Third</td>
<td>ITEH641</td>
<td>History of Christian Thought</td>
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<td>Third</td>
<td>IPSC 718</td>
<td>Clinical Introduction to Pastoral Care and Counseling</td>
<td>IBSL 501, 531 and ITEH 603</td>
</tr>
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<td>Third</td>
<td>B. Theoretical Foundations</td>
<td>ICAM 803</td>
<td>Afrocentrism in Education</td>
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<td>Third</td>
<td>ICAM835</td>
<td>Ministerial Leadership (MDIV Benchmark Measure)</td>
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<tr>
<td>Fourth</td>
<td>IINT419</td>
<td>Bible, Gender, and Sexuality</td>
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<td>Fourth</td>
<td>ICAM 823</td>
<td>Community Organizing or Rhetoric in Public Space</td>
<td>Pre-requisites IBSL 501, 531, ITEH 641a and ITEH 603</td>
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<tr>
<td>Fourth</td>
<td>ITEH653</td>
<td>Religion in African American History</td>
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<td>Fourth</td>
<td>ICAM 812</td>
<td>Story Telling and Story Linking</td>
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<tr>
<td>Fifth</td>
<td>D. Contextual Issues in Ministry</td>
<td>ICAM 813b</td>
<td>Hip Hop in Religious Education</td>
</tr>
<tr>
<td>Fifth</td>
<td>ICAM 621</td>
<td>Womanist Approaches to Religious Education</td>
<td>XREGXXX Cross Registration Courses in Law and Society</td>
</tr>
<tr>
<td>Fifth</td>
<td>ICAM866</td>
<td>Christian Worship</td>
<td></td>
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<tr>
<td>Fifth</td>
<td>ICAM 809</td>
<td>Educational Psychology</td>
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Total Credits:
- 3rd Semester: 15
- 4th Semester: 12
- 5th Semester: 12
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<tr>
<th>Sixth</th>
<th>IBINT435 Research Methods in Religious and Africana Studies</th>
<th>Elective Or Cross-Registration</th>
<th>Elective Or Cross-Registration</th>
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<tbody>
<tr>
<td>Sixth</td>
<td>IBISLXX Biblical Exegesis course or Elective</td>
<td>IBISLXXX Biblical Exegesis course or Elective</td>
<td>IBISLXXX Biblical Exegesis course or Elective</td>
</tr>
<tr>
<td>Sixth</td>
<td>B. Theoretical Foundations (9 of 9 credits)</td>
<td>ICAM 807 Philosophy of Education</td>
<td>ICAM 807 Philosophy of Education</td>
</tr>
<tr>
<td>Sixth</td>
<td>E. Skills and Practices (3 of 6 credits) Prerequisites: 3 of A, 6 of B</td>
<td>ICAM 811 Teaching and Learning ICAM 815 Curriculum and Instructional Design</td>
<td>ICAM 821 Community Organizing ICAM 813d Media and Community Formation ICAM 811 Teaching and Learning</td>
</tr>
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<td></td>
<td>Total Credits 6th Semester</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Seventh</td>
<td>E. Skills and Practices (6 of 6 credits) Prerequisites: 3 of A, 6 of B</td>
<td>ICAM 804 Sacred Texts and Religious Education</td>
<td>ICAM 804 Sacred Texts and Religious Education</td>
</tr>
<tr>
<td>Seventh</td>
<td>F. Capstone/Integration (3 of 6 credits) Prerequisites: 3 of A, 6 of B, 3 of C, 6 of H, 3 of I, 3 of E, Certification as Candidate</td>
<td>ICAM 819 Research Methods in Religion and Education</td>
<td>ICAM 819 Research Methods in Religion and Education</td>
</tr>
<tr>
<td>Seventh</td>
<td>K. Field Education (3 credit courses) Prerequisites: 3 of A, 6 of B, 3 of C, 6 of H, 3 of I, 3 of E, Certification as Candidate</td>
<td>ICAM 841a -Ministry in Context I – Academic Section</td>
<td>ICAM 841b -Ministry in Context I – Public Spaces Section</td>
</tr>
<tr>
<td></td>
<td>Total Credits 7th Semester</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Eighth</td>
<td>F. Capstone/Integration (6 of 6 credits) Prerequisites: 3 of A, 6 of B, 3 of C, 6 of H, 3 of I, 3 of E, 3 of F, 3 of K, Certification as Candidate</td>
<td>ICAM 820 Research Practicum in Religion and Education</td>
<td>ICAM 820 Research Practicum in Religion and Education</td>
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<tr>
<td>Eighth</td>
<td>G. Electives (3 of 3 Credits)</td>
<td>Elective - Any other course offered across tracks and not taken</td>
<td>Elective - Any other course offered across tracks and not taken</td>
</tr>
</tbody>
</table>
The Dual Degree MA in Liturgical Arts and Culture & Master in Divinity

The Dual Degree MALC and MDiv present requirements that combine all requirements of the MALC and the MDiv discounted the common credit hours between the two degrees. As a result, the Dual Degree MALC/MDiv comprises 98 credit hours or 101 credit hours and similarly to the MALC it is therefore suggested to be completed as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Coursework Areas</th>
<th>Academic/Teaching Track</th>
<th>Public Spaces Track</th>
<th>Congregational Ministries Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td></td>
<td>IINT 408A Sankofa Practice</td>
<td>IINT 408A Sankofa Practice</td>
<td>IINT 408A Sankofa Practice</td>
</tr>
<tr>
<td>First</td>
<td></td>
<td>ICAM 601 Cultural Exegesis</td>
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<td>First</td>
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</tr>
<tr>
<td>First</td>
<td></td>
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DOCTOR OF MINISTRY (DMIN)

ITC 2.0 is a call for the students, staff, faculty, and administrators to reimagine theological education. It shifts the primary foci of theological education from predominantly theoretical and philosophical concerns to the live-a-day, work-a-day problems of humanity forced to perpetually bear the constant burdens of myriads of oppressions including exploitive governmental and corporate policies and practices, and the on-going disruptions of social life. ITC 2.0 returns God and human beings to the center of our collective concern.

Further, ITC 2.0 prepares leaders to become and ultimately be prophetic. The Hebrew Bible, the ministry of Jesus the Christ, and the best of African American Christian witness reveal that prophets routinely challenge the status quo out of love for the Creator and a deep inner hunger for justice. Dr. Martin Luther King, Jr said, “. . . power, at its best, is implementing the demands of justice. Justice at its best is love correcting everything that stands against love.” ITC 2.0 endeavors to prepare professional ministers to unite Dr. King’s vision of the marriage between power and justice by teaching students to commit to practicing peace and justice through a liberating and transforming spirituality in local/global communities.

The means of achieving the aforementioned ends are outlined below in terms of the three DMin tracks, the three DMin outcomes and the three core competencies which align our work with the requirements of the Association of Theological Schools (ATS). The glossary contains a brief articulation of the four guiding concepts that direct our thinking and work together. They are Africentrism, Prophet Problem Solvers, Human Centered Design, and the Design Process

Program Purpose

The purpose of the ITC 2.0 DMin Program is to educate and equip prophetic problem solvers to work with communities to address pressing and commonly agreed upon problems. Prophetic problem solvers are not, in and of themselves, embodied solutions. Instead, they are persons equipped with the requisite knowledge, skills and behaviors needed to develop cadres of community members who can and will solve their problems together.

Jesus sent his disciples into the world as witnesses of God’s Good News. God’s Good News, in best summed up by Professor James Cone in one word, “freedom!” Prophetic problem solvers build, in partnership with others, freedom communities that struggle for freedom from systemic and structural oppressions, from social and relational abuses in private as well as the public arenas of life, and from economic tyranny brought on by unjust social and economic policies.

The ITC 2.0 DMin Program recruits and admits students who are open to engaging a Christian Africentric hermeneutic and committing to becoming prophetic problem solvers while practicing a liberating and transforming spirituality in local/global communities. Potential students must be open to rethinking both the Christian faith as well as Christian ministry to move the Christian church beyond parochial and liturgical concerns, and toward dynamic engagement(s) of the world in which they live, work and play.

Program Objectives

Graduates of the ITC Doctor of Ministry Program will be able to:

• Act as prophetic problem solvers who work within their communities of context to discern, decide, and act to resolve their own problems collectively and collaboratively.

• Utilize human centered design thinking and the attending design process as community organizing tools.
• Demonstrate proficiency in key theological, biblical and philosophical concepts in their contexts of ministry.
• Demonstrate professional acumen and deportment in every aspect of their ministry.

DMin Emphasis
Transformational Leadership & Community Development (TLCD)
This emphasis is for persons whose ministries are in congregations and/or communities that need leadership equipped to address pressing social, political, and economic inequities as well as interpersonal relationship conflicts. Participants will learn biblically based, theologically sound, and culturally relevant strategies and tactics that portend toward engaging and activating church and/or community members in creating and implementing collective and self-determining transformation.

Congregational Innovation and Development (CID)
The foci of this emphasis are congregational identity, lay leader development, and ecumenical interactions. Central to the track is the thorough and rigorous understanding and personal appropriation of the specific heritage of one’s faith community considering other communities’ heritages. This emphasis utilizes existing liturgical, missional, and evangelistic practices (preaching, teaching, pastoral care, church planning and administration, etc.) and strategies as foundations for imagining, innovating, and implementing 21st century techniques to address the unique challenges of African American and diasporic expressions of Christianity.

Religion, Public Policy and Global Advocacy (RPPGA)
This emphasis focuses upon the role and function of religion and faith in national and international public policy formation. Participants in this track engage national and international organizations (e.g., World Council of Churches, National Council of Churches, Bread for the World, etc.) to address human rights concerns, environmental injustices, hunger, and poverty as advocates and/or activists of spiritual, ethical, and moral policy changes.

D.Min. Learning Outcomes
Connect Theological Education and Professional Vocation
Students will be able to associate theoretical knowledge to the practice of ministry through addressing issues related to their professional vocation.

Integrate Intra-personal and Intercultural Leadership
Students will be able to orally and in writing discuss examples of ministry related to their understanding of intra-personal and intercultural competences.

Demonstrate Interdisciplinary Integration and Application
Students will conduct qualitative and/or quantitative research appropriate to their area of concentration as evidence of interdisciplinary replicable models of ministry in a global community.

ADMISSIONS POLICIES & RUBRICS
Application Process and Deadline
Applications may be secured online at www.itc.edu. The academic year for the ITC DMin program is comprised of two semesters. The first is scheduled from August to December. The second semester begins with the January term and ends in May. Applications for admission to the DMin program must be submitted by May 15th for admissions for the Fall semester. Intensive Week seminars are held at the beginning of each semester. Applications are not
accepted for the Spring semester or the summer term. Because of the growing interest in the DMin program, applicants are encouraged to apply as soon as possible.

Admissions Requirements

The DMin Program adheres to the Admissions Policy of the ITC. A careful screening of applicants seeks to assure that all who are admitted to the program can complete the program. Thus, the first evaluation of the potential DMin student comes at the time of application. The written application, oral interview, transcripts, letters of reference and the health form will be considered as a basis for evaluation and admission into the program. To gain admissions to the DMin program, an applicant must:

- Have a minimum of 3 years' experience of full-time ministry following the completion of the Master of Divinity degree (See “Special Qualifications” below.)
- Have a minimum of 3.0 grade point average from an accredited institution.
- Score a minimum of a 15 on a scale of 1-5 on a personal interview with the DMin Committee.
- Pass a computer literacy test.
- Score an 80% or higher on a writing essay.
- Furnish a health report with her/his application indicating capacity to enter and complete the program.
- Provide three professional recommendations as specified on the application form.
- Pay an application fee.

After all application materials and requirements are met, the DMin Committee will assess each applicant for admission into the program. Because it is expected that the M.Div. theological education will serve as the springboard of theological content and engagement, applicants must have a “B” (3.0) average or higher in the M.Div. degree or M.Div. equivalency. Mdiv equivalency shall be 18 graduate semester credit hours in theological studies, which constitute the required first year courses in the MDiv Program of the ITC.

Transference of DMin Credits

Due to the intense nature of the cohort academic life within the three-year DMin program, prior DMin credits are not transferable.

International Students

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

Applicants must have a master's degree from an accredited school or be considered in the degree-equivalency category.

The recommendation of the admissions director is required after the application is reviewed. An international applicant whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) and the Test of Written English as administered by the Educational Testing Service of Princeton, New Jersey. All international students submitting proof of a bachelor's degree must have their degree evaluated by World Education Services to verify their degree.

It is strongly recommended that international students begin the admission process at least six months to one year prior to the application deadline, following the instructions of the form.

Complete and submit the application form and all requested materials. Send this along with a $50 (U.S. dollars) application fee to
the Office of Admission and Recruitment by the deadline dates provided in the academic calendar. All international applications received without payment in US Dollars will be destroyed.

Before the admission/visa process can be completed, evidence of ability to finance the full period of study at ITC must be submitted. The student must include with the application a statement for financing both tuition and living expenses for the length of the degree program. If families are to accompany the student, adequate financial, health care, schooling, and transportation provisions must be included for their support. International students wishing to attend ITC are required to submit a deposit of the first year’s tuition and fees as well as applicable living expenses in a personal account before issuance of I-20 visa.

**Special Qualifications**

The ITC prefers to admit students who have earned the M.Div. degree from regional and ATS accrediting agencies. However, we may accept M.Div. graduates (or equivalent) as students from other accrediting agencies on an individual case by case basis. Master's level degrees accepted as equivalent degrees will be determined by the DMin Committee upon review of the student's transcript. The special status allows students with demonstrated potential to have an opportunity to demonstrate their ability to qualify and succeed through the enrollment in the DMin Bridge Program (see DMin Bridge Program below). The institution can only accept up to 20% of student applicants that meet the Special Qualifications criteria.

**DMin Bridge Program**

The DMin Bridge Program at Interdenominational Theological Center (ITC) is designed to be a program for individuals desiring to pursue a Doctor of Ministry degree but do not have the required prerequisite of the Master of Divinity degree (MDiv).

The DMin Handbook states, “Because it is expected that the M.Div. theological education will serve as the springboard of theological content and engagement, applicants must have a “B” (3.0) average or higher in the MDiv degree or MDiv equivalency”. MDiv equivalency shall be a graduate degree in another discipline and 18 graduate semester credit hours in theological studies, which constitute the required first year courses in the MDiv Program at the ITC.

The DMin Bridge Program prepares students for the rigors of DMin work through providing a foundation of theological courses equivalent to year one coursework of the MDiv degree program. Upon successful completion of the program, students may be re-interviewed by the DMin committee to determine admittance into the DMin Program, if such recommendation is made after the initial interview**.

Students must maintain a 3.0 GPA to successfully complete the program.

**Courses:**

- Sankofa Practice
- Intro to Hebrew Bible
- Introduction to Early Christian Scripture
- Sociology of Religion or Psychology of Religion
- History of Christian Thought or Religion in African American History
- Ethics and Society

*The courses are the required 1st year MDiv courses and can be adjusted if there are changes to the first-year courses.

**All applicants must complete the full application process prior to being granted permission to enter the Bridge Program.

**Interview Rubric**
Rated on a scale of 1 (being the lowest) and 5 (being the highest) the interviewee demonstrated the potential to successfully complete the ITC DMin program.

- The potential student agrees with and is willing to engage and work within the pedagogical elements and essential philosophical and theological principles of the ITC 2.0 DMin program as outlined above.
- The potential student clearly articulates his or her thoughts.
- The potential student understands the complexities and nuances of her/his ministry setting and work.
- The potential student possesses a clear vision for her/his academic engagement.
- The potential student’s ministry context is substantial enough to support research-based exploration and engagement.

Potential students must score 15 points or above to successfully complete the interview.

THE D.MIN.CURRICULUM MAP

First Year Courses – Setting the Village

INTENSIVE I
Intentional community building among learners and cohort leaders; clarifying program expectations and structured opportunity for student input into the definition, purpose, and objectives of what it means to become prophetic problem solvers who work collaboratively with their communities to identify commonly held community problems.

DMN 510 BECOMING PROPHETIC PROBLEM SOLVERS
This course provides an overview to the intent, methodology and product of the Doctor of Ministry program at the ITC. This course also introduces the Doctor of Ministry student to the multidisciplinary approach of theological education, justice education, and community engagement embodied in the Doctor of Ministry program at the ITC. Additionally, the course uses the process of inquiry, approach and outcome of design thinking to explain “prophetic problem solving” as a distinctive merit of the ITC degree program. The prophetic problem solver begins with inquiry driven by a community challenge. S/he then evolves her work to generate new knowledge and a theory of action/change. Prophetic problem solving is not merely discovering, uncovering, and explaining the phenomenon in question, but it also requires the design, experimentation, and iterative exploration of other possibilities of creating and transforming the material and the immaterial dimensions of community life. In the end, this course prepares current and emerging religious leaders for the challenges and opportunities of leading change within a new religious landscape in the U.S. and the evolving religious communities within the African Diaspora.

The course topics, readings and activities start by exploring the dynamic cycle of organizations (church, community agency, government office) as living systems that are influenced and informed by spiritual dispositions and theological ideas. Student are introduced to the processes of design thinking, systems awareness and collaborative leadership as a perspective reflective of true democracy and alternate lens to study the victories of African people worldwide and locally. Readings and other media forms of information by scholars, community activists, and leaders will emphasize the Africentric perspectives on this topic. The course content and activities are linked to the requirements of the doctoral project to support stronger application of the theories, skills and products of the degree program to the experiences of the learners to their contemporary context as religious and community leaders.

DMN 550 AFRICENTRIC PHILOSOPHY AND LIBERATION THEOLOGIES
This course utilizes collaborative and inquiry learning to identify, analyze and articulate the intersections between Africentric philosophy
and Black liberation theology. Through forums, chat room conversations, and engagement with a small group in their ministry contexts students will discern together ways that personal and communal faith formation is impacted when culturally centered philosophical approaches to scripture and theology are considered. Religious, social, and philosophical African concepts such as Ubuntu, Mbongi, Kijiji, Ujima, Fundi, Simba Simbi, Nsaka Sumsum, Sahku, Sankofa and Ujamaa will be explored as decolonializing and therefore liberating means of reframing religious language and shifting the dominant narrative to more of a pan-African narrative to the end of forming new African identities, consciousness, and imagination. Students will conduct two videotaped small group interviews with members in their ministry contexts to begin the process of problem identification and write 1–2-page reflections on key emerging problems drawn from those interviews. Students will also write a 7–10-page paper articulating the relationship between Africentric philosophy and Black liberation theology at the end of the semester. The interviews and the final reflection paper are key components of the final project/dissertation. There will be a minimum of three student-instructor informational dialogue and reflection gatherings during the semester.

**INTENSIVE II**

Intentional community building among learners and cohort leaders; clarifying program expectations and structured opportunity for student input into the practice and utilization of design thinking as a viable means and method to address commonly held community problems and to begin the process of mapping their own stories as prophetic problem solvers.

**DMN 600 PUBLIC THEOLOGIAN AND ADVOCACY**

The PURPOSE of the course is to enable students to be in dialogue with community leaders, social activists, and denominational leaders involved in matters of public witness. DMin students and faculty, will explore the ways that biblical, theological and social narratives shape consciousness and behaviors in Christian communities. Social and economic problems often occur when the dominant socio-political narrative (of the majority) becomes normative and debilitating for non-majority peoples. Public theologians, denominational leaders and community activists examine transformative counter-narratives that both challenge the dominant narrative and offer viable alternatives that help victims build power and find relief from suffering. This seminar teaches researchers the value of radical listening. It demands that the researcher be in a substantive, on-going ministerial relationship and that she or he pay careful attention to the domains of experience of those with whom she or he is working. It also requires the researcher to develop a research methodology that intentionally engages ministerial partners in the research process.

This course provides an overview to the intent, methodology and product of the Doctor of Ministry program at the ITC. This course also introduces the Doctor of Ministry student to the multidisciplinary approach of theological education, justice education, and community engagement embodied in the Doctor Of Ministry program at the ITC. Additionally, the course uses the process of inquiry, approach and outcome of design thinking to explain “prophetic problem solving” as a distinctive merit of the ITC degree program. The prophetic problem solver begins with inquiry driven by a community challenge. S/he then evolves her work to generate new knowledge and a theory of action/change. Prophetic problem solving is not merely discovering, uncovering and explaining the phenomenon in question, but it also requires the design, experimentation, and iterative exploration of other possibilities of creating and transforming the material and the immaterial dimensions of community life. In the end, this course prepares current and emerging religious leaders for the challenges and opportunities of leading change within a new religious landscape in the U.S. and the evolving religious communities within the African Diaspora.
The course topics, readings and activities start by exploring the essence of Public Theology and Advocacy that are influenced and informed by spiritual dispositions and theological ideas. Readings and other media forms of information by scholars, community activists, and leaders will emphasize the Africentric perspectives on this topic. The course content and activities are linked to the requirements of the doctoral project to support stronger application of the theories, skills and products of the degree program to the experiences of the learners to their contemporary context as religious and community leaders.

DMN 650 DECOLONIZING METHODOLOGIES FOR PROPHETIC PROBLEM SOLVERS
This course provides an overview to the intent, methodology and product of the Doctor of Ministry program at the ITC. This course also introduces the Doctor of Ministry student to the multidisciplinary approach of theological education, justice education, and community engagement embodied in the Doctor of Ministry program at the ITC. Additionally, the course uses the process of inquiry, approach and outcome of design thinking to explain “prophetic problem solving” as a distinctive merit of the ITC degree program. The prophetic problem solver begins with inquiry driven by a community challenge. S/he then evolves her work to generate new knowledge and a theory of action/change. Prophetic problem solving is not merely discovering, uncovering and explaining the phenomenon in question, but it also requires the design, experimentation, and iterative exploration of other possibilities of creating and transforming the material and the immaterial dimensions of community life. In the end, this course prepares current and emerging religious leaders for the challenges and opportunities of leading change within a new religious landscape in the U.S. and the evolving religious communities within the African Diaspora.

The course topics, readings and activities start by exploring the dynamic cycle of organizations (church, community agency, government office) as living systems that are influenced and informed by spiritual dispositions and theological ideas. Student are introduced to the processes of design thinking, systems awareness and collaborative leadership as a perspective reflective of true democracy and alternate lens to study the victories of African people worldwide and locally. Readings and other media forms of information by scholars, community activists, and leaders will emphasize the Africentric perspectives on this topic. The course content and activities are linked to the requirements of the doctoral project DMin 510 Prophetic Problem Solving.

Second Year Courses – Exploring the Village
INTENSIVE III
Intentional community building among learners and cohort leaders; clarifying program expectations and structured opportunity for student input into the coherence between Africentric philosophy, liberation theology, public theology and advocacy, and decolonial research as significant tools in the process of developing prototypes of prophetic problem solving.

DMN 710 SCRIPTURALIZATION AND SIGNIFYING: THE BIBLE & US CIVIC RELIGION
This course helps the student to identify, examine and utilize Old and New Testament scriptures to ground her or his work so that a clear connection is established between scripture, liberation theologies, Africentric philosophy and the questionable relationship between the bible and civic religion in America as they consider their proposed project/dissertation and begin the process of story-mapping in their communities of context. The student and instructor will consult at a minimum of three times. The first consultation allows the student to select the appropriate biblical texts for her or his proposed project. The second consultation
assesses the hermeneutical strategy employed to develop the link between scripture and the other aforementioned aspects of her or his work. In the third consultation the student’s readiness for the qualifying exam is determined based on the clear, rational and scholarly linkage between all of the constituent parts (identified above) of the project. Throughout the semester online lectures, special readings and writing workshops are offered as the biblical/theological characteristics of prophetic problem solvers are also explored.

DMN 760 THE DIALOGUE OF ENCOUNTERS: INTERSECTIONALITY AND INTERCULTURALITY FOR COLLECTIVE LEADERSHIP
The purpose of this course will be to introduce students to Cultural Competence as a set of skills, knowledge and action necessary for engaging persons of varying cultural backgrounds. The course will further explore the nature of selfhood as it is constituted around the notion of intercultural competence. Culture being understood as a group of people with a shared value system, shared worldview living in close proximity, necessitates skillful communication and navigation of local and global relationships. Therefore, this course also provides an opportunity for the student to extend their understanding and knowledge of their chosen ministry issue by partnering with community and social organization leaders that can help the student clarify his/her ministry proposal and begin developing a prototype of decolonial narratives, attitudes, and behaviors. Students will engage in three (3) intentional dialogues centered around their ministry project in order to gain greater perspectives and insights. These dialogues are central in shaping the student’s proposal and take place within the ministry context of the student and will be reflected in a digital video presentation developed by the student.

INTENSIVE IV
Intentional community building among learners and cohort leaders; clarifying program expectations and structured opportunity for student input into the purpose and the practice of reframing a community’s narrative(s) using story linking and story mapping.

DMN 810 DWELLING TOGETHER: INTERCULTURAL IMMERSION AS GLOBAL LEARNING
The main goal of this course is to immerse the student in a different cultural context of the African diaspora to gain an international and intercultural perspective of ministry in general and of her/his project in particular. Intercultural competence, concerned with the attitudes, knowledge, and skills needed to interact successfully with others from different backgrounds, is emerging as an important competency for ministry leaders, not only within multiethnic, multicultural and multi-religious communities within the United States but also around the world. The course will further explore the nature of selfhood and problem solving as it is constituted around the notion of intercultural competence. Students will keep an autobiographical journal for the course as an exercise in theological reflection on intercultural realities before, during and after the travel seminar. The journal is intended to assist students in framing their work with and within their communities of context. Key questions to be explored include: (1) what do our intercultural experiences tell us about the role of personal identity, individualism, subjectivity, Sankofa, and the alienation of religious truth, (2) what does it mean to live an intercultural lifestyle?, and (3) are students interculturally successful in their actions and interactions with others? Pre- travel readings and writing assignments are required.

DMN 850 MINISTRY RESEARCH PROJECT PROPOSAL
During the semester, the student is introduced to theory selection and research methods with particular attention to selecting a problem, understanding the purpose of the literature review search on the problem, and building a
methodology to test new concepts related to the selected ministry issue. In addition, emphasis is given to the gathering, organizing, evaluating, and interpreting of data collected (story-mapping and sensemaking) for the future purpose of writing the project paper. Monthly online sessions with faculty adjuncts, guides and peers will provide lectures, special reading modules on writing and research to assist in writing the Project Proposal as the outcome of this course. Students who have their proposals approved will be eligible for candidacy.

**Third Year Courses – Building the Village**

**INTENSIVE V**
Intentional community building among learners and cohort leaders; clarifying program expectations and structured opportunity for student input building community cohesion through developing strategies and tactics needed to utilize community resources to frame and address identified community problems.

**INTENSIVE VI**
Intentional community building among learners and cohort leaders; clarifying program expectations and structured opportunity for student input a vision for prophetic problem solving in which the work of the community is centered through story-mapping, implemented as the problem(s) become clearer, and evaluated for effectiveness as non-exploitive solutions that honor and uplift community members.

**DMN 910 DMIN MINISTRY RESEARCH PROJECT WRITING (6 CRED)**
The purpose of this course is for the student to begin the actual writing of the DMin project in order to submit his/her first draft of the Project Paper by December 1st of the year prior to his/her expected graduation date (May) of the following year. Monthly online sessions with cohort leaders and peers, lectures, and special readings will assist the student in synthesizing their research (clear problem identification), project results, intercultural experience and ministry context in their writing (ideation).

**DMN 1000 ORAL PROJECT DEFENSE AND ACADEMIC WRITING (6 CRED)**
The purpose of this course is for the student to report orally with clarity, precision and insight, the findings and results of the actual implementation of his or her research project. The course will offer storytelling, grounded in narrative theology and situated learning, as an opportunity to discuss the research problem, research project and to assess the effectiveness of the research project. The synthesis of results research analysis will be highlighted for the writing of the Project Paper. Monthly online sessions with cohort leaders and peers are provided to focus on the nature and purpose of orality in teaching and learning, their grasp of prophetic problem solving and design thinking.

**THE DEGREE PROGRESSION**

**Before Admission – Discerning the Program**
Prospective candidates are encouraged to choose and apply to one of the program tracks. During their first semester of course work students discern their project problem and are cohorted in their second semester.

**First Year: Setting the Village**

**The Intensive I** sets the tone for the program journey. Students admitted into their first year are paired with two cohort guides that work with them throughout their journey in the program.

Cohort guides build intentional community among learners, clarify program expectations and structure opportunity for student input into the definition, purpose and objectives of what it means to become prophetic problem solvers who work collaboratively with their communities to identify commonly held community problems.
Under the guidance of cohort guides and in courses led by ITC faculty students develop crucial components of their research project, a draft of the problem identification statement, conduct a community contextual analysis, a prophetic vision of the community and a Statement of Qualitative Method for the Project.

The two courses in year one, first semester explore diverse epistemologies through Africentric Philosophy and Black Liberation theology, and Human-centered Design Thinking. This process for intellectual and spiritual discernment prepares the entering student for the development of the doctoral project and the program competencies identified for this cycle.

The Intensive II continues the journey by intentional community building among learners and cohort leaders; clarifying program expectations and structured opportunity for student input into the practice and utilization of design thinking as a viable means and method to address commonly held community problems and to begin the process of mapping their own stories as prophetic problem solvers.

The two courses in year one, second semester explore diverse epistemologies through Decolonializing Methodologies and Research and Public Theology and Advocacy. This process for intellectual and spiritual discernment prepares the entering student for the development of the doctoral project and the program competencies identified for this cycle.

Second Year Courses: Exploring the Village

The Intensive III advances intentional community building among learners and cohort leaders; clarifying program expectations and structured opportunity for student input into the coherence between Africentric philosophy, liberation theology, public theology and advocacy, and decolonial research as significant tools in the process of developing prototypes of prophetic problem solving. Students continue to work in the construction of their research project.

Under the guidance of cohort guides and in courses led by ITC faculty students develop crucial components of their research project, Data Analysis Statement with Focus Groups, Literature Review, Relevance of the Research for Intersectional Communities Statement.

The two courses in year two first semester explore how the Christian Scriptures and the processes of scripturalization and signifying shape civic religion in the United States and require creative responses for social impact. The second course centers on the importance of collective leadership based on an appreciation for dialogue that is attentive to intersectionality and interculturality. Taken together, these experiences deepen the student’s understanding of what it means to be prophetic problem solvers.

The Intensive IV advances intentional community building among learners and cohort leaders; clarifying program expectations and structured opportunity for student input into the purpose and the practice of reframing a community’s narrative(s) using story linking and story mapping.

One of the two courses in year two, second semester, offers an opportunity to explore intercultural and global connections of their research project. Students travel in the class DMN 810 Dwelling Together: Intercultural Immersion as Global Learning to key locations in the world.

The second class focuses on the development of the students’ research proposal. Students also choose their committee members. Committees are formed by the cohort guides, one ITC faculty member that serves as chair and faculty of record of the class DMN 850 Research Project Writing. Students also chose an independent reader from the local community setting who provides feedback on their research proposal as it is being completed.

Third Year Courses: Building the Village
**The Intensive V** focuses on intentional community building among learners and cohort leaders; clarifying program expectations and structured opportunities for student input and building community cohesion through developing the strategies and tactics needed to utilize community resources to frame and address identified community problems as problem solvers.

There are two courses in year three focusing on supporting the students on writing, presenting, and defending their dissertation. DMN 910 DMin Ministry Research Project Writing runs in the fall and students continue to work with their cohort guides, and committee chairs. In the spring, students work on DMN 1000 Oral Project Defense and Academic Writing (6 credit hours).

The dissertation defense is the culmination of the work of the journey, when students present to their committees comprised of their cohort guides, their independent reader, and their committee chair. Students, committee, and guests engage in a dialogical affirmation of the dissertation.

**DEGREE CONSISTENCY TO INSTITUTION’S MISSION AND GOALS**

The course of studies in the D. Min. is consistent to ITC’s mission and goals as it has been defined as a degree program that while embracing the cohort model used by other ATS member institutions, it allows the student both to be challenged in their learning communities and to develop lasting and supportive professional bond with other ministry leaders. The cohort model allows the D. Min. to bring students together to build community, foster creativity, build leadership skills, and encourage greater progress. The consistency of the degree to ITC’s mission and goals is safeguarded by the Unit Review and Evaluation annual cycles, the QEP Program and the oversight of the Provost Office.

**CERTIFICATION AND ADVANCEMENT TO CANDIDACY**

The course of studies in the D. Min. is taken leading up to the certification of candidacy, when the student writes, and presents his/hers D. Min. project proposal in the fourth semester.

Students enrolled in the DMN 850 Ministry Research Project Proposal class develop their project proposal according to the requirements stipulated in the D. Min. Project Handbook and are evaluated according to rubrics standardized across all tracks. (see Research Proposal Rubrics in Appendix). Revision and approval of the project proposal is done in an oral presentation scheduled by the cohort faculty, that using the official rubric will notify the degree coordinator and the D. Min. Committee of the successful or unsuccessful results of each student.

The successful defense of the D. Min. Project Proposal grants certification of candidacy of the student. Successful students, now candidates, are authorized to enroll in DMN 900 and DMN 950 implementing and reporting their projects. Students that are unsuccessful in their Project Proposal are dismissed from the program by notification of the Degree Coordinator.

**Capstone Project Cycle**

The D. Min. Capstone Project writing is done in two phases. In its first phase, candidates enroll in DMN 900 DMin Project Writing Orality, and DMN 950 DMin Project Writing Ocularity where students develop and present a full first draft of the DMin Project. The project is evaluated in its oral and written format with the use of standardized rubrics across all tracks (See Oral Defense DMin Project Rubric and DMin Manuscript Project Rubric in Appendix).

The defense of the first draft is done with the candidate presenting to his/her committee specially constituted for defense. The committee is constituted of the candidate’s academic advisors, and a third independent
reader, member of the guild in the field of studies of the candidate.

Candidates receive their feedback from the committee and once successful, are authorized to enroll in DMN1000 to review and write the final manuscript of the D. Min. Project. The Candidates committee will convene, and a second presentation and manuscript are offered. Oral presentation and manuscript are evaluated using the rubrics for final submission. Successful candidates receive approval of D. Min. Project either with corrections or no corrections. Candidates that are required by committee to make corrections have 2 weeks from the day of the final defense to present a corrected copy of the manuscript for review to his/her committee chair. Upon review of the corrected manuscript committee chair notifies degree coordinator of the clearance for graduation of the candidate. Degree coordinator notifies Registrar and Provost of the successful and cleared candidates, depositing all documents necessary to close the process. (See D. Min. forms)

Candidates that are not successful in their defense, have up to one year to correct the manuscript and defend it in a second defense, in accordance to the recommendations of the defense committee, and facilitated by the candidates committee chair. The D. Min. Degree Coordinator is responsible for communication and maintenance of the processes. Candidates that take up to a year to correct their manuscript are required to registrar for matriculation for the respective one or two semesters needed until the successful second defense happens. If in a second defense the candidate is unsuccessful, he or she is dismissed from the program. The coherence of course progression and sequencing is safeguarded by the prerequisites and by advisement and curricular auditing.
ITC MODES OF COURSE DELIVERY

Distance Learning Delivery (DLD)
Some important distinctions need to be understood. Online learning courses are not the same as learning in the classroom. The student will need to take responsibility for seeking answers and becoming a self-motivated learner. Online courses require good time management, planning, writing, and communication skills. Students will also need adequate technology skills or the willingness to learn technology quickly. The helpdesk services are available to students who need additional assistance or troubleshooting advice. Distance Learning students are eligible for financial aid.

Studies have shown that distance learning is just as effective as on-campus study. Distance learning is an accepted learning modality that enhances the student’s ability to attend courses from a distance (the teacher and students in different locations) with the same rigor and quality as courses offered in the classroom and on campus. Online courses are conducted asynchronously, meaning that the student can engage in discussions, assignments, and other forms of course work at any time of the day or night as their schedules permit. In some courses there may be synchronous meetings and/or course work, which means the instructor and student meet at the same time of day online. This is planned by the instructor and students ahead of time but is not mandatory. Therefore, content delivered during synchronous sessions are not to be counted toward final grades.

For the safety of all students, faculty, and staff during the Covid-19 pandemic, all degree programs and courses offered at ITC have temporarily transitioned to an 100% distance learning environment which takes place online. We understand that online learning is not the same as learning in the classroom. For this reason, we have made every effort and provision to provide continuous online learning environment training, a commitment to keep the village of ITC connected and have leveled the technology divide with our device distribution program for eligible students. Our supportive faculty and administration have also gone the extra mile to ensure small class-settings, active-learning, and highly engaging material.

It is expected that the student will take the responsibility to seek answers, be a self-motivated learner and remain committee to transformative leadership. Online courses require good time management, planning, writing, and communication skills. Students will also need adequate technology skills or the willingness to learn technology quickly. The helpdesk services through the Director of Institutional Learning are available to students who need additional assistance or troubleshooting advice. Distance Learning students are eligible for financial aid. (See financial section.)
Distance Learning Admission Requirements

Admissions requirements are the same for distance learning students as would be in the face to face environment. At minimum students are expected to have completed a bachelor's degree with a 2.75 GPA (on a 4.0 scale). Applicants are also required to write an autobiographical essay as part of the admission process. Admission consideration can be made after an online application is submitted via the website at www.itc.edu/apply.now. Please see application and admission details on the ITC website under the application tab. Once the application is received the admissions counselors will contact all applicants with further interview and admission requirement instructions.

Important Requirements
Students who enroll in the distance learning programs should have access to a computer, reliable highspeed internet, web camera, headset and microphones or an all-in-one device. Students can generally expect complete all degree requirements anywhere from two to four years, depending on their course load. Credits vary based on degree program. Please see the individual degree program for details on credits, degree course plan and cost associated with each program.

All distance learning applicants are asked to download and take the online readiness assessment test. The assessment can be found by clicking ITC Readiness Assessment. This is a self-assessment and will help determine personal readiness for online learning. As an online degree seeking student it will be expected to have necessary technological skills for engaging end user devices and the ITC’s Learning Management System (LMS) Moodle and its supplementary applications (apps). Distance students pursuing ordination and require denominational endorsement are required to take denominational history and polity.

ITC is accredited to offer this distance learning program by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and by The Association of Theological Schools (ATS) in the United States and Canada. Approval applies to the Master of Divinity degree program and to all other programs provisionally during the COVID-19 pandemic.

Email Services
Email is an important tool used by faculty to communicate with students. Therefore, email accounts are provided to all students and remain available for the duration of a student’s time at the seminary. All students utilize their ITC email accounts for ITC communications and access to the Single Sign On (SSO) system which enables access to ITC course and learning management systems and additional campus platforms. All students are expected to check their email on a regular basis for updates from ITC. Starting in 2020, your primary email address should have the format username@itc.edu.

Student email accounts do not require additional charges as they have been accounted for in the cost of tuition and technology fees. Email accounts are
available to cross-registered students. The use of email, single sign-on and access to IT services is monitored by the Information Technology Department.

Certificate in Theology

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

The Certificate in Theology program is currently under revision and will be reinstated in the fall 2023 academic year.

COURSES IN DEGREE PROGRAMS

Curriculum

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

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

The four areas of the curriculum provide an opportunity to address group-related concerns and a forum for faculty who share an interest in similar disciplines. The intent is to provide unity within the structure of theological education. This notion also transcends the unhealthy tension that has existed in theological education between theory and practice. In this structure, faculty members may likely function within more than one Area and interdisciplinary courses and team-teaching are encouraged.

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

Master of Divinity Capstone Courses

IINT 408A. Sankofa Practice ICAM 835. Ministerial Leadership ICAM 841 & 842. Ministry and Context I & II

Sankofa Practice, Ministerial Leadership, and Ministry and Context comprise a basic three-phase capstone course process required of all candidates for the Master of Divinity degree. Sankofa Practice occurs at the beginning of the student’s first year, Ministerial Leadership during the second semester of the middler year, and Ministry and Context I and II during both semesters of the senior year.

The purpose of the course is to introduce the student to theological education for Christian ministry for the 21st century through an interdisciplinary perspective. Emphasis will be placed on education within the Black witnessing community. Various components of academic and professional preparation for ministry—biblical, theological, historical, ethical, global, social and behavioral sciences, and practices—will be introduced, examined, and evaluated.
These three-part capstone courses introduce the student to holistic Christian ministry, with a focus on the integration of the total curriculum and the awareness of lifelong learning as a prerequisite for competent, committed, compassionate religious leadership.

**Academic Curricular Areas**

**Area I: Biblical Studies and Languages (IBSL)**

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

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

**Area II: Theology, Ethics, and History (ITEH)**

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

**Area III: Persons, Society, and Culture (IPSC)**

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

**Area IV: The Church and Its Ministries (ICAM)**

Studies in this Area provide knowledge of and exposure to the opportunities, functions, and demands of the multiple forms of ministries offered by the church. The theory and skilled practice of preaching, teaching, worship, music, drama, leadership, administration, evangelism, and missions are examined experientially with supervision. Methodology includes the integration of biblical, historical, theological, socio-cultural, socio-ethical, ecclesiastical, artistic, and behavioral perspectives into concrete practices of study.

**Online Course Limits**

In seeking to prepare persons for the ministry and other forms of leadership in the church, ITC believes that the personal interaction with student and faculty colleagues that occurs in classroom learning is to be highly valued. At the same time, we are excited and intrigued by the way in which online learning is making theological education available to more students in a variety of ways. ITC delivers the Master of Divinity degree online. Students enrolled in traditional on-campus degree programs are allowed to take 12 credit hours online across the span of their entire degree program. They may not take more than 1 online course per semester.

**Degree Program Courses**

**Master of Divinity**

**Interdisciplinary Courses (IINT)**

IINT 409. Education Travel Seminar

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

IINT 410. Black Women in Ministry
This is an interdisciplinary course designed to explore the significant issues related to Black Women and the Church. The scope will be both historical and contemporary, focusing upon personalities, as well as institutional structures. The course is open to both women and men. It will provide opportunities to analyze structural issues in relation to women (and men) in the Church. Theological, socio-political, psychological, and ecclesiological aspects of the subject will be explored. 3 credits

IINT 412. Seminar: Interdisciplinary Theory and Methodology
This team-taught course is designed to sharpen the theoretical and methodological research skills of students in the doctoral degree programs and advanced M.Div. students who plan to enter doctoral programs. Students will be required to read critically primary works of one or more selected thinkers, identifying their methodological presuppositions and conclusions. Particular attention will be given to the intellectual, emotional, social, and spiritual development of thinkers in the student’s area of concentration and compared with thinkers from other disciplines. These insights will be applied to practical problems. Prerequisites for M.Div. students: All core courses and one advanced course in the student’s area of concentration. 3 credits

IINT 412A. Writing Women’s Lives: Identity and Gender in Islam
The Womanist Studies in Religion recognizes and promotes the scholarly activities of academicians who study Black women, religion, and spirituality. This program enables scholars to pursue a research project of their own design. Women also engage in teaching, lectureships, and consultation on issues affecting Black women and religion and Black women and spirituality. To accomplish this, the program invites applications from Black women engaged in scholarly work in these areas especially those seeking sabbatical or independent research support. 3 credits

IINT 412B. Womanist, Post Modern, Colonial Thought
The Womanist Studies in Religion recognizes and promotes the scholarly activities of academicians who study Black women, religion, and spirituality. This program enables scholars to pursue a research project of their own design. Women also engage in teaching, lectureships, and consultation on issues affecting Black women and religion and Black women and spirituality. To accomplish this, the program invites applications from Black women engaged in scholarly work in these areas especially those seeking sabbatical or independent research support. 3 credits

IINT 413 A-F. Womanist Studies in Religion
The Womanist Studies in Religion recognizes and promotes the scholarly activities of academicians who study Black women, religion, and spirituality. This program enables scholars to pursue a research project of their own design including one course on the subject. The course is an exploration of Black women’s lives from the perspective of Black women scholars. 3 credits

IINT 414. Gender, Race, and Religion in Education
Gender and Race Education in Religion is an interdisciplinary course applying the pedagogy of transformation through community building, reflective practice and critical thinking. Exploration of the forces (e.g. theology, media, culture, language, history, family, and politics) that contribute to one’s perceptions of reality and perspectives on the consequences of bias, inequity and typing in religion and the
church is the focus of this course. These forces are presented through the process of transformative learning whereby learners explore, integrate and think critically about the forces in shaping values, motivation, decision-making and identity concerning race and gender in religion. 3 credits.

IINT 414B. God’s People in Hagar
The Womanist Studies in Religion recognizes and promotes the scholarly activities of academicians who study Black women, religion, and spirituality. This program enables scholars to pursue a research project of their own design. Women also engage in teaching, lectureships, and consultation on issues affecting Black women and religion and Black women and spirituality. To accomplish this, the program invites applications from Black women engaged in scholarly work in these areas especially those seeking sabbatical or independent research support. 3 credits.

IINT 415. Black Women in Civil Rights Movement
The Womanist Studies in Religion recognizes and promotes the scholarly activities of academicians who study Black women, religion, and spirituality. This program enables scholars to pursue a research project of their own design. Women also engage in teaching, lectureships, and consultation on issues affecting Black women and religion and Black women and spirituality. To accomplish this, the program invites applications from Black women engaged in scholarly work in these areas especially those seeking sabbatical or independent research support. 3 credits.

IINT 416. Samuel Dewitt Proctor Conference
The aggregate expertise, research, teaching and pastoral experiences of the theologians and pastors at the Samuel DeWitt Proctor Pastor Conference afford an unprecedented and unique opportunity for seminarians to partake in a specially designed intensive. 3 credits.

IINT 417A. African American Women and Music
This course explores the biographical profiles, contributions, performance practices, and stage imagery of leading African American Women composers and performers within the broad spectrum of secular and sacred music forms over the last century. 3 credits.

IINT 419. Bible, Gender, and Sexuality
This interdisciplinary seminar will examine key biblical texts on ethnicity/race, gender and sexuality in relation to modern constructs of the same in the U.S. and abroad. Students will engage the required readings in conversations with contemporary ideas, assumptions, and debates on such topics as masculinity and femininity in an intersectional analysis of religion, race, gender, sexuality, citizenship and power dynamics in U. S. and globally. Students will develop appropriate theological and ethical responses to the historically-based heteronormative hierarchies of race, gender, and sexual identities that impact them today, in demonstration of the Ghanaian philosophy of Sankofa – “Go back and fetch,” the distinctive learning achievement of an ITC education. Pre-requisites. IBSL 501, IBSL 531, exegesis, Ethics or Sociology of Religion, Systematic Theology, Clinical Introduction to Psychology of Pastoral Care. Students may take this course for credit in Hebrew Bible, New Testament, Theology, Ethics, or Pastoral Care. *In order to receive course credit for Theology, Ethics, or Pastoral Care the course must be team-taught by an instructor in the respective discipline student is seeking credit. Required of MDiv candidates. 3 credits.

IINT 490. Directed Study in Interdisciplinary Theory and Methodology
This directed study is done with the consent of the instructor. Prerequisites for M.Div. students: All core courses and one advanced course in the student’s area of concentration. 3 credits advanced course in the student’s area of concentration. 3 credits.
IINT 435 Research Methods in Religious and Africana Studies

The course is an introduction to critical thinking and the modes of research used in the crossing of Applied Religious Studies and Applied Africana Studies. The basic skills and processes associated with developing research questions, reviewing relevant literature and conducting research are discussed. Qualitative and quantitative research methods are reviewed with a concentration on 5 qualitative approaches as they offer support ITC’s praxiologic emphasis. The subject also covers key basic principles in academic writing, including referencing and citation methods. As part of the subject, students are encouraged to develop their own original ideas and formulate research proposals that demonstrate their understanding of applied research. The subject particularly focuses on the principles of research and critical evaluation, which are key skills required in the process of reviewing and expanding the literature base of Religious and Africana Studies and their applications. The subject also covers the basics of academic writing to help students present discussion and arguments effectively in written form. Required for MDiv Academic and Public Spaces tracks. 3 credits

IINT 436 Research Practicum in Religious and Africana Studies

This course guides students in the completion and public presentation of the research project initiated in IINT 435. The course is a continuation to the application of critical thinking and the modes of research used in the crossing of Applied Religious Studies and Applied Africana Studies. The basic skills and processes associated with developing research questions, reviewing relevant literature and conducting research are discussed. Qualitative and quantitative research methods are reviewed with a concentration on 5 qualitative approaches as they offer support ITC’s praxiologic emphasis. The subject also covers key basic principles in academic writing, including referencing and citation method. Prerequisite: IINT 435 Research Practicum in Religious and Africana Studies. Required for MDiv Academic and Public Spaces tracks. 3 Credits
BIBLICAL STUDIES AND LANGUAGES (IBSL)

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

HEBREW BIBLE/OLD TESTAMENT

IBSL 501. Introduction to the Hebrew Bible/Old Testament
An introduction to the literature and thought of the Hebrew Bible/Old Testament with emphasis on Bible content and the significance of various critical methods to understand the Hebrew Bible/Old Testament. Required of M.Div. and M.A. candidates. 3 credits

IBSL 503. Introduction to Biblical Hebrew (1)
The study of Hebrew grammar, syntax, and vocabulary with exercises in reading and writing biblical Hebrew. Credit will be given only when IBSL 504 is completed. 3 credits

IBSL 504. Introduction to Biblical Hebrew (2)
A continuation of the study of Hebrew grammar, syntax, and vocabulary with exercises in reading and writing biblical Hebrew. Prerequisite: IBSL 503. 3 credits

IBSL 505. Intermediate Biblical Hebrew
A continuation of biblical Hebrew grammar and reading of selected biblical texts. Prerequisites: IBSL 503-504 or their equivalent. 3 credits

IBSL 506. Biblical Hebrew Exegesis
An exegetical study of a particular book of the Hebrew Bible/Old Testament using the Masoretic text. Prerequisites: IBSL 505 and an exegetical elective. 3 credits

IBSL 507. Pentateuch
An exegetical study of one or more of the books or documents in the Pentateuch.

IBSL 508. Historical Books
An exegetical study of one or more of the historical books of the Protestant Canon excepting Ruth and Esther (Joshua, Judges, I and II Samuel, I and II Kings, I and II Chronicles, Ezra, Nehemiah). The course will be listed for registration as 508a (Joshua) through 508g (Nehemiah), or as combinations of two or more books, for example, 508fg (Ezra-Nehemiah). This course fulfills the exegetical requirement. Prerequisite: IBSL 501. 3 credits

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

IBSL 511. The Minor Prophets
An exegetical study of one or more books of the Minor Prophets, with special attention given to historical content and religious value for the contemporary church. The course will be listed for registration as 511a (Hosea) through 511i (Malachi), or as combinations of two or more books, for example, 511kl (Zechariah-Malachi). This course fulfills the exegetical requirement. Prerequisite: IBSL 501. 3 credits

IBSL 512. Meggiloth
An exegetical study of one or more of the Meggiloth (Ruth, Esther, Lamentations, Song of Songs). The course will be listed for registration as 512a (Ruth) through 512d (Song of Songs), or as combinations of two or more books, for example, 512ab (Ruth- Esther). This course fulfills the exegetical requirement. Prerequisite: IBSL 501. 3 credits
IBSL 514. Psalms
This exegetical study of the Book of Psalms will deal with a select number of psalms, paying attention to their literary characteristics, theologies, and implications for the liturgies of the Black Church. This course fulfills the exegetical requirement. Prerequisite: IBSL 501. 3 credits

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

IBSL 520. Histories of Ancient Israel and Judah
This course is designed to familiarize the student with issues in reconstructing the histories of ancient Israel and Judah from their beginnings to the Roman period. Particular attention will be given to biblical passages and extra-biblical materials from ancient Africa and the ancient Near East as they relate to these issues. Special attention also will be given to the debates within Hebrew Bible scholarship about these issues. Prerequisite: IBSL 501. 3 credits

IBSL 527. Biblical Aramaic
An introduction to the grammar, syntax, and vocabulary of the Aramaic language as represented in the Bible, laying the foundation for the study of other Aramaic dialects. Prerequisites: IBSL 503-504 or an equivalent preparation in biblical Hebrew. 3 credits

IBSL 528. Apocalyptic Literature
A study of Jewish apocalypses and other writings from about 300 BCE to 100 CE including the book of Daniel and noncanonical writings such as the books of Enoch, Jubilees, and Baruch. Emphasis is on theological and literary motifs and their relation to Jewish history. Prerequisites: IBSL 501 and an exegetical elective. 3 credits

IBSL 529. Hebrew Bible/Old Testament Theology
This course will trace the theology of the Hebrew Bible/Old Testament, paying special attention to issues such as God the Creator, the covenant idea, righteousness, justice, evil, and Israel’s confessional heritage, which portrays Israel’s Theocentricity. Prerequisite: IBSL 501. 3 credits

IBSL 530. Directed Study in Hebrew Bible/Old Testament
This directed study is done with the consent of the instructor. Prerequisites: IBSL 501 and an exegetical elective. 2-4 credits
NEW TESTAMENT

IBSL 531. Introduction to the New Testament

IBSL 533. Introduction to New Testament Greek (1)
An introduction to the basic elements of New Testament Greek grammar, syntax, and vocabulary. Credit is given only when IBSL 534 is completed. 3 credits

IBSL 534. Introduction to New Testament Greek (2)
A continuation of the study of New Testament Greek grammar, syntax, and vocabulary. Prerequisite: IBSL 533. 3 credits

IBSL 535. Intermediate New Testament Greek
An inductive study of New Testament Greek grammar, syntax, and vocabulary with emphasis upon rapid reading of selected sections of the Greek New Testament. Prerequisite: IBSL 534 or equivalent. 3 credits

IBSL 536. Greek Exegesis
An exegetical study of a New Testament writing in the original language. Emphasis is on exegetical methodology. This course fulfills the exegetical requirement. Prerequisite: IBSL 534 or equivalent. 3 credits

IBSL 537. Readings in Hellenistic Greek
Advanced reading of the New Testament, Apostolic Fathers, the LXX, and Hellenistic literature of the first three centuries. Prerequisite: IBSL 535 or equivalent. 3 credits

IBSL 538. Ancient Jewish Writings
This course is a survey of the literature of early Judaism and its relation to early Christian texts. Selections from narrative, wisdom, poetic, philosophical, apocalyptic, and other texts in English translation including the Dead Sea Scrolls, Philo, Josephus, and early rabbinic writings. Prerequisites: IBSL 531. 3 credits

IBSL 539. The Social World of the New Testament
A social-historical analysis of the diverse cultures surrounding the ancient Mediterranean. Their structure, institutions, and mores and the ways in which this analysis clarifies early Christian institutions, literature, and theology are explored. Prerequisites: IBSL 531 and an exegetical elective. 3 credits

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

IBSL 544. Life and Teaching of Jesus
The life and teaching of Jesus of Nazareth studied through critical examination of the sources. Emphasis is on the social context and implications of Jesus’ mission and his significance for Christian faith today. Prerequisites: IBSL 531 and an exegetical elective. 3 credits

IBSL 545. The Gospel of John
An exegetical study of the Fourth Gospel with attention to the social background of Johannine theology. This course fulfills the exegetical requirement. Prerequisite: IBSL 531. 3 credits
IBSL 547. The Book of Acts
An exegetical study of selected sections of the Acts of the Apostles in the light of Lukan theology. This course is an introduction to current study of Acts, its use as a source for understanding early Christianity, and its relevance to the life of the contemporary church. Prerequisites: IBSL 531 and an exegetical elective. However, students with a grade of B or higher in IBSL 531 may seek the instructor’s permission to take this course to fulfill the exegetical requirement. 3 credits

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

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

IBSL 555. The Epistle to the Hebrews
An exegetical study of the Epistle to the Hebrews. This course fulfills the exegetical requirement. Prerequisite: IBSL 531. 3 credits

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

IBSL 558. Revelation
An exegetical study of the structure, language, motifs, and social setting of the book of Revelation dealing also with hermeneutical options in African American settings. Prerequisites: IBSL 531 and an exegetical elective. However, students with a grade of B or higher in IBSL 531 can seek the instructor’s permission to take this course to fulfill the exegetical requirement. 3 credits

IBSL 559. New Testament Theology
An analysis of the developing theological perspectives of early Christianity as expressed in the New Testament and other early Christian literature. Prerequisites: IBSL 531 and an exegetical elective. 3 credits

IBSL 559. Directed Study in New Testament
This directed study is done with the consent of the instructor. Prerequisites: IBSL 531. 2-4 credits

INTERDISCIPLINARY/CROSS CANONICAL

IBSL 570. Contemporary Issues in Biblical Interpretation
This course examines recent developments in biblical studies in the areas of biblical hermeneutics and methodologies. Literary, sociological, ideological, and other methods are applied to texts in one or both testaments. Prerequisites: IBSL 501, IBSL 531, and one exegetical elective. 3 credits

IBSL 571. Contemporary Afrocentric Biblical Interpretation
This course is designed to familiarize students with the variety of approaches to exploring scripture currently being undertaken by Black biblical scholars on the continent and in the United States. Attention will be given to the varied methods used in their exegetical work, along with their ideological concerns and leanings. Issues of
womanist interpretation along with Afrocentric male interpretations will be explored and analyzed. Prerequisites: IBSL 501, IBSL 531 and an exegetical elective. 3 credits

IBSL 572. Womanist/Feminist Interpret.
This course examines the major issues, themes, and methodologies in the work of significant practitioners of feminist and womanist biblical study. It also provides an opportunity for students to assess their own positions in relationship to these approaches to the text. Prerequisites: IBSL 501, IBSL 531, and one exegetical elective. 3 credits

IBSL 574. The Parables of Jesus
Interpretation of the narrative parables of Jesus using differing critical methodologies. Prerequisites: IBSL 531 and one exegetical elective. 3 credits

IBSL 576. Narratology
This course examines theories of narrative criticism applied to either one or both canons. Attention will be given to constructs of plot and character development, time, setting, narrative viewpoint, etc. Key theorists and application of their theories will be investigated in relation to one or a series of canonical books or themes. In addition, issues in ethics of reading will be explored. Prerequisites: IBSL 501, IBSL 531 and one exegetical elective. 3 credits

IBSL 580. Healing Miracles
This course seeks to begin a conversation between the disciplines of biblical studies and the theology and ethics of pastoral care by examining the healing miracles of the Bible and the theo-ethical barriers and facilitators to pastoral care and healing. This course fulfills the exegetical requirement. Prerequisite: IBSL 531 (with a C or better). 3 credits

PHILOSOPHY, THEOLOGY, ETHICS AND HISTORY (ITEH)

ITEH 602. The Doctrine of God
An in-depth exploration of issues concerning the nature of God, the Trinity, theodicy, and God’s providential activity in the world. 3 credits

ITEH 603. Systematic Theology
Important doctrines and theologians of Christianity are studied in an effort to provide the clearest possible understanding of the Christian faith. Special attention is given to the Black Christian experience. Required of M.Div. candidate. Prerequisite: ITEH 601. 3 credits

ITEH 604. The Doctrine of Christology
An exploration into various interpretations of Jesus Christ. 3 credits

ITEH 605. Philosophy of Religion
An effort to interpret the traditional problems and typical solutions of philosophy and religion in light of the African American Christian experience. 3 credits

ITEH 606. The Theologies of Paul Tillich and Karl Barth
A study of the methods and contents of theology from the perspective of these two theologians. 3 credits

ITEH 607. Wesleyan Theology
The distinctive doctrines of John Wesley are considered in light of their historical setting and present significance. Required of African Methodist Episcopal, Christian Methodist Episcopal and United Methodist M.Div. candidates. 3 credits

ITEH 608. Reformed Theology
A study of the doctrines of Reformed theology based on John Calvin’s Institutes, confessional writings of the Reformed tradition, and the works of various contemporary Reformed theologians in conversation with other theological traditions in the context of ecumenical faith shared by all
Christians. A major focus of the course is the practical application of Reformed theology in ministry settings. Required of Presbyterian Church (USA) M.Div. candidates. 3 credits

ITEH 609. Dietrich Bonhoeffer and Martin Luther King Jr.: Modern Day Martyrs
A study of the life and work of Bonhoeffer and King and their struggles in their respective contexts. 3 credits

ITEH 610. The Theology of James Cone
An in-depth study of the work of James H. Cone. 3 credits.

ITEH 611. A History of Black Theological and Moral Thought in America
An exploration of the religious heritage of Black Christians, focusing on their theological and ethical contributions during the eighteenth, nineteenth, and twentieth centuries. 3 credits

ITEH 612. Seminar: Womanist Theology
An exploration into the theological contents of African American women’s experiences. Among sources being used are autobiographical, biographical, theological, historical, and literary writings. 3 credits

ITEH 613. Advanced Seminar in Theology
An in-depth exploration into various theological systems and trends. 3 credits

ITEH 614. Seminar in Black Theology
An examination of Black theological thought, focusing primarily upon contemporary Black theology. The goal is to attempt further creative work in Black theology. 3 credits

ITEH 615. Philosophical and Theological Views of Humanity
A critical study of selected theories of humanity with the purpose of developing a positive Christian anthropology. Special attention is given to emerging trends of humanity developed by Black and Liberation theologies. 3 credits

ITEH 616. The Doctrine of Reconciliation
A study of biblical materials, historical interpretations, and contemporary reviews with reference to Christology and its meaning for the Black Christian experience. 3 credits

ITEH 617. Historical Theology
An examination of the theological thinking of the church in its historical context, with reference to its influence in the church of today, especially the Black Christian church. 3 credits

ITEH 618. Theology of Economic Development and Community Service
An analysis of economic trends and solutions for liberating people in economically depressed areas. Attention will be given to practical theology, effective modes of ministry, and coordinating efforts with grassroots, community-based organizations. 3 credits

ITEH 619. Seminar: Process Philosophy and Theology
An introduction to the basic concepts of process thought. Special attention is given to its relevance to the Black Christian experience. Prerequisite: ITEH 601. 3 credits

ITEH 620. Directed Study in Theology
This course is designed for the student who wishes to pursue a special interest in theology. 2-4 credits

ETHICS

ITEH 621. Ethics and Society
This course introduces students to a general knowledge of the development of the literature of Christian ethics. It focuses questions such as “How do social and ideals that are biblically derived?” Students discover how the social sciences inform the task of critical inquiry into the moral life through learning to analyze ethos and lay bare the roots and fundamental character of a community’s moral life.
ITEH 622. Seminar: Prosperity, Poverty, and Christian Piety
This course examines available documents, sermons, and essays of Black religious leaders to see how they have resolved the ethical conflict between the ideals of their doctrinaire teachings and the materialistic demands of their lived world. This course will help students explore the prerequisites necessary for conceptualizing ethic of economic development for the oppressed. 3 credits

ITEH 625. Seminar: Foundations for African American Theology and Ethics
This seminar introduces students to the problems that traditional understandings of theology and ethics have for African Americans. Students are exposed to the religious values of the varied expressions of their heritage, even those that originate in the folk society. This course is offered frequently, each time with a different content; therefore, it may be taken more than once. 3 credits

ITEH 626. Survivors, Technology, Ethics, and Values
This course explores theoretically the manner in which a highly sophisticated technological culture impacts the human community's understanding of values, e.g., are values and principles synonymous? It explores the question: How do oppressed people move from being victim of technology to being guardians of its use? 3 credits

ITEH 627. Seminar: Moral Strategies and African American Religious Leaders
This course investigates the various styles of African American religious leadership and their moral implications. Its focus is a comparative study of the moral philosophies of persons such as Benjamin Mays, Mordecai Johnson, Howard Thurman, Malcolm X, Elijah Muhammad, Martin L. King Jr., and Jesse Jackson. 3 credits

ITEH 628. Ethics, Ethos, and the Bible
This interdisciplinary course explores the question: In what ways did full understanding of the moral life impact biblical teachings about the moral and ethical life. 3 credits

ITEH 630. Major Contemporary Theological and Moral Thinkers
This course is an examination of modern movements, trends, and thinkers in religious ethics. 3 credits

ITEH 632. Morality, Community, and Character
This course investigates how persons' lived experiences shape their moral visions of the world and conversely, how persons' moral visions are reflected in the activity of their lives. The course examines various narrative theories as moral discourse and investigate ITEH 633. Religious and Moral Dimensions of the Civil Rights Movement

ITEH 633. Religious and Moral Dimensions of the Civil Rights Movement
This course examines the U.S. Civil Rights Movement as a religious and moral activity. It includes critical evaluation of civil rights documents and texts, and some analysis of film. The course offers opportunity to reflect critically motivations for and against civil rights activity. 3 credits

ITEH 634. Seminar: The Church, Ethics, and Public Policy
This course explores religious engagement in politics. Examining theological, moral, and logical foundations for religious involvement in the public sphere, the course explores the meaning, implications, and relationships of democracy, diversity, justice, and public policy. 3 credits

ITEH 635. Black Film as a Genre of Theological and Ethical Reflection
This course explores Black film as a useful artistic genre for theological and ethical reflection. Students will explore such theological and ethical issues as notions of God, human suffering, and ethnic political and social struggles. Basic themes of filmography from
earlier periods in African-American history will be compared and contrasted with film productions of modern times. 3 credits.

**ITEH 636. Ethics and Political Theology**

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

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

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

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

An exploration of contemporary issues in theology. 3 credits.

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

An exploration of contemporary issues in ethics. 3 credits.

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

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

**ITEH 640. Directed Study in Ethics**

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

**CHURCH HISTORY**

**ITEH 641. History of Christian Thought**

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

**ITEH 643. Religious-Ethnic Conflict**

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

**ITEH 644. Seminar: Howard Thurman**

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

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

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

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

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

**ITEH 647. Seminar: John Calvin**

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

**ITEH 648. The Radical Reformation**

A study of the free-church movement beginning with the sixteenth-century expression of Anabaptism and concluding with its lineal and spiritual descendants in twentieth-century America. 3 credits.
ITEH 649. African Church Fathers and Mothers
A study of select figures of the early church (prior to Augustine) who lived and worked in Africa, notably Tertullian, Athanasius, Perpetua, and Origen. Particular attention is given to the contributions these figures might offer to ministry in the contemporary African American Church. Prerequisite: ITEH 641. 3 credits

ITEH 650. Seminar: Eighteenth-Century Wesleyan Revival
A seminar stressing social and religious conditions in eighteenth-century Britain, John Wesley's role in the Revival, and the Revival's involvement in moral and social reform, especially the slave trade. Readings from John Wesley. 3 credits

ITEH 651. Black Ministry in Historical Perspective
This course is designed to expose students to the broad historical compass out of which Black ministry has emerged in America and to acquaint them with representative clergy and laity whose ministries exemplify their commitment to Christian service. 3 credits

ITEH 652. Religion in America
A study of the impact of the major religious traditions in America on the development of American lifestyles. Roman Catholicism, Protestantism, Judaism, and the African-American Church tradition are compared. 3 credits

ITEH 653. Religion in African American History
A study of the history of Christianity in America shaped by the total experience of African American. Attention is given to the distinct denominations of American as well as the unique expression of the church among African Americans within larger denominations. Each student will write a local church history. Required of M.Div. and M.A. candidates. 3 credits

ITEH 654. Seminar: Augustine
A seminar on the life and work of Augustine, with student presentations based on this African father’s writings. Special attention will be given to Augustine’s African roots, his impact on the Christian tradition, and the contribution his teachings might make to ministry in the contemporary African American Church. Prerequisite: ITEH 641. 3 credits

ITEH 655. Martin Luther King Jr. and the Movement for Social Justice
A critical examination of the life, thought, and ministry of Dr. Martin Luther King Jr., in relation to the modern Civil Rights Movement. This course seeks to expose students to the broad historical compass out of which King and the movement emerged and to explore the context in which he sought to live out his ideals. 3 credits

ITEH 656. Seminar: Studies in Economic Church History
A seminar dealing with selected topics in the economic history of the church. Such topics as the church and slavery, capitalism and Puritanism, the segregated church and African American economic development, and world hunger are included. Students select topics for investigative reports. 3 credits

ITEH 657. Seminar: Research in American Church History
A seminar on dominant themes in American church history, highlighting the problems and opportunities of African-American Church historiography. Each student selects a topic for investigation. Prerequisite: ITEH 652 or ITEH 653. For Department majors and selected D.Min. students. 3 credits

ITEH 658. Denominational History
An in-depth study of the history of the respective denominational constituents of ITC. Normally, Presbyterian international students are not required to enroll in Denominational History. Required of M.Div. candidates by denominations as indicated. 3 credits.
a. African Methodist Episcopal
b. Baptist
c. Christian Methodist Episcopal
d. Church of God in Christ
e. United Methodist

ITEH 658. Readings in Lutheran Confessions

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

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

ITEH 659. Practical Ecumenism

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

ITEH 660. Directed Study in Church History

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

ITEH 661. The Holy Spirit in History

An interdisciplinary Seminar which investigates the different ways in which the Holy Spirit has revealed God and been understood in the Church, with special attention to the Church in Africa and the theological profiles, and expressions of piety which shaped Lutheranism in this country. The primary goal of the course will be to provide students with a fluent working knowledge of Lutheranism in North American in order that they can not only appreciate their own denominational heritage and identify as Lutherans, but also become pastorally sensitive to various local traditions which they encounter in the Evangelical Lutheran Church in America. Interested lay persons are welcomed to audit the course.
Black church in America. Students engaged in the course will be exposed to the rich variety of understandings of the Spirit and through research and exposure to the different traditions of understanding and experiencing the Spirit will undergo a pilgrimage which will help them better formulate their own understandings and experience of the Spirit. The course is especially essential for Pentecostal and Charismatic students, but students of all denominations concerned about their own understanding of the Spirit in the Black church and in the Church catholic will find it most useful. 3 credits

IPSC 686. Christian Evangelism and Ethnotheology

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

IPSC 687. Foundations of Church Growth

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

IPSC 688. Women and Men in Cross-Cultural Ministries

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

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

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

**IPSC 690. Congregational Evangelism**

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

**IPSC 691. Biblical Models of Mission**

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

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

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

**IPSC 693. Missiology and Change Dynamics**

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

**IPSC 690. Congregational Evangelism**

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

**IPSC 691. Biblical Models of Mission**

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

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

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

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

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

**IPSC 697. Ministry in Global Perspectives**

An examination of the opportunities and challenges for ITC students who travel beyond the boundaries of the United States. Intensive study is made of the needs, problems, and current issues of selected areas and the content, style, and method of ministry required. This study employs an interdisciplinary approach, one that takes into account the history, geography, socio-economic/political situation, and ethics of the region’s culture. Persons from the areas studied supplement the instructor’s work by serving as lectures and resource persons. Links to subsequent study tours and internships in other countries and cultures and planned. **3 credits**

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

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

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

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

**SOCIOLGY OF RELIGION**

**IPSC 701. Sociology of Religion**

An introduction to the theories and methods of the social sciences that contribute to the understanding of religious life and institutions. Particular attention is given to sociological analysis of African-American religions, the African American Christian church, and the function of the social order. **3 credits**
IPSC 703. Church Involvement in Community Life

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

IPSC 705. Special Topics in Religion and Society

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

IPSC 707. Religious Leadership and Community Organization

This course is a systems analysis of social institutions and groups that provides functional skill development in the area of community organizing and promotes active involvement in community life among African American religious leaders. The course advocates social transformation in neighborhoods, communities, and larger society. 3 credits

IPSC 709. Facing Racism in the Church and Society

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

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

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

IPSC 711. Introduction to Pastoral Care

This course introduces students to pastoral care in the context of the parish. Pastoral care is presented as a critical tool for interpersonal appreciation and responsiveness to individuals operating within the exigencies of life. Students are expected to refine their relational skills and clinical insights by drawing upon church, personal, cultural and theological traditions, as well as specific casework from their respective ministry settings. 3 credits
IPSC 712. Chemical Abuse and Dependency in the American Community: The Congregation as a Resource for Recovery

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

IPSC 713. Sociology of Pastoral Care and Counseling

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

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

This course is designed to introduce the student to the community mental health movement begun in the 1950s, continued into the late 1970s, and surviving in modified form today. The role of the African American Church in this movement will be examined, along with essential principles and practices for improving mental health in the African American community. 3 credits

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

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

IPSC 715B. Pastoral Counseling with African American Men

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

IPSC 715C. Spirituality and Sexuality

This course is designed to explore human spirituality and sexuality along with the divergent research perspectives on these two dimensions of human growth and development. Students are expected to reflect upon the genesis of their own theoretical and theological understanding of human spirituality and sexuality inherited from their social and cultural location, as well as, formulates and articulates their own understanding of human spirituality and sexuality. The intent is to assist the Black church’s work of becoming comfortable in
exploring different congruencies between spirituality and sexuality as the Church responds to the changing needs of both congregants and congregations. 3 credits

IPSC 715D. End of Life and Palliative Care

This course focuses on how to be with persons and families who are experiencing end of life realities including physical pain, emotional suffering and/or spiritual alienation. The pastoral care functions of characterized by posttraumatic stress. The language and meaning that people give to the experience of loss and catastrophic loss are shaped by the conversations that have been internalized, and the role of pastoral care during the death, dying and bereavement process is to enable people to give expression to the meaning that the experience of loss. 3 credits

IPSC 715E. Experience of Loss

The course focuses on the contemporary experience of dying in the United States and how people give expression to this experience. Attention of different types of loss including personal loss such as grief and bereavement as well as catastrophic loss characterized by posttraumatic stress. The language and meaning that people give to the experience of loss and catastrophic loss are shaped by the conversations that have been internalized, and the role of pastoral care during the death, dying, and bereavement process is to enable people to give expression to the meaning that the experience of loss. The student will explore different perspectives on death, dying and bereavement and how to distinguish between healthy and unhealthy responses to bereavement. Theologically, a theology of lament will be explored, and theoretically, psychoanalytic, developmental, interpersonal, family, and cultural theories will be examined. 3 credits

IPSC 715F. Death, Dying, and Bereavement

This course focuses on the contemporary experience of dying in the United States and how people give expression to this experience. Attention of different types of loss including personal loss such as grief and bereavement as well as catastrophic loss characterized by posttraumatic stress. The language and meaning that people give to the experience of loss and catastrophic loss are shaped by the conversations that have been internalized, and the role of pastoral care during the death, dying, and bereavement process is to enable people to give expression to the meaning that the experience of loss. The student will explore different perspectives on death, dying and bereavement and how to distinguish between healthy and unhealthy responses to bereavement. Theologically, a theology of lament will be explored, and theoretically, psychoanalytic, developmental, interpersonal, family, and cultural theories will be examined. 3 credits

IPSC 715G. End of Life and Palliative Care

This course focuses on how to be with persons and families who are experiencing end of life realities including physical pain, emotional suffering and/or spiritual alienation. The pastoral care functions of characterized by posttraumatic stress. The language and meaning that people give to the experience of loss and catastrophic loss are shaped by the conversations that have been internalized, and the role of pastoral care during the death, dying and bereavement process is to enable people to give expression to the meaning that the experience of loss. 3 credits

IPSC 715H. Experience of Loss

The course focuses on the contemporary experience of dying in the United States and how people give expression to this experience. Attention of different types of loss including personal loss such as grief and bereavement as well as catastrophic loss characterized by posttraumatic stress. The language and meaning that people give to the experience of loss and catastrophic loss are shaped by the conversations that have been internalized, and the role of pastoral care during the death, dying, and bereavement process is to enable people to give expression to the meaning that the experience of loss. The student will explore different perspectives on death, dying and bereavement and how to distinguish between healthy and unhealthy responses to bereavement. Theologically, a theology of lament will be explored, and theoretically, psychoanalytic, developmental, interpersonal, family, and cultural theories will be examined. 3 credits

IPSC 716. Psychology of Religion

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

IPSC 716. Psychology of Religion

This course introduces the student to the basic principles and skills involved in the psychological study of religion. Psychological theory and the employment of such methodologies are included as approaches for understanding religious-life explorations and the meaning of behavior in religious experience, human development, growth, crisis, worship, and mental health in the life cycle. Emphasis is placed upon both the individual and corporate skills development in integrating theology and the practice of ministry. 3 credits
IPSC 717. Psychology of Pastoral Care

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

IPSC 718. Clinical Introduction to the Psychology of Pastoral Care

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

IPSC 719. Case-Method Approach to Pastoral Care

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

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

A unit of Clinical Pastoral Education (CPE) is an educational Internship in Pastoral Care wherein the student functions in the role of chaplain. This intensive clinical experience provides contacts, pastoral conversations, clinical seminars, didactic seminars, opportunities for self-insights, and individual and group supervision. The teaching and learning process aids students of theology in developing professional competence in the responsible integration of theological reflection and pastoral work: praxis in ministry. Intensive Internships, usually offered for ten consecutive weeks in order to complete the required 400, are available nationwide. Most of the work is done off campus, under the auspices of the Association of Clinical Pastoral Educators (ACPE). Information about accredited clinical sites and the application form can be located on the website at acpe.edu. Extended Internships are offered to students who need more flexibility in light of class schedules, to complete the 400 hours of clinical and didactic work. ITC students receive eight (8) credit hours for this educational internship. The final grade will be submitted when the CPE experience is completed. Demands of the CPE experience require that no student be permitted to take more than sixteen credits in any given semester, inclusive of the four hours of CPE for each semester for students enrolled in PSC 720B, or the total eight hours of credit for PSC 720 C. Required of M.Div students who concentrate in Psychology of Religion and Pastoral Care.
IPSC 721. Womanist Theology and Pastoral Care

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

IPSC 722. Contemporary Family Patterns and Issues

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

IPSC 723. Introduction to Pastoral Counseling and Psychotherapy

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

IPSC 724. Pastoral Counseling Practice

The course entails counseling and the practice of in-depth pastoral care with supervision. The course emphasizes the beginning stages of counseling, establishing rapport with counselees and pastoral care recipients, assessing the presenting problem and personality needs, clarifying and understanding presenting problem(s) in light of personality theory, establishing goals, working toward goals, moving toward later stages of counseling, and practicing specific in dept pastoral care skills. Prerequisite: IPSC 723. 3 credits

IPSC 725. Pastor and Family Life

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

IPSC 726. Personality Theory for Pastoral Relationships

A course to help the student develop a cognitive grasp of personality growth and development in order to enable better relationships with and among persons. Some grasp of the dynamics of personality growth is essential to develop adequate pastoral relationships, whether one is a minister of the church, a teacher of a class, a worker in a community organization, or a pastoral counselor. Prerequisite: IPSC 718 or IPSC 720B or C. 3 credits
IPSC 727. Pastoral Therapy with Groups

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

IPSC 728. Advanced Pastoral Therapy with Groups

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

IPSC 729. Theory and Practice of Marriage and Family Therapy

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

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

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

IPSC 731. Pastoral Psychology and the African American Experience

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

IPSC 732. Inner Healing and Pastoral Care

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

IPSC 733. Ethics and Pastoral Care

This course is intended to explore the ethical dimensions of pastoral care and scrutinize the meaning of professional ethics and the norms used as guidelines for appropriate ethical behavior toward those for whom
pastoral counselors care. A major concern is the modern debate between value-neutral approaches to pastoral care and an alternative religion-ethical vision. Of considerable importance are ethical issues in a multicultural perspective (gender, race, age, social class, violence, violence-abuse, and sexual orientation). 3 credits

IPSC 734. Pastoral Care as Preventive Medicine

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

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

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

RELIGIONS OF THE WORLD


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

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

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

IPSC 739. Judaism Since the Time of Jesus

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

IPSC 740. Modern Judaism

An exploration of the Jewish journey out from the ghetto and its impact on the religion, thought, and social experience of the Jewish people in the modern world. Special emphasis will be given to the challenges that have confronted this ethic group in its journey. The course meets Religions of the World core requirement. 3 credits
IPSC 741. African and Middle Eastern Religions

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

IPSC 742. Religions of the Orient

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

IPSC 743. Islam and Muslim-Christian Relations

The course consists of an extensive survey of the worldwide Islamic faith system and of its relations with Christianity. The faith, practice, history, and culture of Muslims in a variety of contexts, including Africa, Asia, Europe, and North America are explored, and consideration is given to the dynamics of contemporary Christian-Muslim relations. The theological and social issues to be resolved as well as the wide variety of attitudes and approaches toward each other as neighbors are investigated. Special attention is given to the African American Muslim and Christian communities. 3 credits

IPSC 744. Philosophy and Practice of Traditional African Religions

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

IPSC 745. History and Ministry of the Ecumenical Movement

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

IPSC 746. Religions of the World: A Philosophical Perspective

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

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

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

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

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

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

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

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

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

**ICAM 801 Theories and Practices of Educating in Faith**

This course examines the biblical, theological, psychological, socio-cultural and praxiological foundations of Christian education. The course centers on asking and pursuing questions about the nature of educating in faith in Christian communities through critical analysis and creative thinking. Participants may anticipate developing proficiency in diagnosis and construction through a careful and intentional dialogue with educational theorists, instructor and fellow students. The course seeks to provide a conscious encounter of the particular faith tradition of the participant, his or her faith development and the educational literature. **The course is required of all M.A. in Religion & Education students and MDiv students. 3 credits**

**ICAM 821. Community Organizing and Religious Education**

This course explores, through historical and current justice issues, the educational theories and practices of religious organizations, and grassroots movements for social change. Students will also engage and gain competence in the practice of human rights education and social change organizing through a variety of models of liberatory educational practices, including popular education, theatre for social change, community-based learning, participatory action research, and movement building in secular and faith communities. This course will use as case studies several local social change organizations (e.g. Project South and Amnesty International; church and denominational-based organizations), as well as educational movements for social justice (e.g. Rethinking Schools; the Zinn Education Project), with a particular emphasis on religious education and organizing for social change.

The course will also explore the educational theories and practices of many educators from grassroots movements to the
academy: e.g. Paulo Freire (pedagogy of the oppressed), Ira Shor, Miles Horton, Maxine Greene, bell hooks, Augusto Boal (theatre of the oppressed); popular education workbooks (from the Catalyst Center in Toronto; the Midwest Academy training; Project South; the Highlander Center; the World and U.S. Social Forums; INCITE; Foxfire School); Dorothy Day; Septima Clark; Ella Baker; Grace Boggs; Bernice Robinson; Jane Addams, and others; Amnesty International and the U. of Minnesota Human Rights Center (human rights education); Interfaith Worker Justice; Atlanta Jobs with Justice; Black Lives Matter (CC4D); Georgia Alternatives to the Death Penalty.

This course is a requirement for MARE students in the Public Spaces track and an elective to all other tracks. It is required for Public Spaces MDiv students. Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

ICAM 824. Organizational Leadership

An in-depth study of organizational culture theory is applied to religious organizations. Students are expected to master such all other courses presume that, normally, this course is taken first. Concepts as open systems, levels and dimensions of culture, life cycle stages and the like. Notions of church health, conflict, decline, vision, renewal, change and roles will be explored through approved research topics selected by each student. 3 credits

ICAM 826. Denominational Polity

A study of the structure and practices of the respective denominational constituents of ITC. Normally, Presbyterian international students are not required to enroll in Denominational Polity. Required of M.Div. candidates by denominations as indicated. *ITEH 658 is a prerequisite for all Baptist students. 3 credits


ICAM 826H. Lutheran Heritage and Polity

The course examines the theological grounding of the polity of the Lutheran Church, exploring central teachings about its identity and contemporary practices of congregations as reflected in the Evangelical Lutheran Church’s constitutions and other governing documents. The course also touches on biblical and theological foundations for public worship and private devotion. The community's principal aims in religious education and embodied witness in working for justice will be examined. It is designed to satisfy academic requirements in Lutheran heritage and theology for persons preparing for word and sacrament ministry in the church. Finally, the course provides an introduction for ministers from other denominations seeking a call or standing in the ELCA. 3 credits

ICAM 832. Institute of Church Administration and Management Seminar (A/B sessions)

Two one-week intensive seminars designed to assist religious professionals in planning, organizing, staffing, leading, and managing their institution or organization. Students must take both one-week intensive seminars
ICAM 833. Advanced Leadership Seminar

A seminar that explores special advanced topics selected by the instructor in consultation with the department head. This course is offered occasionally with sufficient demand. **Prerequisite: ICAM 834, 835, or 844. 2-4 credits**

ICAM 835. Ministerial Leadership

Various themes that call for effective leadership (from pastors, associates, directors of Christian education, program directors, etc.) are explored in this course. These themes include personal style, spirituality, call, vision, contextual change, multiculturalism, gender, culture, power, and the like. **Required of all MDiv candidates. Middler Capstone. Prerequisite: IINT 408 Sankofa Practice. 3 credits.**

ICAM 839. Directed Study in Leadership and Ministry Practice

MINISTRY AND CONTEXT

ICAM 841 and 842. Ministry and Context I and II

This course is a capstone course assisting students to evidence proficiency in preparedness for entering the world of ministry after careful and intentional at the Interdenominational Theological Center is to guide persons in ministry assisting them to become Professional Public Theologians. The goal is also to guide students to become more acutely self-aware of their relationship to God, their vocational calling, and how that self-awareness manifests itself through their faithfulness and obedience to God in specific acts of ministry. A major portion of this process is critical theological reflection on the integration of past and present personal history and emerging ministerial identity, theology of ministry, and experiences in a supervised ministry placement. A Capstone Project and Paper is required at the end of this year-long course.

This is the capstone course of all Seniors. **6 credits total. You must pass Ministry and Context I to be enrolled in Ministry and Context II.**

ICAM 843. Ministry and Context Internship

Full-time supervised practice for short-term periods in the summer to a full internship year. Assignments include ecumenical organizations, local parishes, social agencies, military bases, and educational or other institutions related to the helping professions. Interns of a year may be exempted from ICAM 841 and ICAM 842 provided nature and supervision warrant such exemption. A further option for fulfilling the core requirement for graduation is the completion of an internship for two consecutive summers. Students considering this option must submit with their application a commitment statement from the site supervisor where the student will be engaged full time for the two consecutive summers during which the internship is to be pursued. Application for internship and exemption negotiations must be filed at least three months prior to entry. Credits granted may be related to the particular year of seminary study. **6 credits or 12 credits**
ICAM 844. The Changing Parish

Designed to compare and contrast rural, suburban, and urban contexts, this course enriches one’s preparation for a richer parish-based and public ministry. Students engage in demographic and cultural research, employing conceptual insights and methods from the course. Relations between insight (both empirical and theoretical) and effective strategy (including appropriate skills) become central issues. This course is offered occasionally with sufficient demand. This course is one option for the core

HOMILETICS

ICAM 845. Introduction to Preaching

This course is designed to bring together the theoretical and practical aspects of sermon development. Students explore a theological understanding of preaching and a psychological/sociological analysis of the formal elements of sermon development, construction, and delivery. Students write and deliver sermons in a clinical experience. Evaluation and discussion occur in peer situations to aid students’ effectiveness in using the sermon as a liberating force in contemporary times. Required of M.Div. candidates. 3 credits

ICAM 846. Intermediate Preaching

Building upon the skills developed in Introduction to Preaching, students will concentrate on specific areas of sermon design and development. Prerequisite: ICAM 845. 3 credits

ICAM 847. Advanced Preaching Seminar

This course is designed for a limited number of students (six to twelve) with proven interest and ability in the area of homiletics who want to concentrate at an advanced, intense level on specific aspects of preaching. Special emphasis will be given to helping these students prepare for the David H. C. Read Preaching Award and other awards offered in the field of homiletics. Prerequisite: ICAM 845. 3 credits

ICAM 848. History of Preaching

This course will trace the evolution of preaching from apostolic times to the present. Students will explore the way the message, style, issues, and impact of preaching interact with history and shape churches and society. Students will identify various sermon structures and prepare and deliver a sermon in class. The course is also required for a concentration in Homiletics. Prerequisite: ICAM 845. 3 credits

ICAM 849. Liturgical Preaching and Worship

This is an advanced seminar for middler and senior students who desire to strengthen their skills in homiletics, planning, and leading worship in the light of the Christian church year and liturgical calendars. Homiletics and worship disciplines are combined, using denominational and consensus lectionaries with a view toward adding or omitting passages in order to ascertain integrity in African American worship. Special attention is given to the relevant use of the lectionary as one approach to evangelizing. A team of two teachers facilitates this seminar. Prerequisite: ICAM 845 or ICAM 866. 3 credits
ICAM 850. The Preaching Ministry

A series of different courses offered alternately during the first semester of each year. The courses are designed to deal with the validity and relevance of specific biblical area as foundational resources for the proclamation of the Gospel. Alternate offerings include such courses as The Person in the Pulpit, The Preacher As Poet, Preaching As Social Commentary, Preaching Great Themes, The Preaching Ministry to/with Children and Youth, Preaching on Special Days, Preaching the Parables, Preaching the Prophets, Preaching the Psalter, and Preaching to Heal. Students may take this course more than once. **Prerequisite: ICAM 845. 3 credits each**

ICAM 851. The Theology of Preaching

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

ICAM 852. Women’s Ways of Preaching

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

ICAM 853. Preaching Biblical Books

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

ICAM 854. Preaching as Social Commentary

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

ICAM 855. The Person in the Pulpit

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

ICAM 856. Biblical Preaching in a Postmodern World

Focusing on the impact of postmodernism on culture, students in this course will examine and explore historical biblical criticism, literary criticism and theory, and biblical preaching. **Prerequisite: ICAM 845. 3 credits**

ICAM 857. Preaching in the African-American Tradition

This course explores and examines the particularities and uniqueness of the African-American preaching tradition. Emphasis will be placed on the ways in which, historically and culturally, preaching is conducted in the African-American tradition. **Prerequisite: ICAM 845. 3 credits**
ICAM 858. Preaching the Hebrew Bible in the Christian Church

This course focuses on the adequate role and use of the Hebrew Bible in a Christian context. Prerequisite: ICAM 845. 3 credits

ICAM 859. Biblical Preaching in a Multimedia Era

This course will examine the place of preaching in a multimedia era and how preachers can make use of multimedia technology to enhance their preaching gifts. Prerequisite: ICAM 845. 3 credits

ICAM 860. Preaching and Pastoral Care

This course will examine and explore the therapeutic role of preaching. Special emphasis will be placed on the role of the preacher as therapist and counselor and designing the sermon as a counseling moment. Prerequisite: ICAM 845. 3 credits

ICAM 862. The Pastor as Liberating Communicator

This course deals primarily with the parish minister as a key figure in the interpretation of the Christian faith within the local church and in its transmission to be local community, including a theological interpretation of the parish minister’s identity as communicator, a psychological/sociological analysis of modes of effective communication, and an analysis of theological meanings for liberation in contemporary times. Prerequisite: ICAM 845. 3 credits

ICAM 863. Rhetoric in Public Spaces

Students will study principles of public speaking and practice speaking skills. This course is designed to help pastors in their churches and community leadership. Fundamentals of oral communication are stressed. Speeches and discussions on topics related to the minister’s work are assigned using outstanding Black ministers and leaders as models. Parliamentary procedure forms a basic portion of the course. 3 credits

ICAM 864. Directed Study in Homiletics

Students may pursue a specialized area of study. The course will be offered at the discretion of the professor. Prerequisite: ICAM 845. 2-4 credits

ICAM 866. Christian Worship

This course is designed to enable students to interpret the meaning of Christian worship from biblical, theological, historical, psychological, and socio-cultural perspectives. African American worship theory and practice draw upon African, African American, and Euro/Anglo-American church traditions. Special attention is given to the season of the Christian Church year and lectionary passages from the common liturgical lectionary as well as sacraments and ordinances of denominations at the ITC. Students will deepen their understanding of the theology and practices of worship in their own denomination and in other denominations in the ITC ecumenical and international context. The focus will be on common connections, rather than on elements that divide. A practicum phase allows students to participate as worship
Master of Arts in Religion and Education

ICAM 801. Theories and Practices of Educating in Faith
This course examines the biblical, theological, psychological, socio-cultural and praxiological foundations of Christian education. The course centers on asking and pursuing questions about the nature of educating in faith in Christian communities through critical analysis and creative thinking. Participants may anticipate developing proficiency in diagnosis and construction through a careful and intentional dialogue with educational theorists, instructor and fellow students. The course seeks to provide a conscious encounter of the particular faith tradition of the participant, his or her faith development and the educational literature.

The course is required of all M.A. in Religion & Education students and MDiv students. 3 credits.

ICAM 802. Educational Leadership: Academy, Communities and Congregations
This course presents the nature and significance of the educational leadership for the church, community or the academy as ministry. Students will learn how to plan, implement, and evaluate educational ministry curricula, community services, and academic programs within and beyond the church context as well as how to prepare educational leaders in ministry.

The course is required of all M.A. in Christian Education students (students admitted prior to Fall 2016). Prerequisites: For prerequisites please refer to MACE Curricular charts. 3 credits.

ICAM 803. Afrocentrism in Education
The religious experience of African people worldwide is grounded in African spirituality. There are degrees of retention and interpretation of African spirituality in the religious and church experience of African descended people globally. African centered education places the processes and the articulation of this spirituality in the center of education both formally and informally.
This course introduces and engages learners in 9 key principles of African spirituality (codified as Nsaka Sunsum-Touch the Spirit in Twi) and how these principles are interpreted through social interaction, language, body, cultural ways and story to achieve the primary function of education: “to draw out” the ingenuity and creativity in one’s God given purpose. The course uses cross disciplinary scholarship (education, theology, history, psychology and sociology) to create a conceptual framework for African center education. Learners explore models of African centered education and develop African centered environmental cures, lesson topics, goals and activities as well as key evaluative questions that are responsive to multiple settings in the church, community and the academy.

The course is a requirement for all M.A. in Religion & Education students and an elective for MDiv students.

Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits

ICAM 804 Sacred Texts and Religious Education

This course focuses on an exploration of the uses of the Sacred Texts in the practice of educating in faith in congregations, public spaces or academia for the development and practice of a liberating and transforming spirituality. Adopting a Freirean approach to educating critically, this course relates the practice of scripturalizing, with the African American signification practice, story linking and Paulo Freire’s invitation to an educational practice of cultural actions for freedom. The course will explore examples of scripturalizing, signifying, and their corresponding cultural actions in contemporary US culture in general and African American in particular. Christian scriptures have a primary focus, but Muslim and Jewish Scriptures and scripturalizing practices are also introduced. The course will finally challenge participants for the selection and development of Sacred Texts methodologies that are congruent with scripturalizing/signifying as cultural actions for freedom, thus supporting the practice of a liberating and transforming spirituality. Emphasis is on the analyses of purposes and methodologies for presenting biblical material in the Christian religious educational context, the content of biblical material, criteria for selecting Bible study materials from age/stage and cultural perspectives, and Bible teaching/learning implementation strategies.

The course is required of M.A. in Religion & Education students.
Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits

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

This course gives specialized attention to present and emerging methods and materials useful in educational ministry curricula designed for a variety of educational ministry contexts in church and community. The course examines evaluative criteria for the selection of methods and materials with special attention to cultural guidelines for developing and using methods and materials in local and global perspectives. The course offers opportunities for students to develop and test innovative and experimental resources and strategies in selected settings.
The course is an elective for all M.A. in Christian Education candidates and MDiv students. 3 credits.

ICAM 805a Current Trends: Multiculturalism and Multicultural Ministries

This course provides students the opportunity to integrate theory and practice of ministry in an increasingly multicultural American and global societies with special attention to African American and diasporic communities. Students are introduced to the principles and problems of educational research, with particular emphasis on ethnographic research. Students are also invited to identify and put into practice the competencies necessary for meaningful intercultural relationships.

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

ICAM 806. The Church’s Ministry with Persons: Children, Youth, and Adults

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

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

ICAM 807 Philosophy of Education

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

The course is a requirement for all M.A. in Religion & Education students and an elective for MDiv students. Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

ICAM 809. Educational Psychology

This course offers a survey of educational psychology theories and their relationship to Religious Education. Special emphasis is given to spiritual, faith, and moral development through the life span. Attention is given to the implications of this study for Religious educators and ministers in understanding themselves, the persons with whom they work and the structures which best promote development.
ICAM 810. Congregation as Educator

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

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

ICAM 811. Seminar on Teaching and Learning

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

The course is a requirement for all M.A. in Religion & Education students and an elective for MDiv students. Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

ICAM 812. Storytelling and Story-linking

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

The course is a requirement for all M.A. in Religion & Education candidates and an elective for MDiv students. Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

ICAM 813. Special Topics in Religion and Education

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

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

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

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

The course is a requirement for all M.A. in Religion & Education students (students choose either 813 B, 813 c, or 821) and an elective for MDiv students.
Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

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

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

The course is a requirement for all M.A. in Religion & Education students (students choose either 813 B, 813 c, or 821) and an elective for MDiv students.
Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

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

This course examines the role of images, practice, circulation, space, and the senses in the study of religion. If we understood religion as an “expression” of ideas, beliefs, or theological doctrines, what role does the visual media have when we understand the African American religion experience as a “felt-life” religion and, as the actual basis of beliefs. Beginning with the assumption that
theology in the matrix of human experience, this course argues that however much religions may militate against the "body", the study of religion must recognize the primary importance of feelings, emotions, sensations, and perceptions influenced and often times controlled by cultural images.

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

ICAM 813E. Special Topics: Conversations with Educational Theorists

This course engages with educational theorists developing critical, creative and emergent pedagogical approaches, applying one or a combination of theorists to the development of a pedagogical project of the student's choice. Applying the pedagogical approach(es) of the theorist(s) of choice to a specific setting of communities of faith, civil society or academy, the student will develop theoretical and practical applications, enabling students to define and describe rationales for educating in faith in various settings.

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

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

This course is a special topics advanced elective and explores the connections between spiritual formation, pastoral care and education in and among marginalized populations as "soul shaping"; examines the ways in which this "soul shaping" is both personal and corporate, rooted in the past, empowering the present and transforming the future; explores the ways in which "soul shaping" hears God and gives voice to the silenced; and considers the agency of the pastor/educator as God's servant who both is shaped and shapes.

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

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

This course is a special topics advanced elective and focuses on the current issues of educating in faith in Latin America as it challenges and supports the educational work in the USA with multicultural communities of faith. It provides a primer on the culture and religious experience of a Latin American country, and an overview of the reception and teaching of Protestantism in Latin America.

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

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

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

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

**ICAM 814. Educating in Faith in World Christianity**

ICAM 814a. Latin America: Language Culture and Religion in Focus.

This course is comprised of two-week intensive coursework during summer and two weeks intensive field work in Latin America.

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

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

This course is comprised of two-week intensive coursework during summer and two weeks intensive field work in Africa.

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

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

This course is comprised of two-week intensive coursework during summer and two weeks intensive field work in Europe.

The course is an elective for all M.A. in Religion & Education and MDiv students.

**ICAM 815. Curriculum and Instructional Design**

The nature and design of educational activities: theory, research, and practice of curriculum design. The course considers the forces driving quality curriculum development. The course examines how different groups, issues, ideologies and research have influenced what and how children have been taught historically. Attention will be focused on recent reform literature directed at schools and its likely impact on curriculum. Current political, economic, demographic and academic trends will be studied. The process for curriculum design will be examined and applied as students develop a sample guide using the class as a workshop group. The course concludes with the development of a curriculum project designed to improve student learning by the application of research informed theory and practice.

The course is an elective for all M.A. in Religion & Education and MDiv students.

Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

**ICAM 816 Educational Ministry in the Public Space**

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

The course is a requirement for all M.A. in Religion & Education students in the track of Public Spaces and an elective for all others including MDiv students.
Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

**ICAM 817. Pedagogy I**

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

The course is an elective for all M.A. in Religion & Education and MDiv students. 3 credits.
Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

**ICAM 818. Pedagogy II**

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

The course is an elective for all M.A. in Religion & Education and MDiv students. 3 credits.
Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

**ICAM 819. Research Methods in Religion & Education**

This course focuses on Religion & Education-specific professional assessment of the M.A. in Religion & Education students and the students’ beginning preparation of the M.A. in Religion & Education thesis or program completion project. Assessment is directed toward the nature, modes, and extent of the student’s personal growth; development of broad-based foundations, educational ministry practices, and interests over the first year of the ITC journey; and needs, challenges, and potential directions in the yet unfolding seminary journey and future ministry. The course further engages the student in exploring a specific topic of interest around which to develop an M.A. in Religion & Education thesis project based on the assessment and reflection on identified student knowledge, understandings, appreciations, and present and potential abilities to demonstrate educational
ministry leadership. The course should be taken in the first semester of the final M.A. in Religion & Education program year as outlined in the schedule of M.A. in Religion & Education courses.

The course is required of all M.A. in Religion & Education candidates.

Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

ICAM 820. Research Practicum in Religion & Education

This course guides students in the completion and public presentation of the MA in Religion & Education thesis/project. The thesis/project is designed as a culminating integrative endeavor in which the student demonstrates ability to connect theory with praxis in a self-chosen and closely supervised topic of interest explored initially in CAM 819. Students are expected to apply knowledge, understanding, appreciation, and practices of educational ministry developed from courses taken across the ITC curriculum.

The course is required of all M.A. in Religion & Education students.

Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

ICAM 821. Womanist Approaches to Religious Education

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

The course is a requirement for all M.A. in Religion & Education students (students choose either 813 B, 813 c, or 821) and an elective for MDiv students.

Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

ICAM 823. Community Organizing and Religious Education

This course explores, through historical and current justice issues, the educational theories and practices of religious organizations, and grassroots movements for social change. Students will also engage and gain competence in the practice of human rights education and social change organizing through a variety of models of liberatory educational practices, including popular education, theatre for social change, community-based learning, participatory action research, and movement building in secular and faith communities.

This course will use as case studies several local social change organizations (e.g. Project South and Amnesty International; church and denominational-based organizations), as well as educational movements for social justice (e.g. Rethinking Schools; the Zinn Education Project), with a particular emphasis on religious education and organizing for social change.

The course will also explore the educational theories and practices of many educators from grassroots movements to the academy: e.g. Paulo Freire (pedagogy of the oppressed), Ira Shor, Miles Horton, Maxine
Greene, bell hooks, Augusto Boal (theatre of the oppressed); popular education workbooks (from the Catalyst Center in Toronto; the Midwest Academy training; Project South; the Highlander Center; the World and U.S. Social Forums; INCITE; Foxfire School); Dorothy Day; Septima Clark; Ella Baker; Grace Boggs; Bernice Robinson; Jane Addams, and others; Amnesty International and the U. of Minnesota Human Rights Center (human rights education); Interfaith Worker Justice; Atlanta Jobs with Justice; Black Lives Matter (CC4D); Georgia Alternatives to the Death Penalty.

This course is a requirement for MARE students in the Public Spaces track and an elective to all other tracks. It is required for Public Spaces MDiv students. Prerequisites: For prerequisites please refer to MARE Curricular charts. 3 credits.

ICAM 825. Directed Study in Religion and Education
This course is a specialized topic of study in Christian education as an elective by the permission of the professor. It is available only after completion of basic/required coursework within the Department and if the selected area of study is not offered in the Catalog.

Prerequisites for all students: ICAM 801; for M.A. in Religion & Education students: ICAM 801 or 816 and ICAM 803, 807 and 809. It can be taken as 2-4 credits.

Master of Arts in Liturgical Arts and Culture
CULTURE

ICAM 601. Cultural Exegesis
This first year, first semester, course is designed as an out-of-the-box approach to understanding cultural exegesis and examines and explores the theological significance of popular culture in a changing world. Students will seek answers to the following questions: What is culture and what does it do? What is cultural exegesis? Is there room for popular culture in the faith/religious/theological experience? Students will use critical analysis, case studies, theological reflection, observation, project-based learning, media, writing, daily living, and the like; to discover the sacred within the secular in real-time, real-world, scenarios and situations. Students will also become cultural exegetes, cultural producers, cultural programmers, and everyday theologians, who cannot only read and interpret biblical texts but will demonstrate an understanding and ability to ‘read’ and interpret their cultural contexts and cultural texts for maximum impact in the marketplace and beyond. Required of MALC candidates. 3 credits.

WORSHIP

ICAM 866. Introduction to Christian Worship
This course is designed to enable students to interpret the meaning of Christian worship from biblical, theological, historical, psychological, and socio-cultural perspectives. African American worship theory and practice draw upon African, African-American, and European/Anglo-American church traditions. Special attention through study and research is given to the lectionary, liturgical year, and sacraments/ordinances of denominations.
represented at ITC. The student demonstrates an in-depth understanding of the theology and practices of worship of their own denomination in an ecumenical context as well as the common faith and socio-cultural roots of other denominations. A practicum phase allows students to participate as worship planners, leaders, and evaluators. Required of M.Div. and MALC candidates. 3 credits

**ICAM 867. Advanced Seminar in Worship and Liturgics**

This seminar is designed to deepen the student’s understanding of the history and theology of worship in general and worship in African American congregations and denominations in particular. Students participate in the design of the course by sharing their specific areas of concern, which are then incorporated into the content of the course. Extensive student research and writing are required. Prerequisite: ICAM 866 Required of MALC candidates. 3 credits

**ICAM 868. Directed Study in Worship**

Students may pursue a specialized area of study. The course will be offered at the discretion of the professor. 2-4 credits

**MUSIC**

**ICAM 870. Survey of Church Music/Hymnody**

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

**ICAM 871. Music in the Black Church**

An in-depth study of the diversity of forms and styles of religious music forged and flamed by African people on the African continent and in the Diaspora. This will include the creative folk traditions, as well as music composed and arranged by individuals for use in religious rituals through the centuries. A comparative analysis will be made of forms and styles of performance practices, and theological themes reflected in the texts. Attention is given to the importance of music in the history of “notoriously religious” African people through the ages, and throughout the world. Students will be required to engage in extensive research and writing affirming the rich African heritage, with a view toward publication as a means of facilitating and enhancing church music in the future. Required of MALC candidates; optional for MARE candidates. 3 credits

**ICAM 872. Center Chorus**

Choral performing experiences for the ITC community (students, spouses, faculty, and staff). Students share in two rehearsals each week with particular concern for accurate
tonal production, articulation, and authentic reproduction of choral music literature from African, African American, and Euro-American forms and styles. The Center Chorus maintains an extensive repertoire, including major choral productions accompanied by the Atlanta University Center-wide orchestra. In addition to chapel and other campus events the chorus participates in community events locally and nationally. Prerequisite: individual auditions. 2 credits

ICAM 873. Music Theory: Fundamental I

This course is designed to help the student review, and in some instances, become familiar with fundamental elements of music: notation, rhythmic principles, scales, chords, harmonic progression, basic principles of theory and manuscript writing. At the same time, the student will develop and/or enhance listening skills and the ability to sight-read. Advancement will depend upon the entry level skills of students and speed of progress. 3 credits

ICAM 874. Music Theory: Fundamental II

This course is designed to assist the student in the study of advanced music building upon the contents of Music Theory I. Enrollment in course is at the discretion of the instructor. 3 credits

ICAM 876. Music Ministry

A study and practical application of knowledge and skills necessary for administering the total music program of the Church. The approach includes techniques for using music for all age groups (K-adults) and congregational sizes, and in special situations (those differently-abled physically and mentally) with special emphasis on music for worship. Roles and involvement of the congregation, pastor(s), minister or director of music, organist, pianist, choral and instrumental director, church educators, and committees with oversight of music in the church are examined. 3 credits

ICAM 877. Seminar: Exegetical Approach to the Use of Hymns, Spirituals, and Black Gospel Songs

This course is designed to lead to a more appropriate and imaginative use of congregational songs from a variety of worship traditions. Procedures for exegeting texts and examining the expressive quality of music and texts are explored. Song texts are carefully analyzed using the methods of textual, historical linguistic/literary, form, tradition, theological, and contemporary criticism. The capability of music and poetry is studied through analysis of the meter and mood of the poetry. Required of MALC candidates. 3 credits

ICAM 878. Choral Conducting

Basic conducting techniques, physical coordination, use of baton, study of score, interpretation and general choral communication are studied. Each student is required to analyze, teach, and conduct a choral composition not previously familiar to the conductor (student) or the choral group. 3 credits

ICAM 879. Music History and Literature

A variety of music styles, forms, and representative composers of various periods in church history are studied. This includes extensive listening requirements and practical experiences in selecting and
introducing music to choirs and congregations. Prerequisite: ICAM 870 or ICAM 871. 3 credits

ICAM 880. Composition and Choral Arranging

This course is designed to give the choral and instrumental conductor and/or minister of music practical experience in composing and arranging music for choirs of various age levels and vocal ranges. 3 credits

ICAM 881. Directed Study in Church Music (MALC and DUAL MALC/MDIV students only)

Opportunities for individual advancement in areas of specific concern and directed research are provided. Students work closely with music faculty and are required to present a scholarly paper and/or major recital as result serious research. 3 credits

Doctor of Ministry

YEAR ONE: Africentric Thinking and Liberation Practices

SEMESTER ONE:
Educating Christian Leaders for Ministry and Service in the Global Community

DMN 510. Becoming Prophetic Problem Solvers

This course provides an overview to the intent, methodology and product of the Doctor of Ministry program at the ITC. This course also introduces the Doctor of Ministry student to the multidisciplinary approach of theological education, justice education, and community engagement embodied in the Doctor of Ministry program at the ITC. Additionally, the course uses the process of inquiry, approach and outcome of design thinking to explain “prophetic problem solving” as a distinctive merit of the ITC degree program. The prophetic problem solver begins with inquiry driven by a community challenge. S/he then evolves her work to generate new knowledge and a theory of action/change. Prophetic problem solving is not merely discovering, uncovering and explaining the phenomenon in question, but it also requires the design, experimentation, and iterative exploration of other possibilities of creating and transforming the material and the immaterial dimensions of community life. In the end, this course prepares current and emerging religious leaders for the challenges and opportunities of leading change within a new religious landscape in the U.S. and the evolving religious communities within the African Diaspora.

The course topics, readings and activities start by exploring the dynamic cycle of organizations (church, community agency, government office) as living systems that are influenced and informed by spiritual dispositions and theological ideas. Student are introduced to the processes of design thinking, systems awareness and collaborative leadership as a perspective reflective of true democracy and alternate lens to study the victories of African people worldwide and locally. Readings and other media forms of information by scholars, community activists, and leaders will emphasize the Africentric perspectives on this topic. The course content and activities are linked to the requirements of the doctoral project to support stronger application of the theories, skills and products of the degree program to the experiences of the learners to their
DMN 550. Africentric Philosophy and Black Liberation Theology

This course introduces Africentric philosophy and Black Liberation theology and exposes the need for a marriage between a philosophical approach based in historic African, African American and Afro-Caribbean critical reflection and a theology grounded in and reflective of the liberating inclinations of traditional Black belief that emerged in and as a consequence of the seething cauldron of oppression and exploitation. Students will (1) learn that the origins of African philosophical and theological reflection preceded the Maafa, persisted in and through the holocaust of the transatlantic slave trade, the colonization of Africa, and the enslavement of African peoples; and continue into the 21st century in numerous experiential dimensions (church, cyber-space, religio-social gatherings of various sorts & etc.); (2) discover, discern and articulate in writing as well as in dialogue historical or contemporary examples of institutions that marry liberative philosophical and theological principles; and (3) envision and articulate in writing the implications of intentionally marrying Africentric philosophy to liberation theology in the Black Church in America.

SEMESTER TWO: Commit to and Practice a Liberating and Transforming Spirituality, Academic Discipline, Justice and Peace

DMN 600. The Public Theologian & Public Advocacy for the Common Good

The Public Theologian is an expert in their ministerial context and practices a liberating and transforming spirituality. In dialogue with community leaders, social activists, and denominational leaders involved in matters of public witness, DMin students and faculty, will explore the ways that biblical, theological and social narrative shape consciousness and behaviors in Christian communities. Social and economic problems often occur when the dominant socio-political narrative (of the majority) becomes normative and debilitating for non-majority peoples. Public theologians, denominational leaders and community activists examine transformative narratives that both challenge the dominant narrative and offer viable alternatives that help victims build power and find relief from suffering. This seminar teaches researchers the value of radical listening. It demands that the researcher be in a substantive, on-going ministerial relationship and that she or he pay careful attention to the domains of experience of those with whom she or he is working. It also requires the researcher to develop a research methodology that intentionally engages ministerial partners in the research process.

DMN 650. Theological/Theoretical Research Methods

This course draws from the best research practices in the history of the ITC and focuses its attention on the liberation and advancement of African American and other historically oppressed peoples and communities. Researchers are committed to investigating the gap between a present condition and a better condition in their ministry settings and are determined to develop the skills necessary to carry out the
complex work essential for understanding and addressing the challenges that exist there (McDougal:2014). The student is introduced to theory selection and research methods with particular attention to selecting a problem, understanding the purpose of the literature review search related to the problem, and building a methodology to test new concepts that improve the present condition. Cohort faculty will customize curriculum to meet the specific cohort goals and aid further discussions on the topics described above. In addition, emphasis is given to gathering, organizing, evaluating, and interpreting the data collected for the future purpose of writing the project paper. In addition to the monthly online sessions with cohort leaders and peers, modules on writing and research that shapes religious studies and thought from a range of methodologies and theoretical perspectives will be presented.

YEAR TWO: Sankofa: Learning to Listen, Preparing to Speak- Appreciating Religious, Gender and Cultural Diversity

SEMESTER THREE: Integrate Intrapersonal and Intercultural Leadership

DMN 700. Biblical Reflection Seminar

This directed study course helps the student to identify, examine and utilize Old and New Testament scriptures to ground her or his work so that a clear connection is established between scripture, liberation theology, Afrocentric philosophy and the proposed project/dissertation. The student and instructor will consult at a minimum of three times. The first consultation allows the student to select the appropriate biblical texts for her or his proposed project. The second consultation assesses the hermeneutical strategy employed to develop the link between scripture and the other aforementioned aspects of her or his work. In the third consultation the student’s readiness for the qualifying exam is determined based on the clear, rational and scholarly linkage between all of the constituent parts (identified above) of the project. Throughout the semester online lectures, special readings and writing workshops are offered.

DMN 750. Intercultural Dialogue and Leadership

The purpose of this course will be to introduce students to Cultural Competence as a set of skills, knowledge and action necessary for engaging persons of varying cultural backgrounds. The course will further explore the nature of selfhood as it is constituted around the notion of intercultural competence. Culture being understood as a group of people with a shared value system, shared worldview living in close proximity, necessitates skillful communication and navigation of local and global relationships. Therefore, This course also provides an opportunity for the student to extend their understanding and knowledge of their chosen ministry issue by partnering with community and social organization leaders that can help the student clarify his/her ministry proposal. Students will engage in three (3) intentional dialogues centered around their ministry project in order to gain greater perspectives and insights. These dialogues are central in shaping the student’s proposal and take place within the ministry context of the student and will be reflected in a digital
video presentation developed by the student.

SEMESTER FOUR: Harambee, “Let’s Pull Together” (unity and collective work)

DMIN 800. Intercultural Immersion Travel Seminar

The main goal of this course is to immerse the student in a different cultural context of the African diaspora to gain an international and intercultural perspective of ministry in general and of her/his project in particular. Intercultural competence, concerned with the attitudes, knowledge, and skills needed to interact successfully with others from different backgrounds, is emerging as an important competency for ministry leaders, not only within multiethnic, multicultural and multi-religious communities within the United States but also around the world. The course will further explore the nature of selfhood as it is constituted around the notion of intercultural competence. Students will keep an autobiographical journal for the course as an exercise in theological reflection on intercultural realities before, during and after the travel seminar. Key questions to be explored include: (1) what do our intercultural experiences tell us about the role of personal identity, individualism, subjectivity, Sankofa, and the alienation of religious truth, (2) what does it mean to live an intercultural lifestyle?, and (3) are students interculturally successful in their actions and interactions with others? Pre-travel readings and writing assignments are required. [Pre-trip reading & paper; Daily Journal; Immersion & Ministry synthesis paper: 12-15 pages]

DMN 850. Ministry Research Project Proposal Course

During the semester, the student is introduced to theory selection and research methods with particular attention to selecting a problem, understanding the purpose of the literature review search on the problem, and building a methodology to test new concepts related to the selected ministry issue. In addition, emphasis is given to the gathering, organizing, evaluating, and interpreting of data collected for the future purpose of writing the project paper. Monthly online sessions with cohort leaders and peers will provide lectures, special reading modules on writing and research to assist in writing the Project Proposal as the final outcome of this course. Students who have their proposals approved will be eligible for candidacy.

YEAR THREE: Nommo, bringing good into the world through language

SEMESTER FIVE: Interdisciplinary Integration and Application

DMIN 900. DMin Project Writing Course, Ocularity

The purpose of this course is for the student to begin the actual writing of the DMin project in order to submit his/her first draft of the Project Paper by December 1st of the year prior to his/her expected graduation date (May) of the following year. Monthly online sessions with cohort leaders and peers, lectures, and special readings will assist the student in synthesizing their research, project results, intercultural
experience and ministry context in their writing. [Project Paper 1st draft]

DMIN 950. DMin Project Research Course, Orality

The purpose of this course is for the student to report orally with clarity, precision and insight, the findings and results of the actual implementation of his or her research project. The course will offer storytelling, grounded in narrative theology and situated learning, as an opportunity to discuss the research problem, research project and to assess the effectiveness of the research project. The synthesis of results research analysis will be highlighted for the writing of the Project Paper. Monthly online sessions with cohort leaders and peers are provided to focus on the nature and purpose of orality in teaching and learning. [Project Paper 1st draft]

SEMESTER SIX: Interdisciplinary Integration and Application

DMIN 1000. Oral Project Defense & Academic Writing Course (6 credits)

This course will prepare students for the oral defense of their project. Special attention will be given to skills of public communication that demonstrate the student’s ability to articulate the ministry problem; implement a project arising from research and contextual analysis; and assess project outcomes, shortfalls and future potential.

During the course, the student will present to the doctoral committee a completed DMin Project Paper by March 15th of the year the student plans to graduate (May). Because one of the programmatic goals is to promote collaborative writing between cohort leaders and students related to the cohort theme, the semester will focus on the essentials of writing for publication, with special attention given to issues of gender, genres, the construction of knowledge and visibility/invisibility of Black religious experience. [Final Project Paper]
3. Academic Policies and Procedures

Implementation of Academic Policies and Procedures

Academic rules and regulations and policies are cited in this Academic Catalog and in degree program handbooks/manuals. The ITC faculty and administration, through appropriate deans, faculty committees, directors, and department chairs, reserves the right to interpret and implement all academic and administrative rules, regulations, and policies as in its academic and vocational judgment it deems best for the education and care of individual students and their student peers, and for the integrity of The Interdenominational Theological Center’s mission.

Academic and Personal Records

All records at ITC are maintained in compliance with the Federal Regulations with the registrar maintaining permanent records on all students. Student folders are maintained in single files alphabetically by name. Permanent records older than ten years are contained in fireproof files in the vault. It is the responsibility of the student to transmit to the Office of the Registrar any changes of information needed to update the file.

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act, with which ITC intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Further explanation of FERPA as it relates to records is in the ITC Student Handbook.

Directory Information

FERPA identifies certain information, called directory information, which may be disclosed without the student’s permission. The Interdenominational Theological Center has designated the following information as directory information:

- Student's name
- Local, permanent, and email addresses
- ITC public username
- Telephone listing
- Place of birth
- Major fields of study
- Dates of attendance
- Enrollment status
- Degrees, awards, and honors received, including selection criteria
- Most recently attended previous educational institution
- Classification
- Expected graduation date
- Participation in officially recognized activities
- Student parking permit information
- Job title and dates of employment when employed by ITC in a position that requires student status

A student may withhold disclosure of any category of information designated as public or directory information. Written notification to withhold disclosure must be filed with the Registrar within ten (10) working days after the first day of class. All requests for nondisclosure will be honored by ITC until and/or unless the registrar receives direct authorization from the student to do otherwise. Failure on the part of a student to specifically request the withholding of information indicates approval for disclosure. Students have the right to request that no information be disclosed, i.e. full non-disclosure, in which no information related to directory information or academic records can be shared with any third party by submitting a FERPA Non-Disclosure Form to the ITC Registrar at:

Office of the Registrar
700 Martin Luther King Jr. Drive
Atlanta, GA 30314

Academic Calendar
The Interdenominational Theological Center operates on a semester calendar. The institution operates a fall and spring semester and a modified summer term. The institution operates abbreviated Early Terms in August, prior to the fall semester and J-Terms in January prior to the spring semester. The Academic Catalog is updated annually based upon the academic year.

Definition of Credit Hours

This policy ensures integrity and consistency in awarding academic credit for courses at the Interdenominational Theological Center and for compliance with SACSCOC Principles of Accreditation Federal Requirement 4.9 (definition of credit hours).

In accordance with the Federal Definition of the Credit Hour as cited in the SACSCOC policy statement on credit hours, the semester at the ITC consists of 15 weeks and 45 contact hours or, 160 minutes per week = 800 minutes per credit hour. That time may be augmented with internships, practica, and other “academic work” leading to the equivalent of not less than a one day, 2-hour and 40-minute course session of direct instruction and two hours of out of class work for the equivalent of each semester hour credit awarded. The standard meeting times for courses are as follows: for 3 credit hours one time a week, clock hours each session is 2 hours-30 minutes plus 10 min break; for 2 credit hours one time per week, clock hours each session is 1 hour-40 minutes; and for 1 credit hour one time per week, clock hours each session is 1 hour-40 minutes (one half semester).

1. Regular term: 16 week
2. Summer term: 2 weeks: 10 days 10 days 5 hours per day Or 4 weeks 20 days 2.5 hours per day
3. J-Term & E-Term: 1 week: 5 days
Course Credits and Academic Levels

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<td>Junior</td>
<td>3-27 crs</td>
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<td>Middler</td>
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<td>28-57 crs</td>
<td>28-87 crs</td>
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<tr>
<td>Senior</td>
<td>&gt;=28 crs</td>
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<td>&gt;=58 crs</td>
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These designations affect access to courses with limited enrollment, choices in ITC housing, and election to offices in student government.

**Matriculation and Time to Completion**

Students enrolled in the M.A. degree programs, on a full-time basis, are expected to complete their degree requirements in three years. Part-time students should complete requirements in six years.

Students enrolled in the M.Div. degree program, on a full-time basis, are expected to complete their degree requirements in no more than five years. Part-time students are expected to complete their degree requirements in no more than ten years.

**Transfer Credits**

A student transferring from another accredited graduate theological school must complete at least the last fifty-four semester credits in residence at ITC to earn the M.Div. degree, the last thirty-seven semester credits for the M.A. degrees, and the last seventy-six semester credits for the dual M.Div. /M.A. degrees. Students may be granted a maximum of twenty-four transfer credits for the M.Div. and dual degrees and a maximum of fifteen transfer credits for the M.A.R.E. and M.A.L.C. degrees. Transfer credits are not accepted for the Doctor of Ministry degree program.

Transfer credit for courses taken within the past seven years at an accredited graduate theological school may be accepted provided they are comparable to courses in the ITC curriculum. Grades earned in such courses must be a “C” or higher. Transcripts
and syllabi are received by the Provost for evaluation of comparability in consultation with faculty, when necessary. Approved credits are recorded by the registrar. Applicants should forward official transcript(s) and copies of course syllabi with application materials.

Applicants must have a baccalaureate degree from an accredited school or be considered in the degree-equivalency category. Transfer credits from other equivalent masters degree programs must come from accredited schools.

**Advisement**

The ITC advises students through a 3-tiered process:

**Individualized:** You will be assigned a faculty advisor. The responsibility of the faculty advisor is to help you with planning and/or adjusting your planned program of study throughout your matriculation. Faculty advisors may also provide guidance related to academic policy processes, e.g., withdrawals, incompletes, degree candidacy, etc.

**Centralized:** The Office of Student Services insures fair and equitable options, flexibility are in accordance with institutional policies.

**Shared:** This is the opportunity for the respective seminary dean to review with the student the developed plan program of study. The dean provides denominational guidance and direction in financial support toward student achievement of mutually recognized and/or determined personal and denominational goals as supported by the plan program of study.

Each student is assigned a faculty advisor in their junior year who will be available during regular office hours or by appointment. The faculty advisor and the Registrar work with students to help to continue to plan a course of study that meets the requirements of the student's degree program and is well suited to the vocational direction, personal interests, previous professional and academic experience, and current strengths and weaknesses insofar as institutional resources and mission statement make possible. Together with the faculty advisor and the Registrar, students register each term for courses appropriately distributed among and within the various fields of study offered at the Interdenominational Theological Center. Students are responsible for verifying with the Registrar that degree requirements are met on a timeline that facilitates completion of their degree within institutional time limits.

**Committee on Global and International Studies (CoGIS)**

CoGIS is a standing committee of the Faculty Council tasked with development, assessment and oversight of global and international studies activities of the ITC, assessing travel-related risk, reviewing petitions for exceptions to this policy, and offering support to individuals and groups abroad during emergencies. COGIS supports the faculty and administration in the development of international educational initiatives and programs. COGIS is comprised by representatives from the Faculty and the following administrative units: Dean of Students, Ministry in Context, Human Resources, and Library. Other individuals and ITC Units will be represented as appropriate.
The Committee on Global and International Studies – CoGIS, is then charged with the development of policies, operations, and programs toward an institutional environment that is welcoming, engaging, and open to learning with and from other cultures. CoGIS assists the institution working collaboratively with faculty, administration and international partners to look at domestic issues from a global perspective and engage them internationally.

In its functioning, CoGIS uses primarily ITC’s Policy on International Initiatives and Travel risk whose goal of this policy is to help ensure the health, safety, and security of members of the Interdenominational Theological Center community undertaking international travel consistent with the broad activity and intellectual exploration inherent in the global mission vision and statement of the ITC.

A. It seeks to enable consistent planning, operation and response among widely varied academic units and activities; provide for quick and consistent institutional support for ITC global activities in the event of crisis;
B. it seeks to reduce institutional risk;
C. it seeks to enhance the global mission of ITC.
D. The policy applies to all ITC Faculty, Staff and Students who engage in ITC-Sponsored International Travel.
E. The policy does not apply to personal International travel.

Assistance in English Language

Proficiency

The Interdenominational Center requires students to have the ability to function successfully in English at the graduate level. Courses in and tutors for English are not provided. Students may arrange these on their own. The internet is now a particularly rich source of instruction in standard English usage and should be consulted.

Registration

Registration for the August Early term (E-Term) and fall semester courses occurs during the previous spring semester for current students and the week of fall orientation for new students. All students will be expected to report during registration hours prior to the opening of classes in order to receive new stickers for their identification cards, and finalize other matters related to enrolling. Registration for the January term (J-Term) and spring terms occurs in November. A late fee will be assessed for registration after the designated days. (See Academic Calendar.) Students may not enroll in courses after the first five days of school except with the approval of the Vice President for Academic Services and Provost and the instructor teaching the course.

In addition to academic requirements, students must meet the following criteria in order to register and attend classes:

- financial responsibility: full payment of all outstanding fees and other charges including library fees and parking fees;
• personal ability to function in educational programs and as a member of the community and demonstrate readiness for ministry;
• appropriate assessment through their advisors;
• continuing students are expected to register using the online registration system during the registration periods; and
• changes in registration must be made with the registrar, via Self Service, within the official Add/Drop schedule adjustment period (usually the first five days of the semester).

Cross Registration

ITC students in good standing may register for approved courses at any one of the Atlanta Regional Consortium for Higher Education (ARCHE) institutions or Atlanta Theological Association (ATA) schools and receive credit, while paying tuition costs to ITC. Students may not cross-register to ARCHE schools via WEB. Students must secure and complete the ARCHE cross-registration application, follow the procedures, and submit their application to the Office of the Registrar. According to ARCHE, “The purpose of the ARCHE Cross Registration Program is to serve the needs of its member institutions by facilitating student enrollment in courses at other ARCHE colleges and universities. The intent is to give students the opportunity to a) broaden their range of study with access to courses not offered at their home institutions, and/or b) broaden their academic experience in a different campus environment. If an exception is requested in order to meet the circumstances of particular students and their programs of study, mutual consent between the home and host institution is required.” (ARCHE Cross-Registration Policies and Procedures Handbook)

Please note the following:

a. All Core courses must be taken at ITC.

b. Clark Atlanta University, Morehouse College, and Spelman College require students to secure course instructors’ signature on the cross-registration application prior to returning to the Office of the Registrar.

c. Candler School of Theology of Emory University does not use the ARCHE cross–registration application. Different applications are used for first-time and returning cross-registered students.

d. Georgia State University requires a certificate of immunization from cross-registered students.

e. Each school in ARCHE reserves the right to limit enrollment in certain courses. Enrollment is accepted on a space available basis.

f. Registration for courses in all schools occurs in the school in which the student is enrolled by completion of a cross-registration form.

g. Deadline dates for cross-registration are December 1 and May 1 each year.
h. First-year students are not allowed to cross-register.

**Course Enrollment Limits**

Classes must have a designated amount of students enrolled for credit in order to remain offered for the semester. The number of students is determined by the VPAA/Provost in conjunction with Degree Coordinators and the Chief Financial Officer (CFO). If there are not enough students enrolled at the end of the registration period, the Provost has the right to cancel the course, notify faculty, and will notify the registrar who will subsequently notify any students registered for the course. Exceptions to this policy include Master of Arts degree programs which tend to have lower overall enrollment, Doctor of Ministry courses, and courses required to fill particular denominational requirements for ordination. Students can be expected to be notified no later than five (5) days before the scheduled start of a course of its cancellation. This information will be available on the Power Campus registration site and enrolled students will be notified through their ITC email address.

**Clinical Pastoral Education (CPE) and Internships**

Students may receive academic credit for Clinical Pastoral Education taken during their studies at ITC. The CPE must be taken at an accredited facility, and students must secure the approval of the directors of these departments. This process requires the completion of additional forms in order to register for the appropriate course.

**Add/Drop Procedures**

ITC degree programs are offered in sequence, and certain courses are intended to be taken together. Therefore students are discouraged from deviating from their planned programs.

Before registering for courses that deviate from the planned program students should consult with their faculty advisor or advisement related staff in the Office of Student Services.

**Withdrawal Procedures**

The purpose of this section is to create a definitive venue for all students to review the effects of:

- Failing to participate in a class or classes,
- Reducing the class load, or
- Withdrawing from a class or all classes.

Likewise, it is also the intent of this section to provide critical information for federal financial aid recipients of the impact of these three things.

**Dropped Classes vs. Withdrawal**

- A course may be dropped from the start of registration through the end of the Add/Drop period. A dropped course will not appear on your transcript. Students will not charged for a dropped course.

- After the Add/Drop period students may withdraw from . A withdrawal will result in a grade of a “W” on the student transcript. Students may withdraw with a grade of “W”
through the 8th week of the term. The grade of “W” will appear on the academic transcript and is not calculated in the Grade Point Average (GPA). After the 8th week of the term, students may withdraw with a grade of “WF” from the 9th week through the 12th week of the term. The grade of “WF” will appear on the academic transcript and will be calculated as a grade of “F” in the Grade Point Average (GPA). Students may not withdraw after the 12th week of the term. Students will be charged for all classes from which they withdraw. The Add/Drop period for summer classes is limited to the first day of class in each summer session.

No Show Policy

Students who register for classes but never attend are considered a “No Show”. While the registrar’s office works with the faculty to identify registered students who did not attend classes during the first week of classes, students are encouraged to notify the registrar’s office by the end of the first week of classes of their inability to attend. No show students will be dropped from classes.

Types of Withdrawal

There are three types of withdrawals. They are official withdrawals, unofficial withdrawals and partial withdrawals. The following provides some specific information about each type of withdrawal.

The Official Withdrawal

- An official withdrawal is a complete withdrawal where a student who has followed the appropriate procedures ceases to attend all classes. The institution recognizes that sometimes students have no alternative but to leave the school due to many and various legitimate reasons.
- It is understood that such a withdrawal may be only for a short time, such as the rest of the term or permanent; however, it is the institution’s desire to have that student return when and if circumstances permit. A student who follows the appropriate procedures when withdrawing from the institution will find it easier to return to the institution at a later date.

The Unofficial Withdrawal

- The unofficial withdrawal is also a complete withdrawal where unfortunately, the student either never attended or ceased to attend all classes without following the appropriate withdrawal procedures. Students in this situation are not likely to be readmitted to the institution should they desire to do so at a later date.

The Partial Withdrawal

- A partial withdrawal is when a student withdraws from one or more classes but remains enrolled in at least one class.

Military Withdrawal

A student who is on active duty or is a
military reservist (including members of the National Guard) may withdraw from the institution if called for active duty or reassignment. The student must officially withdraw and submit Withdrawal Form to the Registrar’s office.

**Involuntary Withdrawal**

When a faculty member determines that a student is in violation of one of the class policies (e.g., has missed a required assignment or has excessive absences), that faculty member will contact the Office of the Registrar to withdraw the student from the course.

**Emergency/Hardship Withdrawal**

Students may receive emergency hardship withdrawals when non-academic emergency situations occur which prevent them from completing their coursework (e.g., severe medical problems, traumatic events/circumstances that cause them to miss numerous classes). The student is responsible for contacting their faculty and the Office of Student Affairs to notify them of their request for an Emergency/Hardship Withdrawal Appeal. The student will need to complete the Emergency/Hardship Withdrawal Appeal Form and ITC Release of Information Form (when appropriate) and submit official supporting documentation to the Office of Student Affairs to request resolution. Students should review their unofficial transcript to be aware of their Withdrawal/Withdrawal Failing Limit threshold. If the Emergency/Hardship Withdrawal Appeal is denied, the student will earn the final grade assigned for their respective course(s). If the Emergency/Hardship Withdrawal Appeal is approved, the student will earn a Withdraw-W for their respective course(s) which will not be counted towards their Withdrawal Limit for the degree. Students receiving federal financial aid will need to be aware that all attempted courses, including all Withdrawals--W, Withdraw Failing--WF, and the Emergency/Hardship Withdrawals count in Satisfactory Academic Progress (SAP) calculations.

**Non-Academic Administrative Withdrawal/Expulsion**

Per processes outlined in the ITC Student Handbook, a student may be administratively withdrawn or expelled from the institution for non-academic reasons when it is determined that the student has demonstrated behavior that is in violation of the ITC Code of Conduct: (a) poses a significant danger or threat of physical harm to self or to the person or property of others; or (b) interferes with the rights of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel.

**Two Ways to Completely Withdraw from Class(es)**

A student may completely withdraw by:

1. Successively withdrawing from class(es) until the student is no longer registered for any class for the term, or
2. Withdrawing from all class(es) at one time so the student is no longer registered for any class(es) for the term.
The Withdrawal Process

A student whose intent it is to withdraw from one or more classes can do so by withdrawing in person or by emailing the Registration Change Form to the registrar’s office. See the following for more information.

Withdrawing in Person

- A student may withdraw in person by presenting a properly signed and completed "Registration Change Form" to the Office of the Registrar. At the time of the signing of the "Registration Change Form" the Registrar will also assign the student a grade of "W" or "WF" based on the academic calendar.

Forms for Office of the Registrar services can be found on the ITC website at https://www.itc.edu/academics/registrar/forms/.

For more information on specific dates see the section below entitled, "Important Dates in the Withdrawal Process".

Actions which are not considered an official notification of withdrawal include:

- Assuming classes will be cancelled for non-payment,
- Never starting a class(es) without proper notification,
- Ceasing to attend class(es) without proper notification,
- Giving written or verbal notice to anyone other than an Office of the Registrar employee, or campus student services designee,
- Stopping payment on a check used to pay tuition and/or fees, and
- Crossing out class(es) on the schedule or bill and making partial payment based on that action.

The effective date of a withdrawal

In order to meet internal and federal requirements, it is important for the institution to determine a specific date that the student withdrew from the school. The institution will use the earliest of the following in its determination:

- The date of the student’s verbal or written notification to the Office of the Registrar of their intent to withdraw.
- In cases where the faculty submit a student to be withdrawn due to the lack of attendance or participation, the last date of attendance will be the effective date of the withdrawal.

NOTE: Students are always encouraged to check with their advisors and/or instructors prior to withdrawing from classes so they are fully informed of any academic impact the withdrawal might have on them. Students, with seminary affiliations, should consult with the seminary dean, as well, to determine the impact of withdrawing.

The Impact of Dropped Courses and/or Withdrawing on Federal Aid

Federal funds are awarded to the student anticipating that the student will complete the class(es) for which he or she has registered in a given term. When a student does not complete the class(es), it is necessary for the institution to review the aid the student received based on the
classes from which the student has dropped or withdrawn. Students who completely withdraw from classes for any term are subject to the Return of Title IV (R2T4) refund calculation as dictated by federal regulations.

Prior to withdrawing from one or more classes, the student is encouraged to meet with a member of the Office of Financial Aid to determine how course load reduction will impact their Satisfactory Academic Progress (SAP) and financial aid eligibility. Students are encouraged to review the Return of Title IV (R2T4) information provided by the Office of Financial Aid.

Dropping of Classes and Federal Aid

A reduction of your course load may affect your federal loan(s) if this occurs within the Drop/Add Period. A student who takes 12 hours or more is considered a full-time student. If your withdrawal causes you to drop below 12 credit hours the following statuses apply:

- 9 thru 11 credit hours is considered three-quarters-time,
- 6 thru 8 credit hours is considered half-time, and
- Less than 6 credit hours is considered less-than-half-time.

Students are strongly encouraged to consult with the Office of Financial Aid prior to dropping or adding classes that may impact their status and federal aid.

Complete Withdrawal of Classes and Federal Aid

Withdrawal from all classes requires the institution to recalculate the student’s aid. The process for recalculating the aid is referred to as a Return to Title IV or R2T4. This calculation is required regardless of when a student withdraws from classes. The calculation is designed to allow the student to keep the aid he or she has earned as a result of attending and participating in the classes. Once it is determined how much aid the student earned, the rest of the student’s aid must be returned to the federal government. The student should be aware that this process:

- Requires the institution to notify the lender that the student is no longer enrolled in the institution, which will subject the student to accelerated repayment responsibilities,
- May leave the student with a debit balance due on the student’s account that must be paid before registering for the following term, and
- Will result in the cancellation of future student loans that have been awarded for later academic terms.

Modules and Federal Aid; Partial or Complete

Withdrawing from summer sessions and accelerated terms (J-Terms and E-Terms), may be considered a partial or a complete withdrawal.

Avoiding or Minimizing Reduced or Returned Aid

The best way for a student to avoid losing part or all of his or her aid is to enroll for only the classes they intend to take and complete those classes. The following are some additional suggestions:
Before the term begins:

- Review the class schedule to ensure that your registration is for the right class.
- Make all class changes (drops/adds).

After the term has begun:

- Review the withdrawal policies and procedures to fully understand the consequences of withdrawing from a class.
- Check with the instructor(s) or adviser for alternatives to dropping or withdrawing from a class.

Administrative Hold

A student with an administrative hold will not be able to register until the hold has been cleared. Holds are placed on a student’s record for several reasons such as an outstanding balance, failure to submit outstanding admission materials, failure to pay library fines, etc. Students may determine whether an administrative hold is placed on their record by logging into their Self-Service account online.

Shared Credit in a Degree Program

Students who have earned a graduate degree at ITC or another accredited theological school may be granted a maximum of twenty-four semester hours toward the M.Div. degree and fifteen semester hours toward the M.A.R.E. and M.A.L.C. degrees. Students admitted to ITC can receive advanced standing for completed and accredited master’s degrees in theology up to 30 percent of the total number of hours needed to complete the ITC master’s degree. Courses to be transferred as advanced standing must have been taken within seven years of matriculation. Requests are made to the registrar and evaluation of shared credits are completed by the Vice President of Academic Affairs/Provost.

Application for Graduation

Students who plan to graduate from The Interdenominational Theological Center must file an Application for Graduation by October 15 of the academic year of intended graduation. The awarding of a degree is contingent upon successful completion of all requirements prior to graduation day and a clear financial balance. Those who do not graduate at the time originally requested must reapply for graduation.

This form may be picked up in the Registrar’s Office or downloaded from the ITC website at: https://www.itc.edu/academics/registrar/forms/. A list of candidates for graduation is forwarded to the faculty in March and the board of trustees in April, of each year, for approval for the ceremonies in May. Graduating students are expected to be present at Commencement unless excused by the Provost for justifiable reasons, stated in a written petition.

Auditing Courses

Persons who do not qualify academically for admission to a degree program or who do not wish to enroll in a course for credit may be admitted as auditors to some classes with special permission and upon payment of designated fees. Such persons must have approval by a denominational dean or by the advisor for the at-large constituency.
The term “audit” is reserved for formal arrangements in which a student agrees to attend a course regularly and be responsible for reading and other obligations as agreed with the instructor, yet without academic credit toward a degree. Students may register for an audit through the regular registration process prior to the end of the first week of classes, provided they meet the prerequisites for the course(s). Permission of the instructor is required prior to registration.

A student may not receive graduate course credit for a course that s/he audited. To receive graduate credit, the student must take the course for credit. A student may not audit a course in order to meet the prerequisites or requirements of a program. Students must pay a tuition fee per credit hour for auditing a course. (See Financial Section.)

NOTE: Grades are not to be reported, nor in any instance may credit be granted for work taken by audit. For more information, please direct your query to The Office of the Registrar.

Change of Grade

Once a grade is assigned for a course, no change of grade is possible on the basis of additional work. Faculty may, in exceptional circumstances, change a grade on the basis of a re-evaluation of work already completed, if this change is made within one semester of the time the grade was assigned. No grade change evaluation will be permitted beyond the one semester term after the formal grade has been recorded.

Cheating, Plagiarism, and Academic Misconduct

The ITC is actively engaged in the pursuit of academic excellence. Such a pursuit demands rigor, integrity and discipline. Therefore, ITC gives attention to those activities that could negatively impact our desired goal. If conduct is contrary to the ethical commitment of Christian ministry so that discipline, moral lapse, questionable integrity, or action are not in the best interest of the ITC community, the conduct of that person(s) will be investigated and appropriate action taken.

By decree and credence of the ITC Board of Trustees, the following statement is to govern the behavior of all members of the ITC Community:

That all members of the ITC faculty notify the Provost, who shall notify the President, of all incidents of cheating by students and further that the President be authorized to take such action(s) that may be appropriate, including reprimand, suspension, and termination in line with the institution’s policy; and the student fails the class.

Students who are expelled as a result of violation of this code will not be allowed to apply for readmission to the institution.

Inappropriate behavior by a student includes, but is not limited to the following:

1. Using unauthorized information while taking an examination;
2. Submitting as one’s own work the laboratory worksheet, themes, reports, drawings, or other work prepared by another person;
3. Copying the homework, reports, or examination answers of another person to submit as one’s own work;

4. Giving, receiving, or selling research papers, book-reports, or class projects;

5. Having someone take an examination for you, or taking an examination for another person;

6. Assisting another student in committing an act of academic dishonesty;

7. Offering money, service, or benefit to a faculty or staff member for the purpose of influencing their decision regarding academic status;

8. Using the ideas or words of writers without appropriate documentation, e.g., footnotes, endnotes, parenthetical references;

9. Knowingly furnishing false, misleading, or incomplete information to any ITC official, or official records for the ITC programs, or altering such records is prohibited. Acts of forgery, alteration or misuse of documents such as registration entry tickets, identification cards, meal cards, work study time sheets, and financial instruments such as checks or money orders are prohibited.

10. Acts of indecent exposure, fondling, lewd caressing, gestures, or other obscene or indecent behavior.

11. Behavior that intentionally and unreasonably interrupts or interferes with classroom instruction, research, Center committees, boards, privileges or the ITC/student activities, is prohibited. Infringement upon the rights and privileges of others is forbidden.

Mandatory Attendance Policy

The institution recognizes the correlation between attendance and both student retention and achievement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student’s achievement in the course. Class attendance is required beginning with the first class meeting, and students are expected to attend all class sessions for which they are registered. It is the responsibility of the student to arrange to make up all course work missed because of legitimate class absences and to notify the instructor when an absence will occur. The instructor determines the effect of absences on grades. Students who are reported as never attending a course may be dropped from the class by the institution. Withdrawal or drop from a course due to lack of attendance and/or participation may result in funds being adjusted or rescinded for students who are receiving financial aid or veterans’ benefits.

In order to obtain credit for a course, a student must attend at least 85% of the contact hours for a particular course. However, instructors are given the option of allowing a student to complete the course based on the student’s documented circumstances and his or her progress in the course.

In online courses, instructors define expected interaction between themselves, students and the class learning management system (and/or media). Inconsistent
interaction and/or inconsistent use of the learning management system or course materials, regardless of cause, reduces the opportunity for learning.

The instructor may withdraw any student from the course if the student misses more than 15% of the scheduled class sessions and activities. In the case of online courses, any student who is not interactive or responsive in a timely manner, as specified by the instructor, may be withdrawn. Students must be enrolled and have cleared their financial obligations with the office of Financial Services before they can attend class.

Note: Veterans should refer to the veterans’ section in the catalog for more information about attendance.

Instructor-Specific Attendance Policy

Instructors are required to monitor attendance and report students who are not attending class during designated reporting periods, normally on a monthly basis, each term. Faculty members shall publish and distribute a class syllabus no later than the end of the second week of class in a given academic term. The syllabus should include the instructor’s attendance policy and may include special circumstances under which students’ absences may be excused and stipulations for making up work and exams missed during instructor-excused absences. Instructors may require a more rigorous attendance policy due to program requirements. Specific course requirements will be noted in their syllabi.

eLearning/Online Course Attendance Policy

Log into your class on the first day of the term and perform an academic activity during the first three days of the academic term. Online/eLearning students who do not participate in their classes weekly may be withdrawn for non-attendance and may not be reinstated. Faculty teaching online should assign weekly course activity requirements as a way of calculating class attendance and participation.

Online Attendance-- No Show

Students who do not log in to their course in the Learning Management System (LMS) by the end of the second week of classes, per the ITC Academic Calendar deadline, will be administratively dropped by the registrar.

Online Attendance-- Non-Participation

Students who log in to their course in the Learning Management System (LMS) but miss completing three weekly assignments will be administratively Withdrawn by ITC in accordance with the institutional Withdrawal Period deadline (per the ITC Academic Calendar). Faculty will report lack of assignment completion as absence on the attendance record. The Director of Institutional Learning will verify the report on the lack of assignment completion and the student will be withdrawn from the course by the registrar.

Excused Absence Limits

Students receiving four or more excused absences in a semester may be in jeopardy of failing the course and should be advised by the faculty instructor about
consequences for class standing/course completion or options for Voluntary Student Withdrawal from the course. Processes for withdrawal will adhere to the ITC Academic Calendar for the Withdrawal Period Deadlines (W or WF). NOTE: Faculty instructors determine whether or not absences are excused or not excused per stated attendance guidelines as outlined in their respective course syllabus.

**Doctor of Ministry Attendance Policy**

Attendance will be taken during the intensive term each semester. Subsequent to the intensive term, students must login to the Moodle course at least once within the first two weeks of the semester, attend the scheduled Zoom meeting either synchronously or asynchronously, and or complete and submit any assigned academic task given by the professor of record within the first two weeks of the semester. Attendance will be recorded on a regular basis. In addition, regular attendance, as prescribed above, is essential for successful completion of all DMin courses. The professor will report student attendance to the DMin director. The DMin director will report attendance to the registrar. Students who do not attend classes within the first two weeks will be dropped from the DMin program.

**Denominational Founders’ Week and General Conferences**

Students may receive excused absences for attendance at annual denominational conferences and Founders Week activities where they are required to provide leadership. Respective denominational deans must notify the Provost and either the Dean or the student must notify the faculty of those administratively excused absences.

**Religious Observances and Required Activities**

When the observance of a student's religious holiday(s) or required activities interfere with attendance in class, class work assignments, examinations, or class activities, the student must notify the instructor in writing within the first week of class. Students are held responsible for material covered during their absence. The instructor should provide alternative arrangements for students to complete the work for the missed session. Students excused for religious observances or required activities will be expected to meet the class requirements for those days without undue delay. Students who believe they have been unreasonably denied educational benefits due to their religious activities may seek redress through the student appeal procedure.
Mandatory Attendance Policy Table

<table>
<thead>
<tr>
<th>Term</th>
<th># of Meetings</th>
<th>15% of Class Meetings</th>
<th>Student Withdrawn after X Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 week-1 day a week</td>
<td>16</td>
<td>2.4</td>
<td>3</td>
</tr>
<tr>
<td>16 week-2 days a week</td>
<td>32</td>
<td>4.8</td>
<td>5</td>
</tr>
<tr>
<td>16 week-3 days a week</td>
<td>48</td>
<td>7.2</td>
<td>8</td>
</tr>
<tr>
<td>2-week</td>
<td>10</td>
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<td>2</td>
</tr>
<tr>
<td>1-week</td>
<td>5</td>
<td>0.75</td>
<td>1</td>
</tr>
</tbody>
</table>

ITC Course Policies

Course Evaluations

Students are expected to evaluate the instruction in each course in which they register. The course evaluation includes assessment of instruction and course content along with other dimensions of the student-teacher interaction. The institution has moved to an online approach to evaluating instruction, and students must complete the evaluation of instruction of courses at the end of the semester.

Course Loads and Status

A student who is enrolled for twelve or more credits toward a degree is considered full time academically. The maximum number of credits for a full-time student is generally 16 credits, and the maximum number during summer sessions is 12 credits. **Provisional**

**Policy:** Due to the ongoing global pandemic due to COVID-19, students are limited to taking 12 credit hours in any semester and 12 credits across the 3 summer sessions. This is due to all course delivery being offered online. This limit is designed to protect students from the online equivalent of a course work overload. Any students requesting more than 12 credits (generally graduating seniors) must make that request to the Vice President of Academic Affairs prior to registering for courses and after obtaining and completing appropriate documents in the Office of the Registrar. They must meet the already overload requirements including the minimum GPA and supply a copy of their unofficial transcript. Students whose cumulative grade point average is 3.0 or above may be allowed
to register for an overload of up to 18 credits during fall and/or spring semesters only. A student enrolled for fewer than twelve credits is considered part–time. All doctoral degree students are considered part–time.

Overloads cannot be processed through the Internet. Students must secure and complete the Registration/Course Schedule Change Registration form, obtain the appropriate signatures, and return the form to the Office of the Registrar for processing with the Office of the Provost.

Course Substitutions (Revised March 2022)
Based on course deployment and sequencing (courses not offered in a semester by the institution), students may request a substitution course for a core course if they are a senior seeking to graduate within the academic year of the request. Substitution may consist of either existing ITC courses or the same course offered at an ARCHE or ATA member seminary in the greater Atlanta area. Degree coordinators may also recommend and request substitutions as a result of auditing reviews during advisement, candidacy review, or graduation auditing in consultation with the registrar. Substitutions must be approved by the Vice President of Academic Affairs.

Readmitted Students (Revised March 2022)
Any student who is not continuously enrolled or who is absent from a regular semester, excluding summer session, must apply for readmission. If the student seeking readmission has been absent from the institution for a year or less s/he should contact the Office of The Registrar. A student who has been absent from the institution for more than a year must apply for readmission through the Office of Admissions. Students in this category seeking readmission may secure an application from the Office of Admissions or at the institution’s website (www.itc.edu) at no cost. Requests for readmission must be submitted with supporting materials not later than (30) days prior to the first day of classes of the term for which readmission is sought. Students seeking readmission to the Institution must satisfy all prior financial obligations. Students who have attended other colleges during their absence from the Interdenominational Theological Center are required to submit official academic transcripts from each institution attended. The Admissions officer or committee may take into account the following factors: any history of conduct issues, campus security issues, relational health/mental/emotional health concerns, housing issues, business services/financial services past due accounts, academic dishonesty, repeated patterns of academic issues/ “failure to progress”, denominational concerns.

Course Retake Policy (Revised March 2022)
If a student fails a required core course (F, WF), it must be (re) taken the next session it is offered to ensure proper course sequencing and to avoid and prerequisite requirements that need to be met for other courses. Courses taken to replace a failing grade may not be taken by directed study. Core courses for which a final grade of “C-” or below is received must be retaken until the course is passed with a grade of “C” or better. Only the better grade will be used in computing the grade point average (GPA), although both grades remain on the transcript. In order that students may stay in the sequence of courses necessary for degree completion, students may be required to take a semester off if a course to be repeated is not available due to proper course sequencing.

Readmission Grade Replacements (Revised March 2022)
If a student is readmitted to a degree after an absence of a least one calendar year, the student may request that the new grades earned replace the older grades earned. To be eligible the readmitted student must a) file a request to replace grades, b) Earn a minimum grade point average of 3.0 in the first nine graded graduate hours completed since returning, c) Apply prior to the end of the semester following the completion of nine graded graduate hours since returning. The application is submitted to the degree coordinator and reviewed in consultation with the
Registrar and the Vice-President of Academic Affairs. If approved, a) all graduate courses grades earned at ITC prior to reentry are excluded from the calculation of the GPA, b) Each grade that is subject to this policy will remain on the official transcript but will be noted as "replaced," c) The student automatically forfeits the right to use any of the excluded course work toward current or future degree or certificate requirements, d) the new courses and their replacing grades will be noted normally and indicated as replacing which courses per determination of degree coordinators in conversation with registrar and approved by the Vice President of Academic Affairs.

There are conditions for the application of this policy. A) Any academic honesty violations, probations, suspensions, or dismissals from prior semesters will remain on the student’s academic record. B) Any punitive grades awarded as the result of an Academic Honesty Violation will not be forgiven. These grades will continue to be used to calculate the student’s cumulative grade point average. C) Courses taken during the student’s time away from ITC cannot be transferred in toward current or future degree or certificate requirements. D) Readmission Grade Replacement cannot be applied after a student earns a graduate degree or certificate. E) A student can have Readmission Grade Replacement applied to their academic record only one time, regardless of how many times they enter or attend graduate programs at ITC.

**Degrees in Absentia**

Degrees will be granted in absentia only upon formal application by April 1 for May Commencement and approval of the Vice President of Academic Affairs/Provost. Students may send requests to be absent via email or in writing.

**Directed Study**

In the M.Div. and M.A. programs, middlers or seniors who maintain an average of 3.0 or above may pursue topics of special interest as directed study in the areas in which such courses are specified. Directed study is an individual research project. The student is responsible for obtaining the instructor’s consent before registering for a directed study and for contacting the instructor for consultation in designing the project. Directed study is not available in the first semester of the M.Div. and M.A. programs. A core course cannot be taken by directed study. The number of credits taken as directed study may not exceed four for any given semester or ten during the student’s total program. A failed course cannot be repeated by directed study.

**Disability Accommodation Policy**

ITC is committed to providing educational opportunities and access to persons with disabilities in accordance with the American with Disabilities Act (ADA) of 1990, the Rehabilitation Act of 1973 (Section 504), and applicable local, state, and federal antidiscrimination laws.
Requests for reasonable accommodations will be considered on an individual basis. Applicants with documented disabilities are encouraged to contact the Office of Student Affairs as early as possible in order to alert the institution about disabilities for which they may require accommodations. Disabilities must be documented with the Office of Student Affairs. Documentation is required to be updated for each term of enrollment in which the student is requesting accommodations. Accommodations cannot be required without proper documentation and cannot be provided retroactively.

Individuals with questions about such accommodations should contact the Office of Student Affairs. Refer to the Student Handbook for additional information related to 504/ADA accommodations.

**Enrollment Verifications**

**Student Loan Deferments**

ITC is a participant in the National Student Clearinghouse. Student enrollment status is reported each academic semester; the Clearinghouse, in turn, reports status to lenders. Because this process is executed on a regular basis, it ordinarily eliminates the need for students to obtain endorsement of deferment forms.

**Other Verification Requirements**

In response to a written request and authorization by a student, the Office of the Registrar will prepare a letter or a transcript to report a student’s enrollment status.

**Exemptions**

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

**Change of Denominational Affiliation**

The denominational dean and financial services must sign the request for change of denominational affiliation. Students must meet all denominational requirements of the requested denominational affiliation. Students cannot make a denomination change request until after one year of enrollment. All requests for a change in denomination must be made in writing and submitted to the Office of the Registrar. The form is located under the Registrar tab (Academics>Registrar>Forms and Applications) on the ITC website [https://www.itc.edu/academics/registrar/forms/](https://www.itc.edu/academics/registrar/forms/).

**Grades**

As part of an academic assessment program that provides students accurate information regarding their progress toward the degree, the faculty has adopted the following grading system. This grading system is used in all degree programs. All supervised ministry internships and some elective courses with prior approval and notice, are graded on a pass/fail basis. Pass/fail grading for electives must be approved by the professor. Any student who is interested in
taking a particular elective as pass/fail should contact the professor for the course or the Office of the Registrar with any questions.

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

The following symbols are approved for use in the cases indicated:

**NG** The grade “NG” (no grade) may be assigned to courses continuing beyond a semester. These courses are: IPSC 720B & C, IINT 409 and 411, ATA 901, 967, 977, 985, 989, 996, 998, and 999.

**AU** This indicates an audited course. No grade is given, no credit hours earned, and grade points are not calculated. **Students must register for an audit through the regular registration process prior to the end of the first week of classes, provided they meet the prerequisites for the course(s).** Approval for an audit cannot be granted after the first week of class. Audited classes are not eligible for financial aid.

**EX** This indicates that a student has exempted a course through examination. No credit hours are given for courses that are exempted.

**TR** This indicates that a student has been awarded transfer credit from another institution. Credit is given but no grade points are calculated.

**P** Pass (Quality of work no less than “C” on a conventional grading scale).

**W & WF** Withdrew after the first week of the semester. A withdrawal from a course is the privilege of the student until four weeks before the end of each semester. Any withdrawal after Mid-Term will result in a WF which is placed on the student’s transcript and calculated into the GPA. Tuition charges apply to all withdrawn courses with a grade of “W” or “WF.” No credit is given. No grade points are calculated if a “W” applies. Ordinarily, a student may not withdraw from a course after the twelfth week of the semester.

**I** An incomplete grade is given only when circumstances beyond the control of the student prevent the completion of assigned work before the end of the semester.

**F** A grade of “F” is given when the quality of the work in a course clearly falls below the passing standard and may not be brought up to a satisfactory level by remedial work. An “F” remains permanently on the transcript and is calculated in the grade-point average as 0.0. If the student takes the same course again, or another course to substitute for it, the original “F” is not removed but the new grade is recorded in the usual way.

A grade of “C-” or below may not be received in more than nine elective credits of the 78 semester credits required for the M.Div. degree or six elective credits of the 52 semester credits required for the M.A.
degree. Students receiving more than the limit of “C-” grades are subject to dismissal by the Vice President of Academic Affairs. Only repeating the course can change a grade of “C-” or below.

Core courses for which a final grade of “C-” or below is received must be retaken until the course is passed with a grade of “C” or better. Only the better grade will be used in computing the grade point average (GPA), although both grades remain on the transcript. Students may only attempt a core course twice after which they are subject to dismissal by the Vice President of Academic Affairs.

Elective courses for which a final grade of “C-” or below is received may be retaken once. Both grades remain on the transcript but only the better grade will be used in computing the GPA.

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

Calculating Grade Point Average (GPA)

The grade point average is computed by dividing the total credits for which a student is officially enrolled into the total number of quality points earned each semester. To calculate student grade point average, use this formula:

\[
\text{Grade point equivalent (GPE) x credit hours = total quality points}
\]

Example: Grade Point Equivalents

<table>
<thead>
<tr>
<th>Credit</th>
<th>GPE</th>
<th>Hours</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<td>8.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>5.0</td>
<td>15.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>4.0</td>
<td>8.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>5.0</td>
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</table>

\[
\text{Total 16.0 Total 36.0}
\]

Multiply the number of credit hours for each course times the assigned grade point equivalent. Total all credit hours (16.0), and then total all quality points (36.0). Total quality points divided by total credit hours equals grade point average (GPA). 36.0 divided by 16 equals 2.25 GPA.

Incompletes

The grade of “I” should ordinarily not be given except in providential circumstances that in some way inhibit a student's ability to turn in the last of her/his work before the end of the semester. Providential circumstances should be limited to those matters outside of a student's control (health, legal affairs, family emergencies, etc.). Should a professor deem that a student should be granted an “I,” that student must covenant, in writing that s/he will complete all necessary coursework no later than four weeks after the end of the semester. The instructor must submit a
completed Incomplete Form to the Office of the Registrar.

Requests for Incompletes in regular semester classes begins the official last week of class (per the ITC Academic Calendar), i.e. the week before Final Exam Week. Requests for Incompletes can be made no later than the last day of each semester and 60-65% of work for the semester must already be complete. Students who have taken the final exam for a course cannot request an Incomplete for that course. Students on Academic Probation (based on GPA) cannot request Incompletes for courses.

Students may request an extension for an Incomplete from their faculty for a maximum of up to seven additional days for documentable, extenuating circumstances. Beyond the extension, ITC’s policy for grades and grade reporting for Incompletes will be enforced.

Provisional COVID-19 Policy: An Incomplete Extension and Additional Incomplete Extension are available to students who cannot complete work in the specified four-week time period for the regular Incomplete. Any additional time must be approved by the professor, be noted on the form, is only for extremely exigent circumstances (especially COVID-19 related) and approved by the Vice President of Academic Affairs.

If students do not submit the work within the designated period, the professor may turn in a grade reflective of total semester’s work. Prior to the end of the four-week period, a student, with the faculty’s approval, may seek an extension for completing the work. Students will be required to submit documentation of the circumstances which are preventing the completion of the work. The Incomplete Extension Form is available on the ITC website. If an extension has not been approved or no grade is turned in after those four weeks, the grade of "I" will automatically turn into an “F”. After this point, neither professor nor student will be able to change this grade, unless there is evidence of a professor's error. If there is such evidence, the appeal process must be followed. (See Student Handbook).

Students with incompletes in two or more classes will not be allowed to enroll in a new semester or term without written permission from the Vice President for Academic Affairs and Provost.

Grade Changes and the Grade Appeal Policy

All grade changes are the result of either a grade change submitted by the faculty or the grade appeal process initiated by the student. Students are invited to be in conversation with faculty about course submissions and grading at all times as demonstration of the highest benefit of their matriculation. When there are questions about an assigned course grade, it is incumbent upon the student to be in conversation with the course faculty member about their concern(s) which is the primary move toward resolution. A student can file an Appeal of Grade in the Office of Student Affairs only after they can demonstrate that they have met all the requirements of the assignments and course and they are aggrieved as a result of there
not being a change of their grade after attempted mediation with the faculty instructor.

The grade change is the result of the student’s conversation with the professor requesting a review of submitted or re-submitted assigned work which could or could not result in a change in grade. In either case it is not expected that the student’s grade should be lower than initially assigned. Upon completing this review, the faculty member in conversation with the student determines whether or not this review will result in an improved grade and finalizing the subsequent change in grade. Faculty member obtains the grade change form from the Registrar’s tab on the ITC website and submits the form to the Vice President of Academic Affairs. Upon approval and signature, the form is submitted to the registrar for subsequent grade change recording. If the Provost or other Administrator is faculty of record for the course, the Special Assistant to the Provost processes the Change of Grade to the Office of the Registrar.

Appeals

Step 1

A student who is dissatisfied with a decision by an instructor relative to a final course grade and is able to document an error in the computing of that grade, must seek to reconcile the grievance with the instructor within two weeks after receiving the semester grade report from the Registrar's Office. If there is no satisfactory resolution, the student may appeal the instructor's decision.

Step 2

The student should notify the Office of Student Affairs in writing of their intent to appeal their grade within two weeks of initiating a change of grade request conversation with the instructor for the course in question. Notice should state the factual reasons the student has been aggrieved by the final grade received, attach all supporting evidence for the arguments set forth in the letter; i.e., examinations, term papers, book reports, emails, etc. The student should retain original document(s). The Associate Vice President of Student Affairs will notify the Office of the Provost of the formal grade appeal and will set a date for review of materials and consultation (when necessary) with both the faculty member and student for resolution. The Formal Complaint Form can be found on the ITC website at: https://www.itc.edu/student-life/office-of-student-services/

Step 3

During the grade appeal process, the Associate Vice President of Student Affairs will hear each party, allowing opportunity to present any additional data, facts, records, etc. supporting the earlier resolution of grade change by the faculty member and grade appeal by the student.

If the Provost or other Administrator is faculty of record for the course, the Special Assistant to the Provost processes the Change of Grade to the Office of the Registrar. The Provost or stipulated Academic representative has review of the process and forwards the completed Change of Grade document to the registrar for subsequent grade change recording.
Step 4

If the student is not satisfied with the outcome of the appeal to the Office of Student Affairs, she/he may appeal to the Office of the Vice President of Academic Affairs. Upon review of all documentation from the Office of Student Affairs and consultation with the student and faculty (when deemed necessary), the outcome of the final appeal will be made and communicated to the student.

Doctoral Level Students

Students have two weeks after the official end of the semester (end of Final Exam Week period) to engage in conversation with their faculty to appeal their grade—see the ITC Academic Calendar [https://www.itc.edu/calendar/academic-calendar/](https://www.itc.edu/calendar/academic-calendar/). If the D.Min. faculty/cohort leader and student have not resolved the Grade Change request, the student may appeal a Grade Change Appeal request to the Director for D.Min. program for resolution no later than the third week after the official end of the semester. If the faculty of record is the Provost or the President, then the final appeals officer is the Special Assistant to the Provost.

Grade Reports

Students may view their academic records and print out unofficial grade reports at any time through Self-Service by using their ITC credentials for login and password. Grade reports will not be mailed at the close of a term. Requests for official transcripts must be made in writing (no phone or email) to the Registrar’s Office. Students must clear payment for official transcript reports through ITC Financial Services. Students with a hold on their record must satisfy that obligation before the transcript can be issued. The Transcript Request Form is available on the ITC website—see [https://www.itc.edu/academics/registrar/forms/](https://www.itc.edu/academics/registrar/forms/)

Grade Submission Policy

Faculty will input all grades online using the ‘Self Service’ system. Final grades are due within three days after final exams during Fall and Spring semesters. During the summer, grades will be submitted two weeks after the final class assignment is due and during the January term (J-Term) and early Fall term (E-Term), grades will be submitted at the end of mid-term of the current semester.

Documentation: Medical Health

When medical or health—physical, psychological, or emotional—needs and/or reasons are cited for failure to comply with institutional policies and deadlines or for failure to make due academic progress or for failure to honor or practice community norms, the student may be required to provide official statements from medical and/or health professionals of such form, nature, and detail as The Interdenominational Theological Center considers needed in order to establish a sound basis for subsequent academic and community decisions. All such information will be treated respectfully and accessed on a need-to-know basis only by those involved in the care, response, and decision process. The Interdenominational Theological Center reserves the right to require such documentation, to determine the adequacy or lack thereof of documentation, and to determine the implications of the documentation for its decision.
Assessment of Academic Progress and Standing (Revised April 2022)

At the end of every semester (December and May) the Registrar publishes a list of students and their semester GPAs. The list is sent to the Provost and the Degree Coordinators Office for the determination of the necessary academic progress assessment.

Each Degree coordinator in consultation with respective faculty advisors, and Academic Advisor Support, will initiate the process to determine academic standing for their students. Degree coordinators and DMin Director, in consultation with faculty advisors as needed, regularly review the academic progress of students in their respective degree programs.

Students who make a grade below C (including Fail in a Pass/Fail course) should within two weeks of receipt of that grade, contact their advisor and the appropriate denominational dean and request a consultation. Each student is finally responsible for tracking all aspects of her or his academic progress.

The Registrar completes graduation audits for all students and, in a timely manner, communicates to each student the results of the graduation audit so she or he may plan accordingly.

Academic Standing (Revised April 2022)

A student is in good academic standing unless the student is placed on either academic warning or academic probation. A 2.25 GPA is the minimum requirement for receiving the master's degree (MDiv and MA) and a 3.0 for doctoral degree (DMin).

If a student falls below the minimum GPA requirement (2.25) they are placed on academic warning. Academic warning means:
1) it is recommended that the student take a reduced load of courses; and
2) the student must have a conference with his or her faculty advisor and the student support advisor to discuss areas of concern and options for improvement. Academic warning is removed when the student’s GPA reaches 2.25 or higher.

If a student’s GPA falls below a 2.0 they are automatically placed on academic probation. Academic probation means:
1) the student is required to take a reduced load of courses
2) the student must have regular conferences with his or her faculty advisor and the student support advisor during the probationary period to ensure the establishment of an academic recovery plan based on clarity about possible consequences, discussion of areas of concern, and pursuit of options for improvement; and
3) in the case the student may no longer be making satisfactory academic progress, and as such, no longer be eligible for financial aid, they will have 2 semesters to recover their GPA above 2.25 carrying a reduced load.

If they fail to do so, they will be dismissed from their program by the Vice President of Academic Affairs in consultation with the Degree Coordinators Committee and the student Academic Advisor. If it is not mathematically possible in 2 semesters to raise the GPA to the minimum requirement (2.25), that student may be dismissed by the Vice President of Academic Affairs in consultation with the Degree Coordinators Committee and the student Academic Advisor and would be required to apply for re-admission to restart the degree program. Students who miss a semester or longer must apply through the regular admissions process and, if readmitted, reenter The Interdenominational Theological Center under the terms of the catalog in force at the time of their reentry. (See Readmit Policy in Chapter 3). Some prior credits may not be used upon reentry depending upon the time lapse between points of matriculation.
Doctoral Level (Revised April 2022)

If a student’s GPA falls below a 3.0, the DMin director reviewing the report from the Registrar will issue a Dismissal warning Letter to the student and the respective Cohort Guide. The registrar will place the student in an academic hold. The student has 30 days from the receipt of the Dismissal Letter to appeal, requesting an academic probation status.

The student appeal must be submitted via the respective appeal form, found in the DMin Office accompanied of:

- A personal written statement explaining the circumstance that led to their drop below 3.0 GPA, and state why those mitigating circumstances are no longer affecting their academic performance.
- Academic Plan completed by the Cohort Guide advisor in conjunction with the student outlining the strategies to be adopted to correct performance and results by the end of the new semester.

Documentation of illness or medical condition is required when failing semester’s GPA is attributed to a medical condition.

The request for academic probation status will be approved by the Director of the DMin, in consultation with the respective Cohort Guide and recommended to the Advanced Studies Committee (or provost) for approval.

Students approved to be in academic probation status for a semester, if not successful in restoring their GPA to equal of above 3.0 will be dismissed from the program without other recourse to appeals. The DMin director in the following semester review of GPA performances will recommend the names of those unsuccessful in recovering their GPAs to the Advanced Studies Committee (or provost) for dismissal.

All decisions from the Advanced Studies Committee (or Provost) to these matters will be communicated by the Director of the DMin program on a semester basis.

Federal Satisfactory Academic Progress

To be eligible to receive a Federal Stafford Loan, a student must make Satisfactory Academic Progress (SAP). SAP is a combination of qualitative and quantitative components and is measured by:

- Grade Point Average (GPA)
- Number of credits earned divided by the number of credit hours attempted
- Maximum time frame to complete the degree (1.5 X the required program hours)

The Interdenominational Theological Center will perform an SAP review each semester for a student who receives or applies for a Federal Stafford Loan. SAP reviews are usually performed after the May term. As required by federal regulations, The Interdenominational Theological Center administers an institutional SAP policy that is consistently applied to all Federal Financial Aid applicants and recipients. The Interdenominational Theological Center’s Federal SAP policy is designed to improve the student’s academic performance and is closely tied to the academic standing policies of the various degree programs. If a student fails to meet established SAP requirements, a suspension letter is sent to the student. A suspension letter is sent if the student:

- has less than a 2.25 cumulative GPA;
- has earned less than 67% of the overall hours attempted
- has attempted more than 150% of the hours required to complete their program.

A student whose eligibility for federal financial aid has been suspended may submit an appeal if mitigating circumstances prevented the student from achieving SAP. Circumstances that may be considered include death in the family, accident, illness, or other academic performance factors that were outside of the student’s control. If a student fails to meet the Interdenominational Theological Center’s SAP standards due to one of these factors, the student may submit an
appeal to the SAP Committee for review. SAP appeals should be directed to:

Satisfactory Academic Progress Committee  
Office of Financial Aid  
700 Martin Luther King Jr. Drive  
Atlanta, Georgia 30314

In order for a student to be eligible to file for an SAP Appeal, it must be confirmed that it is mathematically possible for the student to meet the GPA requirements and time-limit constraints for degree completion. The SAP appeal must be submitted in writing to the financial aid office within 30 days after receiving the letter of suspension. The appeal must include the following:

Identifying information including the student’s full name, social security number, current address, phone number and e-mail address (if applicable)

A written letter of appeal from the student explaining the circumstance that led to their SAP violation, and state why those mitigating circumstances are no longer affecting their academic performance

• Academic Plan completed by faculty advisor or Student Support Advisor in conjunction with the student outlining courses student is to take during SAP appeal term.

The student’s personal statement must include:

• a detailed explanation of extenuating circumstances for each term the violation of SAP policy occurred; and
• a resolution or plan of action explaining how the student will ensure future academic success.

Documentation of illness or medical condition is required when failing SAP is attributed to a medical condition. A statement from the student’s academic advisor is required for all students who are at or exceeded the 150% credit hours rate allowed for degree completion. For all students who have attempted more than 150% of the credits necessary to complete their degree, the advisor must outline all remaining courses required for the student’s degree program and the expected semester of completion.

The SAP Appeal Committee will review appeals within two weeks of receipt. The student will be notified in writing of the results of their appeal. Appeal decisions are based on the information presented to the committee and the SAP criteria. Appeal decisions will fall into one of the following categories:

• pending — additional information is needed
• approved — student is eligible to receive federal aid
• denied — student is not eligible to receive federal aid
• probation — the student will be sent a SAP contract that details the academic performance required in future terms for continued receipt of federal financial aid.

Questions pertaining to the SAP policy should be addressed to the Office of Financial Aid. A copy of The Interdenominational Theological Center’s Satisfactory Academic Progress Policy can be found in the Financial Aid section of The Interdenominational Theological Center’s website at https://www.itc.edu/student-life/financial-aid-info-forms/.

Graduating with Honors

Students in the M.A.L.C., M.A.R.E., M.Div., and dual degree programs who graduate with a cumulative GPA of 3.5 or above on all work taken at The Interdenominational Theology Center shall have the designation “with Honors” permanently added to their Interdenominational Theological Center transcripts. This action is taken after the student has graduated. Graduating with Honors is not noted in the public ceremonies or documents attending graduation itself.

Honor Designation Required Grade Point Average

<table>
<thead>
<tr>
<th>Honor Designation</th>
<th>Required Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.50 – 3.74</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.75 – 3.89</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>3.90 – 4.00</td>
</tr>
</tbody>
</table>
**J-Term & E-Term**

The J-Term represents the January term before each spring semester. Classes may meet during the first week, second week, or weekends prior to the beginning of the semester. E-Term (Early Term) is the week before the fall semester begins.

**Maintaining Matriculation**

All degree candidates are required to register each semester from the initial registration period until all degree requirements are completed and graduation has occurred. In the event that a student cannot register for at least one course during a semester, the student must register for maintaining matriculation during the regular registration period. The fee for maintaining matriculation is $450.00 per semester.

A degree candidate who does not register for courses or for maintaining matriculation in two consecutive semesters and wishes to resume the degree program must file an application for re-entry with the Office of the Registrar.

A degree candidate who registers for more than two consecutive semesters in the maintaining matriculation status will be reviewed by the Committee on Admission to determine the likelihood of their degree completion within the time limits permitted for that degree program. Doctoral program students will follow program guidelines for dissertation processes, length of matriculation, and matriculation status outlined in chapter 2 of this catalog.

**Name Change, Corrections, and Record Updates**

Currently enrolled students who wish to change their names must present in writing to the Registrar the reason(s) for the change and two legal documents (e.g., a marriage license or a court document) to substantiate the change. Graduates who wish a name change on their diploma must submit a written request to the Registrar. The letter must contain a sufficient reason for the change and be supported by legal documents. An appropriate fee is required before a new diploma may be issued. All students are expected to update their demographic information at the beginning of each term and/or at the point of the change.

**Student Orientation**

All incoming students are expected to participate in the orientation program offered at the beginning of each academic semester. The program includes opportunities for worship, discussion regarding the educational and multicultural emphases at ITC, library services, social gatherings, and times to become acquainted with classmates, returning students, and faculty advisors. Advising and registration for classes also occur during this period.

**Pre-Seminary and Undergraduate Studies**

Applicants, even those from accredited colleges, found seriously deficient in pre-seminary studies may be required to make up such deficiencies in ways designated by the Director of Admission and Recruitment and/or the Admissions Committee. They
may be designated Enrichment Students as outlined in chapter 4 of this catalog. Courses taken to remove such deficiencies will carry no credit toward the credits required for a degree. Normally, these courses should be completed with a grade of “C” or better and within the first year. Students who fail to complete these requirements within the first academic year may have a hold placed on their registration. These studies cannot be completed through cross-registration to other institutions.

**ITC Teach Out Plan**

If the appropriate designee(s) of the ITC determines that it is no longer feasible to continue offering an academic degree program or that the school must discontinue its total operations, a “teach out” policy and plan will be initiated in accordance with requirements outlined by both of our accrediting bodies, namely, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which has direct standards related to program or school termination, and The Association of Theological Schools (ATS), which only lists standards and notations related to institutional viability.

**SACSCOC**

Per SACSCOC, this constitutes a “substantive change” which must first be reported and approved. SACSCOC defines a substantive change as:

“a significant modification or expansion of the nature and scope of an accredited institution.” Accredited institutions are required to notify the Commission of substantive changes, and when indicated, to seek approval prior to the initiation of changes. Examples of substantive change include (but are not limited to) the following:

- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when ITC’s accreditation was last reaffirmed;
- The addition of courses or programs of study at a degree or credential level different from that which is included in ITC’s current accreditation or reaffirmation;
- A substantial change in the number of contact or credit hours awarded for successful completion of a program;
- The establishment of a geographic location apart from the main campus at which the institution offers at least 50 percent of an educational program;
- The establishment of a branch campus;
- Closing a program, off-campus site, branch campus or institution; (Italics added)
- Entering into a collaborative academic arrangement that includes the initiation of a dual degree program or a joint academic program with another institution.

**Closing Programs**

If a school decides to close a program, it must choose one of the following options:
1. The school teaches out currently enrolled students, no longer admits students to the program, and terminates the program after students have graduated. (Teach-out plan); or
2. The school enters into a contract for another institution or organization to teach out the program. (Teach-out agreement).

Teach-out plans and teach-out agreements must be submitted for review to the Curriculum and Educational Policies Committee, Provost, Faculty Council, President, SACSCOC Liaison, ITC Board of Trustees, and then approved by the Commission on Colleges in advance of implementation. Every SACSCOC member institution has an Accreditation Liaison whose charge is to ensure compliance with accreditation requirements. The current SACSCOC Liaison for Interdenominational Theological Center is:

Dr. Tammalyn Thomas-Golden
Director of Institutional Effectiveness

tgolden@ITC.EDU

ITC Teach Out Policy and Terminating a Degree Program

According to the Southern Association of Colleges and Schools Commission on Colleges, when closing a program, “the institution must make a good faith effort to assist affected students, faculty, administrative and support staff so that they experience a minimal amount of disruption in the pursuit of their course of study or professional careers.” Specifically, the institution should make every effort to teach out currently enrolled students and to discontinue admission of students to the program once the decision is made to terminate the program. The ITC is committed to assisting students affected by termination of degree programs and will implement procedures that minimize the impact on students while maintaining the integrity of the respective degree. Prospective students with active applications awaiting admission decisions to either a terminated program and/or newly admitted students:

- Immediately suspend admission of all new students.
- Notify students who have already been offered admission that they must complete the program within the teach out time period specified for the particular program. The teach out time period will end with the conclusion of the spring semester.
- Notify newly admitted students (if the program or institution closes prior to the semester commencing) that admissions and enrollment have been terminated.

ITC Harassment Free Workplace Policy

It is the policy and responsibility of ITC, as an institution preparing women and men for leadership roles in the church, to establish an environment of trust in which the dignity and worth of all members of the institutional community are respected. Therefore, ITC will not condone or disregard incidents of harassment on the basis of race, gender,
religion, national origin, age, disability or other classification protected by law.

_Harassment_ is the misuse of power and a violation of acceptable boundaries. It creates confusion and an uncomfortable, hostile, and intimidating environment in which to work and study. It destroys the opportunity for students, faculty, and staff to develop and affirm strong, positive self-concepts, and a sense of self-confidence. It undermines the mutual respect necessary to conduct the educational process and the functioning of ITC.

_Harassment_ also includes conduct on the part of any employee, faculty member, or student, which unreasonably interferes with another’s work or academic performance by creating an intimidating, hostile, or offensive working and academic environment. _Harassment_ consists of a variety of behavior by employees, faculty members, and students directed to other employees, faculty members, and students, including but not limited to, subtle pressure for sexual activity, inappropriate touching, inappropriate language, demands for sexual favors, and physical assault.

ITC is committed to providing an environment where all employees and students feel safe, secure and respected. As an organization in the business of providing theological education for the future leaders of our spiritual community, no conduct will be tolerated by any employee or student who harasses, disrupts or interferes inappropriately with another employee’s work performance or creates an intimidating or hostile environment for students. Sexual harassment and harassment on the basis of an individual’s race, color, religion, gender, national origin, age or disability will not be tolerated at ITC. This includes harassment by supervisors, employees, vendors, students and visitors.

_Harassment_

_Harassment_ shall mean discriminatory harassment and/or sexual harassment. _Harassment_ does not include verbal or written expressions that are relevant and appropriately related to course subject matter or curriculum, and this policy shall not abridge academic freedom or this institutions’ educational mission. However, an assertion of academic freedom will not protect behavior that violates this policy or any applicable laws.

_Harassment_ may (a) occur as a result of a power relationship, as in supervisor/supervised or faculty/student or (b) arises from the creation of a hostile environment by another person, including one’s peers or subordinates.

_Harassment_ of employees/students, in connection with their work or school by non-employees or non-students, is also a violation of this policy. Any employee/student who experiences or observes any harassment of an employee or student, including by a non-employee/non-student, should report such harassment to the Office of Human Resources. Visitors, guests, patrons, independent contractors (by their personnel or on premises that they control) who fail to address harassment of which they know or should have known of employee/students may be subject to whatever sanctions the relationship of that person to this institution may allow.

Prohibited harassment includes, but is not limited to the following behaviors:
· Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;

· Visual conduct such as derogatory and/or inappropriate sexually-oriented posters, photography, videos, websites, cartoons, drawings or gestures;

· Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work because of one's sex, race or any other protected basis mentioned;

· Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss, or the receipt of employment benefits in return for sexual favors;

· Retaliation for having reported or threatened to report harassment;

· Using sex as a way to influence grades in class;

· Conduct on the part of any employee, faculty member, or student, which unreasonably interferes with another’s work or academic performance by creating an intimidating, hostile or offensive working and academic environment.

Imminent Danger

Any person who seems to be a threat to himself/herself through the use of inappropriate statements and actions—including threatening language, suicidal threats, threats to harm others, or any action that may result in imminent danger to himself/herself or others, should be reported immediately to the Office of the Chaplain at 404.527.5735.

Discriminatory Harassment

Discriminatory Harassment is defined as verbal or physical conduct which is directed towards an individual solely because of his or her gender, race, nationality, religion, creed, age, disability, citizenship and/or presumed or actual sexual orientation, that (a) stigmatizes the individual and is known by the speaker to invoke violence or imminent harm, or (b) is of a continual nature such that it creates an intimidating, hostile or offensive working, academic or campus environment or unreasonable interference with an individual’s work or academic performance.

Same-Sex Harassment

The Supreme Court ruled that sexual harassment against a member of the same sex is just as illegal as sexual harassment against a member of the opposite sex (Oncale v. Sundowner Offshore Services, Inc., 118 S. Ct. 998 1998). Contrary to the decisions of other courts, the Supreme Court ruled that the harasser need not be homosexual and need not be motivated by sexual desire to be in violation of the law. To be considered harassment, behavior must be so hostile or abusive that it alters the conditions of a person’s employment. This is judged from the perspective of a “reasonable person” considering all the circumstances.

Sexual Harassment

Sexual harassment is a form of sex discrimination that violates TITLE VII of the Civil Rights Act of 1964. The law defines sexual harassment as any unwelcome sexual
advances or requests for sexual favors or any conduct of a sexual nature when:

- Submitting to such conduct is made either explicitly or implicitly a term or condition of employment;
- Submitting to such conduct is used as the basis for employment decisions affecting the individual as an employee or;
- Such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creates an intimidating, hostile, or offensive working environment. The key to whether certain behavior is sexual harassment is whether the conduct is unwelcomed and whether the conduct is sexual in nature. Sexual harassment can be:
  - Physical, including unwelcome touching or gesturing
  - Verbal, including unwelcome requests for a date or sexual favors or lewd remarks or sounds. Visual, including unwelcome exposure to sexual photos, cartoons, or drawings.

The Office of Civil Rights (OCR) on May 19th, 2020 issued an updated statement that defines Sexual Harassment covered under Title IX as conduct on the basis of sex that is severe and pervasive and objectively offensive that occurs against a recipient in the United States who is pursuing or attempting to pursue an educational program or activity at the institution at the time of the complaint; or such unwelcome harassment of a sexual nature that creates a hostile environment.

### Formal Student Complaints and Student Reporting of Title IX Concerns

All Formal Student Complaints and Title IX Concerns report submissions are received by the Office of Student Affairs and will be processed as follows:

1. Submissions for Formal Student Complaints will be forwarded to the respective area office depending on scope and nature of concern (Academic, Student Affairs, Institutional Technology, Facilities and Grounds, and/or Public Safety).

2. If contact information is provided by the Complainant, then the respective area office designee will contact the Complainant within a reasonable amount of time (three to five business days) to determine options for resolution(s). All parties needing to be involved in resolution, including the Complainant, will collaborate to reach resolution(s). Formal Student Complaints relating to denominational concerns will include appropriate President/Dean of the denomination to support appropriate resolution(s). Standards for federal, state, and institutional regulations will be adhered to.

3. If no contact information is provided by the Complainant, then information provided in report submission will be used for institutional data reporting only.

   1. Actions taken towards achieving resolution and information regarding final resolution(s) will be
II. Submissions for Title IX Concerns will be forwarded to ITC’s Title IX Coordinator and Title IX Deputy Coordinator. If contact information is provided by the Complainant, then the Title IX Coordinator or Title IX Deputy Coordinator will contact the Complainant to schedule an interview meeting to obtain a formal statement. Based on interview, the Title IX Coordinator and Title IX Deputy Coordinator will determine if the situation rises to a level of Title IX investigation. Investigations are managed in accordance with the United States Department of Education/Office of Civil Rights Title IX regulations. Necessary involved parties (Complainants, Respondents, and persons identified as potential witnesses to corroborate statements) are advised of the need to keep all information gathered during the process of an investigation confidential.

III. Final investigative findings and recommendations regarding final resolution(s) will be provided to involved parties on a “need to know” basis. Federal, state, and institutional regulations regarding confidentiality of information will be adhered to. Violations of confidentiality will be addressed according to institutional policy.

IV. Documentation for institutional records—data of Formal Student Complaints and Title IX Concerns will be compiled and reported on a semester or bi-annual basis to the Office of Institutional Research, Sankofa Center.
4. Admissions and Recruitment

Introduction

The Interdenominational Theological Center is open to qualified applicants who satisfy all admissions requirements. Prospective students can apply to six degree programs: Master of Divinity (MDiv), Master of Arts in Religion and Education (MARE), Master of Arts in Liturgical Arts and Culture, MDiv/MARE and MDiv/MALC dual degree programs, Doctor of Ministry (DMin), and Doctor of Theology (ThD). Applications for admission to these degree programs are available on our website at www.itc.edu.

For assistance contact the Office of Admissions directly at 404-527-7792. Correspondences by mail can be sent to: Office of Admissions, Interdenominational Theological Center, 700 Martin Luther King, Jr., Drive, Atlanta, GA 30314.

The Interdenominational Theological Center prohibits discrimination against any individual on the basis of race, color, religion, sex, age, national origin, disability, sexual orientation, marital status, parental status, or veteran status with reference to the institution’s admission policies, academic standards and policies, in the granting of scholarships, loans and other financial aid.

Admissions Criteria

Master’s degree Programs

The prerequisite for admission to the master’s degree programs is a bachelor’s degree, or its equivalent, from a college or university accredited by one of the nationally recognized regional accrediting agencies or the international equivalent. The degree should represent a broad liberal arts background with courses such as English, world history, philosophy, languages and literature, the natural sciences, the social sciences, and religion.

To be considered for admission, each applicant must submit the following documents in addition to the application form to the Office of Admission and Recruitment on or before July 1 for fall admission and November 1 for spring admission.

- Official transcripts of all college, university, or seminary records, showing all courses pursued, grades received. A bachelor’s degree with a minimum grade point average of 2.75 on a 4.00 or its equivalent
- Three recommendation letters (Professional, Educational, and Ministerial)
• An autobiographical essay (should not exceed 4 pages), following the guidelines in the application
• $50.00 nonrefundable application fee

Special Students and Matriculation with Degree Equivalency

Applicants applying under degree equivalency have not earned a baccalaureate degree and must first be recommended by the respective president/dean of their denomination. Applicants must have at least sixty semester hours or ninety-quarter hours of credit from an institution accredited by an agency recognized by the Commission on Recognition of Postsecondary Accreditation and must have made exceptional contributions to church and community. These contributions should include at least seven years of broadly-based leadership experience in a local church and participation in community activities as a volunteer or professional worker. Applicants should be able to demonstrate the knowledge, academic skill, and ability generally associated with persons who hold the baccalaureate degree. College course work must represent a broad liberal arts background with credits in the following areas: English, world history, philosophy, languages and literature, the natural sciences, the social sciences, music and other fine arts, and religion. Admission is reserved for applicants of mature years with life experience that has prepared them for theological study at the graduate level. No more than 10 percent of the students in a given degree program will be admitted under this category. Persons interested should contact the Office of Admission and Recruitment for necessary documents and application sent by the Office of Admission and Recruitment after a recommendation from the respective president/dean has been received.

Enrichment Students

Persons not interested in pursuing a degree, but who meet admission requirements and who wish to enroll in a course for credit, may be admitted to some master’s level classes with special permission for up to one academic year or 30 credits hours and upon payment of tuition and fees.

Noncredit Study/Auditors

Persons who do not qualify academically for admission to a degree program or who do not wish to enroll in a course for credit may be admitted as auditors to some master’s level classes with special permission and upon payment of designated fees. They may be admitted to any one of the following categories:

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

Readmitted Students

Any student who is not continuously enrolled or who is absent from a regular semester, excluding summer session, must
apply for readmission. If the student seeking readmission has been absent from the institution for a year or less, s/he should contact the Office of The Registrar. A student who has been absent from the institution for more than a year must apply for readmission through the Office of Admissions. Students in this category seeking readmission may secure an application from the Office of Admissions or at the institutions website (www.itc.edu) at no cost. Requests for readmission must be submitted with supporting materials not later than (30) days prior to the first day of classes of the term for which readmission is sought. Students seeking readmission to the Institution must satisfy all prior financial obligations. Students who have attended other colleges during their absence from the Interdenominational Theological Center are required to submit official academic transcripts from each institution attended.

The Admissions officer or committee may take into account the following factors: any history of conduct issues, campus security issues, relational health/mental/emotional health concerns, housing issues, business services/financial services past due accounts, academic dishonesty, repeated patterns of academic issues/ “failure to progress”, denominational concerns.

Transfer Students

A student transferring from another accredited graduate theological school must complete at least the last fifty-four semester credits in residence at ITC to earn the M.Div. degree, the last thirty-seven semester credits for the M.A. degrees, and the last seventy-six semester credits for the dual M.Div. /M.A. degrees. Students may be granted a maximum of twenty-four transfer credits for the M.Div. and dual degrees and a maximum of fifteen transfer credits for the M.A.R.E. and M.A.L.C. degrees. Transfer credits are not accepted for the D.Min degree program.

Transfer credit for courses taken within the past seven years at an accredited graduate theological school may be accepted provided they are comparable to courses in the ITC curriculum. Grades earned in such courses must be a “C” or higher. Transcripts and syllabi are received by the Provost for evaluation of comparability in consultation with faculty, when necessary. Regardless of the number of hours accepted for transfer, at least one core course in each curriculum area must be completed at ITC. Applicants should forward official transcript(s) and copies of course syllabi with application materials.

Applicants must have a baccalaureate degree from an accredited school or be considered in the degree-equivalency category. The recommendation of the respective denominational dean at ITC is required before the application is reviewed.

International Students

International student is defined as a “student of international origin who is not a citizen or permanent resident of the United States.” In addition to meeting all other applicable requirements for admission, an international applicant whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL), administered by the Educational Testing Service of Princeton, New Jersey. The passing test requirements are
500 or better for paper test and 79 on the internet based test. All international students must have their transcript evaluated by an accredited credential evaluation service. Complete and submit the application form and all requested materials. Send this along with a $50 (U.S. dollars) application fee to the Office of Admission and Recruitment by June 1 for fall and December 1 for spring. It is strongly recommended that international students begin the admission process at least six months to one year prior to the application deadline. Before the issuing of the Form I-20 process can be completed, evidence of ability to finance the full period of study at ITC must be submitted. The student must include with the application a statement for financing both tuition and living expenses for the length of the degree program. If families are to accompany the student, adequate financial, health care, schooling, and transportation provisions must be included for their support.

International students wishing to attend ITC are required to submit a deposit of the first year’s tuition and fees in a cashier’s check made payable to ITC. If the F-1 visa is denied, the deposit is one hundred percent is refundable.

Health Record

All students who are enrolling must submit a physical examination, and immunization records. Health records are due to the Associate Vice President of Student Affairs by July 1 for the fall semester and December 1 for the spring semester.

Tuition Deposit

A nonrefundable fee of $150 is required of all admitted students enrolling in a degree program. This deposit is required no later than July 1 for fall and December 1 for the spring semester. The deposit will be posted as a credit to the student's account; however, a student who pays the deposit but fails to enroll will forfeit the deposit. Deposits can be made by certified check, money order, debit card, or by credit card. Admitted students can submit deposits online by visiting https://www.itc.edu or submit deposits over the telephone by calling the Office of Financial Services at 404-527-7723.

Application Processes by Degree Program

Applicants to the Master of Arts in Religion and Education (MARE) and Master of Arts in Liturgical Arts and Culture (MALC)

All persons seeking to enroll in the Master of Arts in Religion and Education degree program must meet the same admission requirements as students applying to the Master of Divinity Program.

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

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

Applicants to the Doctor of Ministry (DMin)

The Interdenominational Theological Center Doctor of Ministry (DMin) degree program is a learning community encouraging and equipping prophetic problem solvers for mission and ministry in changing times. The purpose of the Doctor of Ministry degree, an advanced program oriented toward ministerial leadership, is to enhance the practice of ministry for persons who hold the M.Div. or its educational equivalent and who have engaged in substantial ministerial leadership.

The goal of the Doctor of Ministry Program at ITC is to attract, support, educate, and nurture women and men in leadership in Christ’s Church and the world who require professional education beyond the level of the M.Div. and who are capable of fulfilling the mission of the institution. The Doctor of Ministry study program is directed to the mastery of knowledge informing the understanding of the nature and purposes of ministry, the competencies gained through advanced study, and the integration of these dimensions of ministry. The program is called a Doctor of Ministry course because it intends that its graduates will be “teachers of ministry.” The program has five core learning outcomes, each related to the same realities, and the five are to be thoroughly integral to the ministry of service. Upon completion of the program the candidate will have conducted original research in a concentration related to the Church and Ministry, Military Chaplaincy, or Specialty in Pastoral Care.

ITC offers an opportunity for creative, focused, and transformative advanced theological studies in the Doctor of Ministry degree. Unlike the PhD or the ThD programs, the DMin is not a degree in a specialized academic discipline, but rather is a professional degree in ministry that integrates theory and praxis rooted in the academy and the community of faith. The DMin degree is designed as a ministry of scholarship and practice, especially for senior pastors, ministers serving in administrative and specialized ministries, chaplains of the armed forces and hospitals, pastoral counselors, community advocates, and theological speakers and writers, resulting in the obtainment of the highest professional degree offered in theological education.

Applicants who desire to strengthen their proficiency in ministry and leadership may apply for admission to the Doctor of Ministry program. Formal application documents must include autobiographical data, official academic records, and a personal statement of not more than ten typed double-spaced pages describing the applicant’s interest and goals for the DMin program of study. The Committee on Doctoral Programs will assess the complete application file and conduct interviews with the applicants who meet the Doctor of Ministry admissions requirements. Applications are due in the Office of Admissions by April 1, though they may be received throughout the year. For more information, or to complete an application please visit our website www.itc.edu or contact the Office of Admissions at Admissions@itc.edu 404.527.7794. For more information on the Doctor of Ministry degree program, please contact the director, Dr. Charles Thomas,
General Regulations

Enrollment at ITC is a privilege and is subject at all times to suspension or termination by action of the Vice-President for academic services or the faculty. Such action may be based upon failure by the student to meet and maintain academic standards prescribed by the faculty or upon conduct on the part of the student which the Vice-President for academic services or the faculty determines is inconsistent with or detracts from the spiritual, moral, and social character which the faculty desires for the ITC community. Any student applying for admission to ITC shall be deemed to have read and understood the terms of this notice and, if accepted, be subject to them.

Code of Conduct

ITC is actively engaged in the pursuit of academic excellence. We realize the discipline that such a pursuit demands. We, therefore, are paying attention to those activities, which could negatively impact our desired goal. If anyone’s conduct is ever contrary to the commitment of Christian ministry, so that a breach in discipline, moral lapse, questionable integrity or action that is not in the best interest of ITC is observed, the conduct of the person involved will be investigated and appropriate action taken. Inappropriate behavior by a student is outlined in the Student Handbook.

Non-Discriminatory Policy

ITC admits students of any race, color, and national, or ethnic origin. Pursuant to Title IX, part 86, Title VI, and Title VII, no persons shall, on the basis of race, sex, color, religion, national origin, or handicap be denied the benefits of, or be otherwise subjected to discrimination from any educational program or activity administered by ITC or in any term, condition, privilege, or employment.

Affirmative Action Policy

It is the policy of ITC to provide equal opportunity to all employees, students, and applicants for employment or admission without regard to race, color, national origin, age, or handicap. Affirmative action will be taken to ensure fulfillment of this policy relative to all personnel actions including, but not limited to recruiting, enrollment, instructional practices, hiring, placement, upgrading, transfer, promotions, and maintenance of employment conditions.

Academic and Personal Records

All records at ITC are maintained in compliance with the Federal Regulations with the registrar maintaining permanent records on all students. Student folders are maintained in single files alphabetically by name. Permanent records older than ten years are contained in fireproof files in the vault. It is the responsibility of the student to transmit to the Office of the Registrar any changes of information needed to update the file.
5. Financial Information & Housing

All expenses listed in this catalog are subject to change. Questions concerning the following information may be directed to the Business Office. Information about the financial aid program may be directed to the Office of Financial Aid.

Schedule of Tuition/Fees

In recent years, ITC implemented a tuition discount for students taking 9 or more credit hours which enabled students taking 9 or more hours to pay a flat rate of $14,000. To better reflect the full value of ITC tuition and the student tuition discount, the following changes have been made to the ITC tuition structure. Note: This structural change will not increase tuition costs incurred by students.

Going forward, all student accounts will be charged for each credit hour taken at the per credit hour rate ($847). However, ITC will provide a baseline tuition discount/scholarship for all students taking 9 or more hours to ensure that students will not experience an increase in costs. All students taking 9 or more hours will continue to be responsible for the $14,000 flat rate tuition. Students taking less than 9 hours will continue to be responsible for the cost of tuition per credit hour.

<table>
<thead>
<tr>
<th>Credit Hours Taken</th>
<th>Cost per Credit Hour</th>
<th>Total Charge per Semester</th>
<th>Total Annual Baseline Scholarship/Discount</th>
<th>Total Annual Cost to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 hours</td>
<td>$847</td>
<td>$7,623</td>
<td>$1,246</td>
<td>$14,000</td>
</tr>
<tr>
<td>12 hours</td>
<td>$847</td>
<td>$10,164</td>
<td>$6,328</td>
<td>$14,000</td>
</tr>
</tbody>
</table>

Please note the following:

- Baseline discount/scholarships will not be applied until after the add/drop period.
- Student refunds will not be issued until after the add/drop period.
- The baseline tuition discount/scholarship will not be applied to the student refund calculation.
Standardizing Fees:

- Student fees have been standardized to ensure student access to technology and software for learning and community building.

  - Technology Fee $1,500
  - Electronic Library Fee $504
  - Registration Fee $168
  - Student Christian League Fee $100

  **Total Fees:** $2,272

Late Registration Fee

This $100 fee applies to all new registrations received when the late registration period begins. This date is included in the academic calendar.

Health Insurance

All students are required to carry health insurance. All international students are required to carry health insurance for themselves and their family members who have accompanied them to the U.S. A health insurance plan is available through the Student Life Office. The cost of this policy for 2014-2015 is $1,037.50 per semester for single students.

Graduation Fee

The graduation fee is a one-time, nonrefundable fee of $300.00. It defrays the costs of processing graduates for graduation, printing and mailing diplomas, printing diploma covers, the cap and gown worn at commencement, commencement ceremony and other expenses associated with graduation. Students must pay the one-time, non-refundable graduation fee regardless of their participation or lack of participation in the commencement ceremony.

Transcript Fee

There is a $10.00 charge for all transcripts. Transcripts on demand or walk-ins will be charged $15.00. Transcript request forms are available through the Office of the Registrar and the ITC website. Official transcripts will not be issued until the student has met all financial obligations to ITC. Official transcripts will be mailed directly to the academic institution, prospective employer or agency designated. Transcripts...
mailed directly to students are labeled “Issued to Student”. ITC reserves the right to withhold transcripts of current or former students who are not in good financial standing with the institution.

Books

The Interdenominational Theological Center does not operate a campus bookstore for enrolled students. However, eligible students whose accounts are in good standing, may request a book voucher from the Business Office to purchase books through the MBS Online Bookstore. The cost of books varies by the number and types of courses taken. Students should budget a minimum of $100 per course for books.

Housing

All full-time students are eligible to apply for on-campus housing. Housing rates vary according to type; efficiency or one-bedroom. Housing charges should be paid promptly prior to the start of the term, or special arrangements should be made with the Office of Financial Services. Students whose housing rental payments are in arrears and who have not made satisfactory payment arrangements with the Office of Financial Services will be notified that they must pay in full or move out within a month.

A refundable security deposit of one month’s rent along with the first month’s rent is due before moving in. A $10 key deposit is collected upon move-in.

The following monthly rental rates for apartments include all basic utilities except telephone:

<table>
<thead>
<tr>
<th>Housing Type</th>
<th>Semester Cost</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiency</td>
<td>$2,200</td>
<td>$4,400</td>
</tr>
<tr>
<td>One-bedroom</td>
<td>$2,525</td>
<td>$5,050</td>
</tr>
</tbody>
</table>

Housing is also available through the various denominations. Students should contact their respective denomination for additional housing accommodations. The above rates do not include summer rates.

Financial Responsibility

Students are expected to maintain good financial standing with the institution, as determined by the ITC Office of Financial Services. Students must settle all financial obligations to The Interdenominational Theological Center before they may receive their diplomas, have transcripts provided, or be designated as having graduated.

Students who fail to settle their financial obligations before graduation will be notified by the Business Office via email approximately two weeks before graduation. They will not be allowed to participate in all facets of graduation ceremony until financial obligations are met. Third parties who inquire as to a student’s graduation will be informed that the student has completed all academic requirements but is not yet confirmed as having graduated in view of not having met administrative requirements. Until financial obligations are met, students will not receive their diplomas, regalia, or be accorded transcript services. When accounts have been settled, a student’s official graduation date will become the date originally indicated on the
diploma. Further questions may be directed to the Business Office.

Payment Policies & Student Accounts

ITC Student Accounts is responsible for handling all transactions affecting accounts receivable including billing students, recording payments, processing refunds, coordinating payment plans, collecting outstanding balances, and documenting the receipt of funds necessary for processing students' requests for official transcripts. Each semester the office ensures that students have met their financial obligations to the institution before being permitted to register for classes, reserve housing or receive a transcript. Students intending to graduate from ITC must clear all their financial obligations to the institution in order to receive their degree.

The following policies govern all entering and continuing students:

• All tuition and other charges are due and payable on or before the registration deadline date published each term. Failure to satisfy this requirement or make satisfactory financial arrangements for each academic term will result in cancellation of registration for the term.

• Receipt of an enrollment deposit of not less than 20% of tuition and fees activates an individual’s student account. Once the account is active, the student holds the responsibility to make payments in a timely manner, unless there is an emergency or hardship withdraw. See Emergency/Hardship Withdrawals in Chapter 3.

• Financial aid awards and other payments made on a student account may be counted toward satisfying a student's financial obligation. A student must have a completed financial aid file within the Office of Financial Aid at least two weeks prior to the registration deadline. Only students with completed financial files, received prior to the registration deadline, will be permitted to use financial aid to satisfy financial obligations. Otherwise, students must pay outstanding charges from other resources by the published payment deadline.

• Continuing students must pay outstanding balances in order to register for classes.

Tuition Payment Plan

If a student is unable to pay their account balance in full by the due date, then they may make arrangements with the ITC Student Accounts to make three equal monthly installment payments to pay their account in full by the end of the semester (or term). Students will be required to complete a promissory note with ITC, by the initial due date, in order to be allowed this option. The payment plan option is only available to domestic students. The first payment must be received by the initial due date. The account of a student who defaults on their promissory note will be considered past due at that point and subject to the same result as any other past due account, including
suspended enrollment. Students who default on their promissory note payment schedule will normally restrict their ability to have this option in the future and may result in the cancellation of the student’s enrollment for the term. Any cancellation in payment plan or failure to accept a revised payment plan agreement will result in a financial hold being placed on the student’s account at the end of the semester (or term). Students with a financial hold on their account will not be allowed to register for a future semester (or term). International students must pay in full by the registration deadline date.

External Funding

Students expecting support from an external funding source may receive an extended payment deadline if they submit a verifiable written commitment from the funding source. External funders must verify the source of payment(s), anticipated date of payment(s), and the responsible individual’s signature. Only verified sources will be accepted.

Note: Students are responsible for ensuring that their external funding source make payments on time.

Definition of Past Due Accounts

Student’s accounts will be considered past due and placed on financial hold under the following circumstances:

- The account balance was not paid in full by the end of the semester (or term) and payment arrangements were not made.
- The student defaulted on the payment arrangement or promissory note schedule.
- Any extended deadline was not met.
- International students who have not paid in full by initial due date.

Note: Students are responsible to pay their accounts in full even if they are expecting payment from an external funding source. Students who have a balance at the end of the semester (or term) will have a financial hold placed on their account which will prevent them from registering for the subsequent terms and receiving official transcripts and diplomas.

Results of Past Due Accounts

- A financial hold will prevent registration. (If a student has already registered for future classes, the registration will be revoked.) In order to remove the financial hold to register or to re-register (in the case of revocation), the account must be paid in full. All appropriate late registration charges will apply.
- A financial hold will prevent participation in graduation events and ceremonies. In order to remove the financial hold, the account must be paid in full.
- A financial hold will prevent releasing of diplomas and transcripts. In order to remove the financial hold, the account must be paid in full.
- Every month, a finance charge of 1% will be applied to any outstanding
account balance. Students who have signed a promissory note or who have other arrangements (see Payment Arrangements) with ITC Student Accounts must be current to be exempted from this charge.

Collections

- The Office of Financial Services will contact students to collect past due accounts.
- Reasonable payment arrangements will be considered.
- ITC may enlist the services of a collection agency to collect past due accounts.
- Former students will be sent to collections after six (6) months if their student account balance remains unpaid.
- ITC may authorize the collection agency to litigate against the student when other options have been exhausted.

Billing Information

All tuition, fees, and housing charges must be paid each semester by the registration dates as published in the ITC Academic Calendar and the ITC Website. Failure to meet registration deadlines may result in course cancellation.

Note: Students should make sure that they have the proper and up-to-date ITC credentials, including an activated email account.

Responsibility for Paying Charges:

The semester's initial account balances are due before the registration deadline. Any adjustments made to accounts after the semester’s initial statements have been posted are due the last business day of the month in which they are billed.

Methods of Payment:

Before the start of each academic year, students must clear their financial obligations prior to the published registration deadlines. Payment for charges may be made by cashier's check, money order, certified check, credit card or approved financial aid. ITC Student Accounts will assess a processing fee of 3.0% for any payment made by a credit card.

Credit Balance Refunds

Financial aid disbursements occur after the Add/Drop Period of the academic term in order to comply with federal regulations regarding certification of class attendance. See Mandatory Attendance and Drop Policy.

Official Withdrawals and Cancellations:

The official withdrawal period begins the day following the end of the Add/Drop Period. Students who officially withdraw from the institution during the first five (5) weeks of the fall or spring semester may be entitled to a partial refund of tuition, fees, and room charges in accordance with the following schedule:
<table>
<thead>
<tr>
<th>Withdrawal Point Within the Regular Semester</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the first five (5) days of classes (Add/Drop Period)</td>
<td>100%</td>
</tr>
<tr>
<td>Within week two (2) of classes</td>
<td>80%</td>
</tr>
<tr>
<td>Within week three (3) of classes</td>
<td>60%</td>
</tr>
<tr>
<td>Within week four (4) of classes</td>
<td>40%</td>
</tr>
<tr>
<td>Within week five (5) of classes</td>
<td>20%</td>
</tr>
<tr>
<td>Beyond week five (5) of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Withdrawal Point Within Summer Session(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On the first day of classes</td>
<td>100%</td>
</tr>
<tr>
<td>After the first day of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

All refunds are determined by the date that the student notifies the Office of the Registrar of their intent to withdraw and submits the signed Official Registration Change Form, whichever is later. While a refund of institutional charges may be appropriate, students receiving federal loans may not receive a refund upon withdrawal. For students who withdraw, a refund derived from a federal loan will be returned to the federal loan program.

**Return of Funds to Title IV Policy**

This is a federally mandated policy that governs the return of student loans disbursed to students who withdraw from The Interdenominational Theological Center prior to the sixty (60) percent point in the term. This policy deals with student loans only and does not affect the student's charges. Students should contact the Office of Financial Aid or the Office of Financial Aid for further information on how their charges may be affected if they withdraw from all classes.

**Note:** All students withdrawing from the institution, for any reason, are advised to contact the Office of Student Accounts, the Office of the Registrar, and the Office of Financial Aid, prior to withdrawing, to ensure that all financial and academic matters are handled properly. Students with federal loans will have to go through the Exit Interview process with the Office of Financial Aid upon withdrawal.

**Collection of Past Due Balances**

Upon withdrawal from the institution, a student may have an outstanding balance. If the balance is not paid, the account will be turned over to the institution's third-party collection agency for collecting the amount owed to the institution. The student will be responsible for any attorneys' fees and other reasonable costs and charges necessary for the collection of any amount not paid.
How Financial Aid Payments are Applied

To register for a term, students are required to satisfy all of their financial obligations to the institution.

Billing and Registration: The billing statement mailed to students by ITC Student Accounts will list the charges for tuition, fees, and boarding for students living in campus housing, plus any other amounts owed to the institution. Some of the financial aid the student is eligible to receive for the academic term may appear as a credit on the student’s account if all financial aid documents were received and processed by the Office of Financial Aid at least two (2) weeks prior to the bill being produced. For student loans, the amount credited to the account will be less than the amount that appears on the award letter. This difference results from the loan origination fees deducted from the loan by the lender. Financial aid awarded prior to the start of the semester will be listed as pending on the student account statement. This will allow for students to complete the enrollment process. Once the semester has begun and attendance confirmed funds will be credited to the student’s account.

Scholarship Checks: Donors may send a scholarship check to ITC Student Accounts on behalf of the student. Scholarship checks should be made co-payable to The Interdenominational Theological Center and the student. If the scholarship check is co-payable, the student must endorse the check in the Student Account's Office. If the scholarship check is made payable to The Interdenominational Theological Center only, it does not require the student's endorsement. The amount of the scholarship will appear as a credit on the student’s billing statement only after the funds are received. If a student wishes to use a scholarship to assist in covering their charges for the term, the student is responsible for ensuring that the scholarship check is received by ITC Student Accounts by the time charges are due.

Note: Students are responsible for paying in full each semester the balance due on their billing invoice. If the student chooses to pay in installments rather than in full, the student must establish a payment plan with ITC Student Accounts.

Return Check Policy

There is a $36 charge for each returned check. For a complete listing of fees, visit the Interdenominational Theological Center’s website at www.itc.edu. Tuition and fees are subject to change at the discretion of the Board of Trustees.

Withdrawals and Return of Title IV Funds Policy

A calculation is made for all financial aid recipients to determine whether a student who completely withdraws during a term has "earned" the monies disbursed. A student "earns" his/her aid based on the period of time they remain enrolled. During the first 60% of the term, a student "earns" financial aid in direct proportion to the length of time he/she remains enrolled. The earned and unearned aid is determined by a daily prorated ratio. Basically, if you canceled enrollment at the 20% point of the term, you earned 20% of the financial aid you were originally scheduled to receive. The 80% of the amount of unearned Federal
financial aid or a portion of the 80% of unearned aid will be returned (canceled from your account). Once you have completed more than 60% of the term, you have earned all the federal assistance that you were scheduled to receive. Students that withdraw after receiving a refund but, prior to the 60% point in the term, may owe a repayment to the institution or the Department of Education.

The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the term. The withdrawal date is:

- The date the student notified the institution of intent to withdraw (initiation of withdrawal process) or
- The midpoint of the term for a student who leaves without notifying the institution of their intent to withdraw.

The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is assumed to possess. ITC will use the Return of Financial Aid - Refund Policy worksheet to determine the amount the student and/or the institution must refund (canceled from your student account) to the appropriate programs. The Business Office will cooperatively verify the accuracy of each refund calculation.

**Institution's Return of Funds**

Once the institution's portion of the return of funds has been calculated, the Office of Financial Aid will reduce the student's original financial aid award and return the funds within 45 (forty-five) days to the appropriate program(s) in the order specific in this policy. If this creates a "balance" on the student's account in the Business office, the student will be notified of their obligation. The student will be responsible for paying the debt to the Business Office immediately. The student will not be allowed to register or receive an official transcript until the debt has been paid in full.

**Student's Return of Funds**

Once the student's portion of the return of funds has been calculated, the Business Office will notify the student of the amount he/she must repay. The student must pay ITC the full amount of his/her debt and ITC will return the funds to the appropriate programs within 45 days. To continue eligibility past 45 days, the student must pay the overpayment in full to ITC Business office.

Unearned Title IV aid shall be returned to the following programs in the following order by both the student and the Institution:
1. Unsubsidized Stafford Loan
2. Graduate PLUS

**Post-Withdrawal Funds**

If the amount disbursed to the student is less than the amount the student earned, the amount may be considered a post-withdrawal disbursement. Post-withdrawal eligibility can be used to credit outstanding charges on a student's account. ITC has 30 (thirty) days from the date of the institution determined that the student withdrew, to offer any amount of the post-withdrawal disbursement to the student. The student may accept or decline some or all of the post-withdrawal disbursement that is not
credited to the student's account. The student must respond within 14 days from
the date that the institution sends the notification to be eligible to receive the post
withdrawal disbursement. If the student does not respond to the institution’s notice,
no portion of the post-withdrawal disbursement that is not credited to the
student's account may be disbursed.

The calculation for the amount of federal
financial aid to return (cancel from your
student account) is based on the lesser amount of:

- Institutional charges: (Tuition, Mandatory fees, Special course fees, Housing and Meal charges (if you live on campus), or
- Federal Aid awarded: (Unsubsidized Stafford Loan, or Grad PLUS Loan))

The lesser amount of the institutional
charges or federal aid awarded is then
multiplied by a daily prorated ratio based on
your certified date of withdrawal. The result
is the amount of aid to be returned.

Unofficial Withdrawal Policy:

Financial aid funds are awarded under the
assumption you will attend school for the
entire term. If you unofficially withdraw
(leave and do not properly provide official
notification of withdrawal), you may no
longer be eligible for the full amount of aid
funds you were originally scheduled to receive.

Official Notification Not Provided

1. One category of unofficial withdrawal happens if you did not
complete the withdrawal process or otherwise notify the school of the
intent to withdraw due to illness, accident, grievous personal loss or
other circumstances beyond your control. If the failure to properly withdraw is beyond your control, the
withdrawal date is the date you no longer were able to attend class.

2. A second category of unofficial withdrawals encompasses all other
withdrawals where official notification is not provided to the
school. For these withdrawals the withdrawal date is the midpoint of
the term, unless otherwise documented.

Time Frame of Withdrawal Date for an
Unofficial Withdrawal

For Unofficial withdrawals, a school must
process aid adjustments for unofficial
withdrawals within 45 calendar days from
the earlier of; (1) the end of the payment
period or period of enrollment, (2) the end
of the academic year, or (3) the end of the
student's educational program.

At the end of each term, our office identifies
students who did not successfully complete
any courses. For students who do not earn a
passing grade in any course, a notice will be
sent to instructors asking for verification of
the last date of attendance at an
academically related activity. Examples of
academically related activities are:

- Examinations or quizzes
- Tutorials
- Computer-assisted instruction
- Academic advising or counseling
- Academic conferences
- Completing an academic assignment, paper, or project
- Attending a study group required by the institution where attendance is taken

In the absence of evidence of a last day of attendance at an academically related activity, the student who failed to earn a passing grade in any class is considered to be an unofficial withdrawal. Also, if attendance documentation is not received, a return of financial aid funds calculation will occur using the midpoint (50%) as the point for the unofficial date of withdrawal.

**Federal Refund Policy**

Any federal financial aid recipient who withdraws from all classes is subject to a Federal Return of Title IV Aid Calculation. This calculation determines the amount of federal aid that the student and the school are eligible to retain along with the amount that must be returned to the student’s lender and/or the federal government. Federal Aid is defined under the Financial Aid Section of the catalog.

An **official withdrawal** occurs when a student has formally requested to be withdrawn from the ITC. The student must submit a complete withdrawal form to the Office of the Registrar.

An **unofficial withdrawal** occurs when a student has stopped attending courses for a period of 14 consecutive days or more but has not communicated a desire to officially withdraw.

A calculation is made for all financial aid recipients to determine whether a student who completely withdraws during a term has "earned" the monies disbursed. A student "earns" his/her aid based on the period of time they remain enrolled. During the first 60% of the term a student "earns" student aid funds in direct proportion to the length of time he/she remains enrolled. Beyond the 60% point all aid for the term is considered earned.

A weekly roster will be generated by the Office of the Registrar that identifies students who have completely withdrawn from the institution. The Registrar's office will verify the date of withdrawal. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the term. The withdrawal date is:

- The date the student notified the institution of intent to withdraw (initiation of withdrawal process) or
- The midpoint of the term for a student who leaves without notifying the institution of their intent to withdraw.

The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is assumed to possess. ITC will use the Return of Financial Aid - Refund Policy worksheet to determine the amount the student and/or the institution must refund to Direct Loans. The Office of Financial Aid and CFO will work cooperatively to verify the accuracy of each refund calculation.

**Institution’s Return of Funds**

Once the institution's portion of the return of funds has been calculated, the Financial Aid Office will reduce the student's original financial aid award and return the funds within 45 (forty-five) days. If this creates a "charge" on the student's account, the
Business Office will notify the student of the obligation. The student will be responsible for paying the debt to the Business Office immediately. The student will not be allowed to register, receive an official transcript, and/or receive future financial aid until the debt has been paid in full.

Financial Aid

Are you concerned about paying for your education at The Interdenominational Theological Center? Think of it as an investment in your future. An ITC education will pay for itself many times over in higher earnings and expanded opportunities throughout your life. With our generous financial assistance packages, some ITC students find that their actual cost is lower than they had originally expected. We invite you to explore the financial information provided on the ITC website. We look forward to helping you invest in your future!

Apply for Financial Aid

To apply for financial aid, you must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA should be completed by no later than February 1 for priority consideration for our aid programs for the school year. Go to studentaid.gov and follow directions to file the FAFSA. You may file your FAFSA as soon after October 1 as possible, noting the Interdenominational Theological Center, OE Code 001568 on the form.

Scholarships

Are you looking for ways to fund your education? If you can demonstrate academic excellence and leadership, you may qualify for scholarship funding at ITC. You also may want to explore scholarships from outside sources by browsing websites like FastWeb, StudentScholarships.org, College Board, Hispanic College Fund, The National Data Base Scholarships, UNCF, and US College Scholarships and Grants. Check the Financial Aid Section of the ITC website for more information. If you have questions, contact the Office of Financial Aid.

ITC Funded Scholarships

ITC funds some scholarships for incoming students as a part of the admissions process. Scholarship recipients are selected based on academic credentials as measured by previous collegiate academic work. In order to be eligible for an ITC-funded scholarship, you must meet the following criteria:

- Graduated from an accredited college.
- Applied for admission at ITC for the fall semester.
- Be a U.S. citizen, permanent resident, or hold a Temporary Resident Card (form I-766) as provided by the Immigration and Reform Control Act of 1986.
- Admissions file must be completed by December 1 to be considered for priority funding. Please note that this is the priority deadline and scholarships will continue to be
awarded as long as funds are available.

- Your completed admissions application allows you to be automatically considered for some scholarships. Other scholarships require a separate application.

Individual seminaries offer scholarship assistance to students. Check with your constituent seminary for information concerning seminary awards.

Outside Scholarships

A search for outside scholarship money is time-consuming but may be well worth the effort. Students may be eligible for a specific scholarship or grant from an outside agency. Some sources to explore are employers, unions, professional organizations, special interest groups, and the internet. Students must notify the Office of Financial Aid if receiving funds from any outside sources. If a student receives a scholarship from an outside organization, the Office of Financial Aid first applies the amount against the student's unmet need, then toward self-help awards (by reducing private loans or work-study) and finally by reducing federal aid (affecting federal loans first) so that total financial aid (including the outside scholarship) does not exceed the cost of attendance.

Student Loans

The Interdenominational Theological Center participates in the major federal student loan programs to give our students the full range of options available for paying for college. We know students would prefer to receive grants and scholarships, but the reality is many of our students must rely on loans as well to help pay for their education. The federal loan programs below offer a secure, government-regulated, reasonably affordable way to invest in yourself and your goal of a higher education. **Student Loans** are financial obligations that must be repaid. Pay careful attention to the terms and conditions of any loan you accept to help pay for school. Do not borrow more than you need or can repay comfortably after leaving school.

**Satisfactory Academic Progress (SAP)**

To be eligible to receive a Federal Stafford Loan, a student must make Satisfactory Academic Progress (SAP). SAP is a combination of qualitative and quantitative components and is measured by:

- Grade Point Average (GPA);
- Number of credits earned divided by the number of credit hours attempted;
- Maximum time frame to complete the degree (1.5 X the required program hours).

The Interdenominational Theological Center will perform a SAP review each semester for a student who receives or applies for a Federal Stafford Loan. SAP reviews are usually performed after the spring term.

As required by federal regulations, The Interdenominational Theological Center administers an institutional SAP policy that is consistently applied to all Federal Financial Aid applicants and recipients. The Interdenominational Theological Center’s Federal SAP policy is designed to improve the student’s academic performance and is
closely tied to the academic standing policies of the various degree programs. If a student fails to meet established SAP requirements, a suspension letter is sent to the student. A suspension letter is sent if the student:

- has less than a 2.25 cumulative GPA;
- has earned less than 67% of the overall hours attempted;
- has attempted more than 150% of the hours required to complete their program.

A student whose eligibility for federal financial aid has been suspended may submit an appeal if mitigating circumstance prevented the student from achieving SAP. Circumstances that may be considered include death in the family, accident, illness, or other academic performance factors that were outside of the student’s control. If a student feels that he or she violated The Interdenominational Theological Center’s SAP standards due to one of these factors, the student may submit an appeal to the Financial Aid Committee, consisting of the Director of Financial Aid and the Centralized Student Advisement designee via Academic Affairs, for review. SAP appeals should be directed to:

Financial Aid Committee  
Office of Financial Aid  
700 Martin Luther King Jr. Drive  
Atlanta, Georgia 30314  
finaid@itc.edu

This personal statement must include:

- a detailed explanation of extenuating circumstances for each term the violation of SAP policy occurred; and
- a resolution or plan of action explaining how the student will ensure future academic success.

A student whose eligibility for federal financial aid has been suspended may submit an appeal if mitigating circumstance prevented the student from achieving SAP. Circumstances that may be considered include death in the family, accident, illness, or other academic performance factors that were outside of the student’s control. If a student feels that he or she violated The Interdenominational Theological Center’s SAP standards due to one of these factors, the student may submit an appeal to the Financial Aid Committee, consisting of the Director of Financial Aid and the Centralized Student Advisement designee via Academic Affairs, for review. SAP appeals should be directed to:

Financial Aid Committee  
Office of Financial Aid  
700 Martin Luther King Jr. Drive  
Atlanta, Georgia 30314  
finaid@itc.edu

The SAP appeal must be submitted in writing to the financial aid office within 30 days after receiving the letter of suspension. The appeal must include the following:

- identifying information including the student’s full name, student ID number, current address, phone number and e-mail address (if applicable);
- a written letter of appeal from the student explaining the circumstance that led to their SAP violation, and state why those mitigating circumstances are no longer affecting their academic performance.

This personal statement must include:

- a detailed explanation of extenuating circumstances for each term the violation of SAP policy occurred; and
- a resolution or plan of action explaining how the student will ensure future academic success.

Documentation of illness or medical condition is required when failing SAP is attributed to a medical condition. A statement from the student’s academic advisor is required for all 150% rate violators. For all students who have attempted more than 150% of the credits necessary to complete their degree, the advisor must outline all remaining courses required for the student’s degree program and the expected semester of completion.

The Financial Aid Committee will review appeals within two weeks of receipt. The student will be notified in writing, via the ITC email address, of the results of their appeal. Appeal decisions are based on the information presented to the committee and the SAP criteria. Appeal decisions will fall into one of the following categories:

Pending—additional information is needed
Approved—student is eligible to receive federal aid
Denied—student is not eligible to receive federal aid
Probation—the student will be sent a SAP contract that details the academic performance required in future terms for continued receipt of federal financial aid.

Questions pertaining to the SAP policy should be addressed to the Office of Financial Aid. A copy of The Interdenominational Theological Center’s Satisfactory Academic Progress Policy may be found in the Financial Aid section of The Interdenominational Theological Center’s website at www.itc.edu.