ACADEMIC CATALOG
TURNER THEOLOGICAL SEMINARY

2024-2027

Turner Theological Seminary
702 Martin Luther King Jr. Dr. SW,
Atlanta, GA 30314
(404) 527-0080
www.turnerseminary.org

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Welcome **Message**

Turner Theological Seminary remains committed to its motto, "For a Prepared Ministry," in keeping with its founders' goal of being "an institution for the preparation of training for every department of Christian work." Henry McNeal Turner's vast history and impact emphasize his capacity to prepare clergy and laypeople for an ever-changing theological terrain. TTS encourages students to live a bold, Christ-centered, influential life. Along with academic excellence, our commitment to preparing you to excel in mind and soul distinguishes us from others. Our students, professors, and administration all have a common goal: to make a major difference in the world. That is the T.U.R.N.E.R. difference. We welcome you to come see for yourself.

- Ammie Davis, M.Div., MBA, Ph.D. -
President & CEO

Dr. Ammie L. Davis is a native of Hattiesburg, Mississippi, with an enthusiastic, innovative, and holistic approach to the Worship Experience, community outreach, and pastoral care for God's people. Dr. Davis is an Itinerant Elder in the African Methodist Episcopal (AME) Church and a member of the Atlanta North Annual Conference of the Sixth Episcopal District of the AME Church. Dr. Davis is the Eighth President of Turner Theological Seminary, Atlanta, Georgia, former Connectional First Vice President of AME/Women in Ministry (WIM), and a member of the Commission on Chaplains of the AME Church. Dr. Davis is the first woman and Navy Chaplain to serve as President.

About **Turner**

Turner Theological Seminary is in the process of becoming an applicant for accreditation with the Transnational Association of Christian Colleges and Schools (TRACS) to award master's and certificate degrees. Contact TRACS at 15935 Forest Road Forest, Virginia 24551, or call (434) 525-9539.

All policies, requirements, processes, and general information included in this catalog are official for the 2024-2025 academic years. Following sound educational and fiscal practices, Turner Theological Seminary reserves the right to change any policies, regulations, procedures, and fees. TTS will notify impacted parties of changes. The most current and comprehensive information regarding the institution's academic and non-degree programs, faculty, staff, campus settings, location, resources, facilities, and student services is available on the Turner Theological Seminary website at www.turnerseminary.org.

Turner Theological Seminary does not discriminate among applicants to, or participants in, its degree programs based on gender, sexual orientation, race, religion, ethnicity, national origin, or physical disability.

Our **History**

The Turner Theological Seminary (TTS) was originally a part of Morris Brown College. Founded in the basement of Big Bethel African Methodist Episcopal Church of Atlanta in 1881, Morris Brown College provided Christian education for Negro boys and girls in the area. Operations would continue at Big Bethel until 1885, when Morris Brown moved to Boulevard and Houston Street in Northeast Atlanta. The faculty and student body consisted of two teachers and one hundred and nine students.

Morris Brown College established a theological department in 1894 for the training of ministers. Six years later, in 1900, the theological department was changed to Turner Theological Seminary in honor of the Senior Bishop of the African Methodist Episcopal Church, Henry McNeil Turner. For nine years, Alfred 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. E. W. Lee, a former principal who was subsequently elected president of Morris Brown College, was the first to serve as dean of theology. Twelve people made up the first student body.

TTS remained on the campus of Morris Brown Seminary until 1957. TTS became a founding constituent of the Interdenominational Theological Center (ITC) in 1958. The original founding-chartered institutions of the ITC were Gammon Theological Seminary (UMC), Morehouse School of Religion (Baptist), Phillips School of Theology (CME), and Turner Theological Seminary (AME). TTS received its charter

Our **History (cont)**

on December 11, 1975, duly incorporated under the laws of the State of Georgia by the Superior Court of Fulton County for Perpetual years. The school currently operates out of the Bishop Fredrick Hilborn Talbot Hall, 702 Martin Luther King Jr. Dr. SW, Atlanta, Georgia 30314, on the ITC campus, named in honor of Bishop Frederick Hilborn Talbot. Some of the notable Deans of TTS include Dr. George A. Sewell, Dr. Josephus R. Coan, Dr. Cecil W. Cone (brother of James Cone), and Dr. Clayton D. Wilkerson. Dr. Daniel W. Jacobs, Sr., and Dr. John F. Green.

During Dr. Daniel W. Jacobs Sr. tenure, the Frederick Hilborn Talbot Hall was erected, and the enrollment more than doubled. The facility contains offices, a chapel, a laundromat, a concession area, thirty-two dormitory rooms, twenty efficiencies, and five one-bedroom apartments. It became occupied in October 1987.

Today, the Board of Trustees maintains its governance role at TTS. This role encompasses the responsibility to set policy, maintain a state of fiscal institutional solvency, and provide oversight of the administration of the seminary through its responsibility for the election of a President who serves as the Chief Administrator of TTS. The Board, sanctioned by institutional by-laws, is designed to establish and maintain an administrative organization that will bring together and augment the various resources of the institution so that it can achieve its purpose.

Our **History (cont)**

Reverend Ammie L. Davis, Ph.D., was confirmed and appointed on December 13, 2021, by the Board of Trustees. Dr. Davis is the first woman and Navy Chaplain to serve as the eighth President-Dean at Turner Theological Seminary and the second woman to serve as President-Dean at the ITC, Atlanta, Georgia. African Methodism's long-standing commitment to theological education is depicted by academic excellence, higher education, and Christian leadership with an extended reach to schools of higher learning. Under Dr. Ammie L. Davis' leadership, the institution has reorganized its administrative team and is making strides toward obtaining accreditation. Dr. Davis is the first woman and Navy Chaplain to serve as the eighth President-Dean at TTS and the second woman to serve as President- Dean at the ITC, Atlanta, Georgia.

TTS continues to operate, and it is extremely optimistic about the future with the unwavering support of the AME Church, alumni, friends, Board of Trustees, and the Sixth Episcopal District of the AME Church.
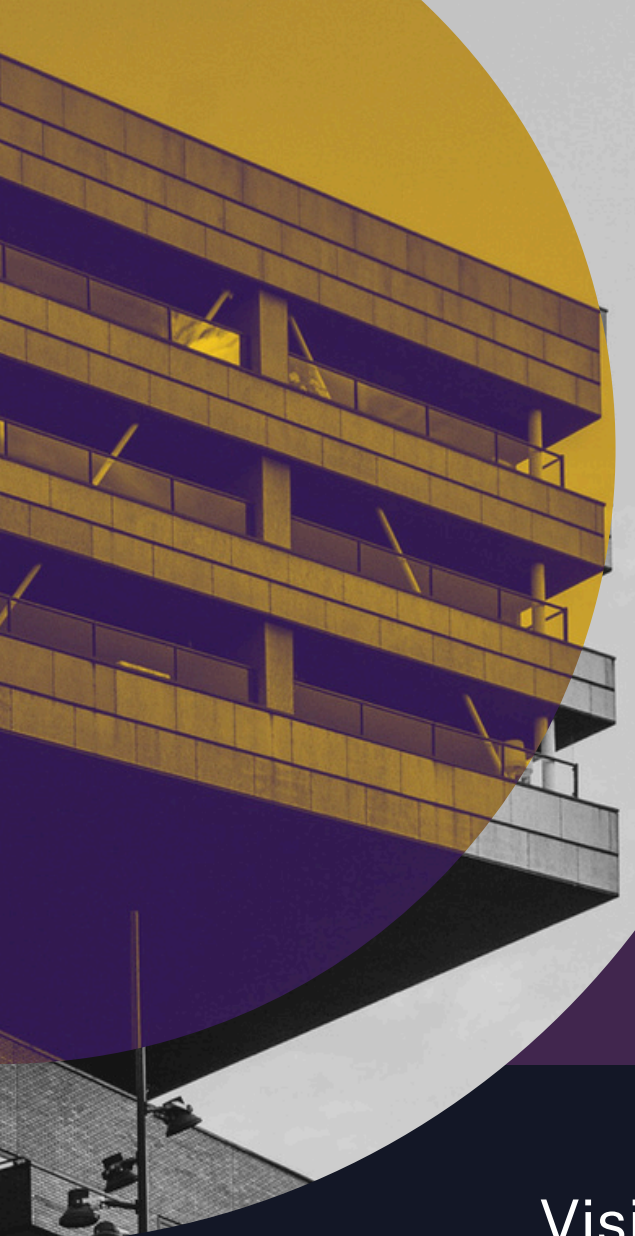
> *Worship God Wholeheartedly.*
> *Teach God's Word Effectively.*
> *Reach Out to Others Creatively.*
> *Encourage Others Continually.*
>
> *- President Ammie L. Davis*

Vision & **Mission**

Our Mission

Turner Theological Seminary (TTS) is African Methodist Episcopal in origin and affiliation and multidenominational in spirit. TTS prepares men and women for ecclesial leadership in the African-American tradition of theological reflection, liberation, evangelism, justice, and reconciliation to transform a diverse community of learners into future global leaders who impact the church and the world.

Our Vision

Turner Theological Seminary (TTS) is to be the seminary of choice for people who desire to pursue excellence through theological perspectives with an emphasis on social justice as a transformational seminary in the world.

Our Motto

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 men and women for every aspect of Christian Education.

Our **Faith Statement**

Turner Theological Seminary (TTS) hereby affirms its historical affiliation with the African Methodist Episcopal Church (AME). In fulfillment of its mission as an institution of higher education, steeped in the foundational beliefs of The AME Church, Turner Theological Seminary is committed to the motto of "God Our Father, Christ Our Redeemer, the Holy Spirit Our Comforter, Humankind, Our Family.

Academic Calendar

The academic calendar is the responsibility of the Office of the Provost (CAO), and it is maintained and disseminated by the Office of the Registrar.

Fall 2024

Registration Begins	June 7
Early Term	Aug. 9-13
Faculty Workshop	Aug. 17-18
New Students Orientation/Registration	Aug. 19
Returning Students/Registration	Aug. 20
Classes Begin	Aug. 23
Drop/Add Period ends on Aug 28 at 11:59 PM	Aug. 23-28
Withdrawal period with 'W' Begins	Aug. 30
Labor Day Holiday	Sept. 6
Connection Week 1	Sep. 13-17
Fall Convocation	Sep. 14
TTS Board Meets	Oct. 7
Connection Week 2	Oct. 4-8
Mid-Term Week	Oct. 11-15
Deadline to withdraw with 'W', ends at 11:59 PM	Oct. 18
Withdrawal period with 'WF'/Penalty Begins	Oct. 19
Spring Advisement Week	Oct. 25-29
Spring Registration Begins	Nov. 1
Admission Deadline	Nov. 2
Connection Week 3	Nov. 8-12
Last Day to Withdraw (incl. 'WF' Penalty) at 11:59 PM	Nov. 9
Thanksgiving Recess	Nov. 24-28
Cross Registration Deadline	Dec. 1
Last Day of Classes	Dec. 3
Last day to pre-register for Spring	Dec. 15
Final Exam Week	Dec. 6-10
Semester Ends	Dec. 10
Grades Due: by 5 PM	Dec. 21
Incomplete Grades Due	Jan. 7

Academic **Calendar**

Spring 2025

Registration Begins	Nov. 1
J-Term Classes	Jan. 3-7
New Students Orientation/Registration	Jan. 6
Returning Students/Registration	Jan. 7
Classes Begin	Jan. 10
MLK Jr. Observance	Jan. 17
Drop/Add Period – ends on January 15 at 11:59 PM	Jan. 10-14
Withdrawal Period with 'W' Begins	Jan. 25
TTS Founders Day/Board Meets	Feb. 2-4
Connections Week 1	Feb. 7-11
Mid-Term Week	Feb.28-Mar4
Last Day to Withdraw with 'W', ends at 11:59 PM	Mar. 8
Withdrawal 'WF'/Penalty Begins	Mar. 9
Connections Week 2	Mar. 7-11
Spring Break	Mar. 21-25
Fall Advisement Week	Mar.28-Apr.1
Connections Week 3	Apr. 4-8
Last Day to Withdraw 'WF' Penalty ends at 11:59 PM	Apr. 5
Registration for Summer and Fall	April 11
Good Friday and Easter Monday Recess	Apr. 15-18
Cross Registration Deadline: Summer	Apr. 15
Last Day of Classes	Apr. 22
Final Exam Week	Apr. 25-29
Honors and Awards Day	Apr. 28
Semester Ends	Apr. 29
Senior Grades Due by 11:59 PM	May 2
Remaining Grades Due, by 11:59 PM	May 6
Faculty Workshop	May 17-18
Incomplete Grades Due	May 28
Admission Deadline	July 1
Last Day to pre-register for Fall	July 30

Institutional **Goals**

Inherited from the work in the Interdenominational Theological Center consortium, these institutional goals reflect Turner's commitment to excellence and innovation in Theological Education. TTS' Institutional Goals are the responsibility of the Board of Trustees and are part of its strategic plan development.
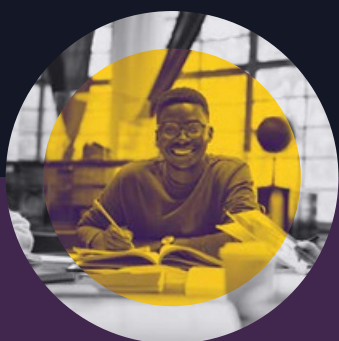
1. To educate men and women for leadership in Christ's Church and the world.

2. To demonstrate academic excellence in teaching and research.

3.To attract,support, and retainqualified 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.

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

5. To encourage scholarly research and publications related to Africa and the Diaspora Africanreligious experience, the African AmericanChurch, and the church universal.

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

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

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

9. To maintain fiscal stability and to strengthen the financial vitality of Turner Theological Seminary.

Code of **Ethics**

TTS is a historically Black Christian institution of higher learning dedicated to developing 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.

Board of **Trustees**

The Board of Trustees manages the governance, property, affairs, and business of the Corporation and exercises fiduciary oversight of TTS. The Board of Trustees shall oversee the management of the operations of TTS through the President of TTS and establish policies that frame the execution of administrative, educational, and financial matters.

Officers of the Board

Bishop Michael L. Mitchell, *Board Chair*
Vacant, *1st Vice-Chair*
Bishop Harry Seawright, *2nd Vice-Chair*
Rev. Ammie L. Davis, Ph.D., *President/Dean*
Rev. Larry Hudson, *Treasurer*
Rev. Dr. Jimmie L. Williams III, *Secretary*
Ms. Gloria Byrd, *Assistant Secretary*

Academic & Student Affairs, Endowment and Scholarship

Colonel Monica Lawson, *Chair*
Bishop Frederick Wright
Glenell Lee-Pruitt, Ph.D.
Rev. Terence Gray
James Allen, Ph.D.
Rev. Will Thomas, *Alumni President*
Rev. Leonard Kaigler, *Fellowship President*

Building & Grounds

Dr. Vandy Simmons, *Chair*
Bishop Harry L. Seawright
Rev. Dr. Kevin Moore
Rev. Mark Pierson
Rev. George Tyler
Rev James Alexander

Nominations & Trusteeship

Rev. Dr. Anton Elwood, *Chair*
Bishop Adam J. Richardson, Jr
Ms. Gloria Byrd
Rev. Dr. Ronald Owens
Rev. Isaiah Waddy
Rev. Dr. Moses Simms
Judge Amanda Heath

Governance, Risk, Compliance & Personnel

Sarah Goggans, Esq, *Chair*
Leah Dupree Love, Esq
Roy Klauber
Ron Tant
Ms. Gloria Byrd, *Assistant Secretary*

Budget and Finance

Rev. Dr. Gregory V. Eason, *Chair*
Bishop Michael Mitchell
Rev. Dr. Larry Hudson
Rev. Dr. David Rhone
Rev. Augusta H. Hall, Jr.
Rev. Dr. Tar-u-way Bright
Rev. Dr. Ronald Slaughter
Rev. John Foster, Ph. D.
Rev. Dr. Dorothea Dawkins-Haigler Dr. Leslie R. White

Special Events

Rev. Dr. Susan Buckson Green, *Chair*
Bishop John F. White, Jr
Rev. Dr. Michael Ephraim
Rev. Dr. Harvey Williamson
Rev. Thomas Stegall
Mrs. Alfreda Brooks
Rev. Richard Washington

Executive

Bishop Michael L Mitchell, *Chair*
Bishop Adam J. Richardson, Jr.
Bishop John Franklin White
Bishop Michael L. Mitchell
Bishop Harry L. Seawright
Bishop Frederick Wright
Dr. Jeffery Cooper
Rev. Ammie L. Davis, Ph.D
Rev. Larry Hudson
Rev. Dr. Jimmie L. Williams III
Ms. Gloria Byrd

Committee Chairs

Rev. Dr. Gregory Eason – Budget & Finance
Rev. Dr. Anton Elwood - Nominations
Rev. Dr. Susan Buckson – Special Events
Rev. Dr. Vandy Simmons – Building & Grounds
Colonel (Chaplain) Monica Lawson - Scholarships
Sarah Goggans, Esq – Governance, Risk, Compliance & Personnel

Administrative **Officers**

Turner comprises professionals from diverse fields and ministries committed to excellence in faith and practice of its vision and mission.

Staff

Ammie L. Davis, Ph.D., *President-CEO*
James Anthony Plenty, Ed.D., *Provost & Senior Vice President of Academic Affairs*
Valdes J. Snipes, Ph.D., *Special Assistant to the President*
TBA, *Director of Institutional Effectiveness and Accreditation Liaison*
TBA, *Director of Enrollment Management & Registrar*
TBA, *Director of Admissions, Retention & Student Services*
TBA, *Director of Relational & Spiritual Health Services*
Valdes J. Snipes, Ph.D., *Director of Continuing Education*
Tara Dixon, Ph.D., *Director of Chaplains Program*
TBA, *Director of Field Placement & Ministry in Context*
Brenda Kennell, *Financial Services & Financial Aid Manager*
Leslie White, *Fund Development & Alumni Engagement Manager*
Bo Barber, *Public Relations Manager*
Derrick Barnes, Communication & Marketing Coordinator
Robert L. Johnson III, *Facility and Residental Life Manager*
Robelyn McNair, *Human Resources Manager*
Quijonia Hayes, *Human Resources & Financial Administrative Assistant*
Tunya Cain, *Security Manager*
Gerri Hill, *Administrative Assistant and Office Manager*

Program Coordinators

Valdes Snipes, Ph.D.
Director of Continuing Education
Darvin Adams, Ph.D.
Certificate in Theology
Cynthia Gordon-Floyd, CPA, CFE
Certificate in Church Financial Management
Christopher Campbell, D.Min.
Certificate in Missiology
Tori Belin Ingram, D.Min.
Certificate in Urban/Rural Ministry
Michael Ephraim, D.Min.
Certificate in Church Administration & Nonprofit Management
Darrell Wesley, Ph.D.
Certificate in Trauma Informed Pastoral Care
Robin Porter Smith, CFCE
Certificate in Lay Leadership & Managing Volunteers
James A. Plenty, Ed.D
Certificate in Sacred Music & Worship

Special **Programs**

TTS offers a variety of Special Programs and initiatives designed to foster a wholistic theological education.

The Turner Institute of Political, Religious, Spiritual, and Social Justice Advocacy (TIPRSS)

TIPRSS is a leadership development program for clergy and laity training for social change that affects individuals, communities, churches, and the global community. TIPRSS collaborates with numerous partners and organizations to provide programs that promote and integrate participation in equality and justice for commonly disregarded dimensions of diversity, such as politics, religion, spirituality, and social justice activism. TIPRSS assists participants in evaluating the quality and efficacy of their church's and community's social justice activities and determining how to put their faith into practice best.

The Reverend Jarena Lee Women Leadership Academy (JLWLA)

JLWLA is a leadership enrichment program for empowering and advancing women in ministry. The JLWLA will provide two programs for women in ministry: one for individuals serving in rural and small churches and communities and another for emerging women leaders under 40 serving in the church. An accomplished group of instructors, coaches, and facilitators assist program participants in deepening their sense of calling and service. The topics covered reflect the many needs of modern ministry, such as strategic leadership, effective communication tactics, networking, and ministry-work-life balance. JLWLA aims to enhance the skills, gifts, and talents of women preparing to lead, develop, organize, and administer ministry programs in the connectional, local church, parachurch, and mission environments.

The Institute of Afrocentric Learning and Global Leadership (IALGL)

The IALGL Institute emerges as a beacon of intellectual enlightenment, positioned at the nexus of tradition and progress. Rooted in a profound commitment to fostering academic excellence, spiritual resilience, and global leadership, our purpose is to serve as a vessel for the harmonious integration of knowledge drawn from the rich tapestry of learning from an Afrocentric lens. Our mission is to bridge the yawning chasm that often exists between the sacred realm of the church, the hallowed halls of the academy, and the pragmatic world of public policymakers.

Student **Life**

Student Life at TTS is about more than just academics - together, each student, faculty, administrator, and staff creates a community of learners practicing a liberating and transformative spirituality.

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Student life at TTS goes beyond academics, focusing on community responsibility, spiritual transformation, and liberation theology to nurture personal development, values, and purpose. Emphasizing active learning and critical thinking through interactions with diverse perspectives, students are encouraged to explore their passions, embrace new experiences, and step out of their comfort zones to deepen their spiritual connection. TTS Student Life embodies these principles and more, offering students a seminarian experience rooted in ecumenism within an Afrocentric community, set in the historical backdrop of downtown Atlanta, renowned for its Civil Rights movement legacy.

At TTS, students have access to various community, academic, and social organizations that meet a diverse range of needs and interests. These organizations are overseen by unique student groups and faculty advisory boards. The Student Association at the campus operates with a self-governing framework that promotes personal, spiritual, and academic values in line with TTS principles. It also offers valuable leadership chances and fosters community involvement.

Student **Life**

The Office of Admissions, Retention & Student Services

TTS is dedicated to creating a vibrant, nurturing, and dynamic learning environment for all students throughout their time at the institution. The Office of Admissions, Retention, and Student Services (OARS), under the Office of Academic Affairs, is responsible for ensuring a positive student service experience. The OARS has three core objectives:

    a. To complement and enhance TTS's academic mission.
    b. To enhance students' overall quality of life.
    c. To recruit, admit, and support a diverse student body locally, regionally, nationally, and internationally.

The OARS oversees the entire admissions process, from initial contact to final enrollment. Turner is dedicated to attracting students who exhibit academic prowess, enroll, and successfully graduate.

TTS, a historically Black Christian institution of higher education, focuses on cultivating both lay and clergy leadership, teaching transformative spiritual theology, and fostering justice and reconciliation communities worldwide. The institution strives to promote social justice and peace through ecumenical fellowship and education, both in and out of the classroom. At TTS, students are encouraged to participate in spiritual, intellectual, recreational, and residential activities in collaboration with the broader community. The university offers a wide range of programs, services, and resources through its various departments and divisions. The Office of Admissions, Retention, and Student Services delivers academic, housing, spiritual, and emotional assistance to TTS students, overseeing services, events, and programs for the entire student body.

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The Office of Enrollment Management & Registrar

The Office of Enrollment Management & Registrar (OEMR) at Turner Theological Seminary upholds the institution's mission by offering administrative support for the curriculum, enforcing academic policies, safeguarding academic and educational records with integrity and confidentiality, and delivering customer-centric services to all stakeholders. The office manages academic records, ensuring their accuracy, security, and integrity. Additionally, it handles registration, grade processing, enrollment and degree verification, degree audits, and provides transcripts and degrees. Other services encompass course schedule planning, classroom assignments, and internal and external reporting.

The Office of Relational and Spiritual Health Services

The Relational Health Counselor collaborates with the Office of Admissions, Retention, and Student Services, as well as the Facilities & Student Residence Coordinator, to offer a variety of relational and spiritual health support services. Additionally, there is an option for referrals to external services for relational, emotional, psychological, and cognitive support if needed.

The Chaplain is responsible for overseeing, developing, and conducting Chapel services. Within this diverse community, the Chaplain plays a crucial role in creating a safe relational environment for students, families, staff, and administration. Chaplaincy involves providing support to help individuals navigate challenges in their lives in a healthy manner. By integrating new theological perspectives and philosophical ideas with personal and denominational traditions, the Chaplain offers spiritual care that encourages recipients to gain new insights. Through creating a space for exploration, the Chaplain facilitates recipients in further understanding and building upon these insights, aiming for a more profound self-awareness to engage effectively in all aspects of their lives. The scope of care provided impacts academic achievements, family relationships, career aspirations, and community engagement. All conversations are treated with confidentiality.

The Office of Facilities and Residential Life

TTS housing fosters an environment that encourages individuals in embracing and practicing a transformative spirituality, academic excellence, and embracing religious, gender, and cultural diversity, all while advocating for justice and peace among its residents.

The housing management's goal is to cultivate a supportive and secure living space at TTS that aids in students' academic and communal growth. As part of the TTS residential community, students are required to maintain full-time enrollment with a GPA of 2.25 or higher. Additionally, students living in TTS housing must uphold self-care responsibilities, follow the TTS Code of Ethics and Conduct, and display a responsible awareness of the well-being of others in the community.

The Office of Institutional Effectiveness and Compliance

TTS's financial aid program supports numerous students in pursuing their education and preparing for service in the church. Eligible degree-seeking students can access scholarships and loans by completing the Free Application for Federal Student Aid (FAFSA) using the TTS college code. It is crucial for students to comprehend the financial commitments associated with federal aid, monitor their academic progress to prevent excessive debt, and meet Satisfactory Academic Progress (SAP) requirements to retain financial aid eligibility. For more details on financial aid, refer to the Student Expenses and Financial Assistance sections.

Library **Resources**

Turner Theological Seminary library services supports academic excellence in research and practice.

Turner Theological Seminary's (TTS) Library is an online library resource of the Digital Theological Library (DTL2), a co-owned digital library of electronic books, journals, and other resources. This new resource will provide TTS with virtual access to digital copies and upgraded books of many volumes currently located in major seminaries and university libraries worldwide. The mission of DTL is to provide its co-owning institutions with the highest quality digital resources in religious and theological studies at the lowest possible costs.

The Digital Theological Library (DTL) is a California-based non-profit corporation that operates five digital libraries in religious studies, including comprehensive research libraries in support of graduate education in theology and religious studies (Original DTL & DTL 2, a research library for religious professionals in North America who are not associated with an academic institution, a free Open Access Library (OADTL), and a research library for schools in developing nations (Global DTL).

DTL2 academic content includes:

- over 480,000 eBooks
- over 160 databases
- over 21,000 journal titles
- over 50,000,000 full-text, peer-reviewed articles
- over 11,000 hours of Counseling eVideos
- over 30 subject guides

Contact the Director of Enrollment and Registrar for an up-to-date PDF document that includes:

- Examples of the expanded content now available
- Links and descriptions to make it easy to access the databases using combined searches of both databases or digital asset-only searches.
- Login information and access instructions for students, faculty, staff, and employees.

Core Values of the DTL2

Although the DTL is non-confessional, the DTL board has affirmed the following core values:
- Consistent truthfulness in all its interactions with its members and vendors
- Treatment of all people as we would wish to be treated.
- Respect for each school's individual and unique mission
- Regard for the stability and sustainability of the DTL
- Commitment to co-ownership of the DTL and partnership for mutual advantage
- Desire for service beyond the narrow confines of the DTL membership

General **Policies**

TTS adheres to the best practices and policies of the Department of Education and accrediting agencies to ensure excellence in theological education.

Americans with Disabilities Act (ADA)

TTS is committed to providing educational opportunities and access to persons with disabilities in accordance with the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA) of 1990, and applicable local, state, and federal anti-discrimination 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 to alert the institution about disabilities for which they may want accommodations. Current students with questions about such accommodations should contact the Office of Admissions, Retention & Student Services. Students must submit appropriate documentation regarding disabilities to the Office of Admissions, Retention & Student Services to initiate the process of requesting 504/ADA accommodations within the first two weeks of the standard, full-term session. Students' requests for 504/ADA accommodations require the approval of the Office of Admissions, Retention & Student Services and the Vice President for Academic Affairs/ Provost. Students must 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 Admissions, Retention & Student Services. Academic accommodations are adjustments that provide an equitable academic opportunity for students with disabilities. Academic accommodations are designed to give 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 Admissions, Retention & Student Services and approved by the Office of the Provost. They need not be provided when the accommodation would result in a fundamental program alteration 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 that would fundamentally alter the nature of a program or 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, sexual assault, violence, or coercion. TTS adheres to the guidelines of Title IX concerning providing a safe, equitable environment for the TTS Community, including students, faculty, staff, and administrators. Title IX concerns or violations should be reported to TTS's Title IX Coordinator.

Inclement Weather Policy

In life-threatening weather conditions, the president may deem it necessary to close TTS officially or delay the opening time. Any schedule changes or delays will be announced via email and other emergency communications channels. An update will also be posted on the TTS website (www.turnerseminary.org) as soon as possible after any decision on schedule changes or closings is made.

Academic **Programs**

Turner Theological Seminary is a community of faith and learning offering master's degrees whose mission is 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.

Academic **Programs**

TTS offers academic programs and professional certification designed to prepare individuals to practice a transforming and liberating spirituality in spaces of public, congregational, and academia.

Degree Programs & Outcomes

Turner Theological Seminary 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 master's and doctoral levels.

TTS offers one degree: the Master of Divinity (MDiv).

A bachelor's degree from an appropriately accredited institution is required for admission into the master's degree program. For educational equivalency and special admission requirements, see the Master of Divinity section of this catalog.

Certificate programs are offered for professional and ministerial formation. Please take a look at the Continuing Education section of this catalog.

Planned Program Forms for the Master of Divinity (MDiv) degree programs, including those with Professional certifications, can be found on the TTS website under academics.

The 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 72 credits for completion and includes six capstone/field placement course credits.

Degree Areas Credits
A. Introduction to Track Area: 6
B. Theoretical Foundations: 6
C. Religious Heritages: 12
D. Cultural Context: 9
E. Personal & Spiritual Formation: 3
F. Ministerial & Public Leadership: 9
G. Electives/Denominational Core: 6
H. Capstone: 21
Total: 72 credits

Academic **Programs**

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 TTS with an interdisciplinary focus, thus providing a basic graduate professional education for engagement in ordained ministry.

Denominational Requirements

Courses in denominational history, polity, and theology are required by TTS for the specific denominations and count towards additional core requirements for graduation. Depending on individual denominational requirements for ordination, students must take both denominational history and polity courses. Students affiliated with Methodist denominations must take the denominational history, polity, and Wesleyan Theology courses. Students affiliated with the UMC must take the denominational history, polity, Wesleyan Theology, World Christianity, and Congregational Evangelism courses.

Academic **Programs**

Program Student Learning Outcomes

1. Graduates will be able to interpret scripture, history, and Christian theology.

2. Graduates should be able to compare/contrast the teachings of the Christian faith and other religions, philosophies, and competing worldviews.

3. Graduates will be able to examine effective ethical and professional leadership and discipleship strategies.

4. Graduates should be able to communicate effectively with various audiences, both orally and in writing.

5. Graduates will be able to construct their own theological perspective based on their faith and tradition.

6. Graduates should be able to analyze significant historical developments of Christianity and its influences on different cultures, including the African Diaspora.

Degree Concentrations

TTS students can choose a concentration for their degrees. Concentrations are to be declared by the end of the second semester for the MDiv. Students may concentrate on one specific area with a minimum of 6 courses in the same area. The minimum requirement of 6 courses for a concentration may increase depending on specific area requirements; for instance, students who want to concentrate on Chaplaincy will need additional credits to complete the necessary 400 hours (4 units) of ACPE requirements.

Degree consistency to Institution's mission and goals

The course of study in the MDiv is consistent with TTS's mission and goals. It has been defined as the degree program that prepares students to serve as ordained congregational leaders, public spaces ministers, and leaders in academic ministries. The consistency of the degree to TTS's mission and goals is safeguarded by the Unit Review and Evaluation annual cycles, and the oversight of the Provost's Office.

Academic **Programs**

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 assessment points are the same as indicated in the Degree Measures Table. Therefore, students successful in the process are certified as Candidates and allowed enrollment in the capstone sequence of MII 841 Ministry in Context I and MII 842 Ministry in Context II. The prerequisites, advisement, and curricular auditing safeguard the coherence of course progression and sequencing

Pre-requisites of the Curriculum

The ourses of the MDiv also have prerequisites associated with them. Introductory courses are requirements to allow enrollment in intermediate or advanced courses. Students, for instance, to enroll in MII 866 Christian Worship, are required to have completed their bible requirements and their preaching class.

Types of Courses of the MDiv

The Curriculum Map of the MDiv illustrates classes that vary as required classes that provide the foundation for degree emphasis and electives, allowing students to sequence and yet customize their course of studies.

Academic **Programs**

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M.Div. Curriculum Map

Students are recommended to take the following approved curriculum map for the M.DiV. All M.Div students are required to take one summer intensive of CPE. Students desiring to concentrate on chaplaincy must factor in summer intensive work to attain four units of CPE.

MDiv Curriculum (F2024)	
MDiv Requirements	**Recommended Courses**
A. Introduction to Track Area (6 credits)	**ISS 408A Africana Studies I: Thinking Theologically about Ministry from an Africana Position** **TPS 641 History of Christian Thought**
B. Theoretical Foundations (6 credits)	**TPS 621 Ethics & Society** **CSS 701 Sociology of Religion** **or** **CSS 716 Psychology of Religion**
C. Religious Heritage (12 credits)	**BHS 501 Intro to Hebrew Bible/Old Testament** **BHS 531 Intro to Early Christian Scriptures** **TPS 653 Religion in African American History** **CSS 603 Systematic Theology**
D. Cultural Context (9 credits)	**CSS 685 World Christianity** **or** **CSS 746 World Religions** **ISS 419 Bible, Gender, Sexuality, & Spirituality** **BHS 570 Voices from the Margins: Minoritized Biblical Interpretation**
E. Personal and Spiritual Formation (3 credits)	**MII 801 Theories and Practices of Educating in Faith**
F. Ministerial and Public Leadership (9 credits)	**CSS 718 Clinical Introduction to Pastoral Care and Counseling** **MII 866 Christian Worship** **MII 845 Introduction to Preaching** **or** **MII 863 Rhetoric**
G. Capstone/ Integration 6 credits)	**MII 841 Ministry and Context I** **MII 842 Ministry and Context II**
H. Electives (21 Credits) **Denominational Requirements of 6 to 9 Credits)**	**Any other course approved by degree coordinator and advisor** **Denominational Requirements** **TPS 658 Denominational History** **MII 826 Denominational Polity** **TPS 782 Denominational Theology (Elective)**
Total	**72 Credits**

Academic **Programs**

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Curricular **Offerings**

TTS offers courses in a variety of departments that support degree objectives. The Departments and the course offerings are listed below and updated on a regular basis.

Turner's Curricula

TTS course offerings fall within the various academic departments and are divided into five academic departments:

- Interdisciplinary and Social Studies (ISS)
- Biblical Heritage Studies (BHS)
- Theological and Philosophical Studies (TPS)
- Church and Society Studies (CSS)
- Ministry Impact and Innovation Studies (MII)

The various departments may house diverse programs of study.

Interdisciplinary and Social Studies (ISS)

The studies within this department aim to equip students with the ability to comprehend the relationships between individuals and concepts. The academic endeavors in this department are centered on addressing practical challenges in local or global settings.

Biblical Heritage Studies (BHS)

The studies in this department aim to assist students in comprehending and interpreting the Bible, the original cultures, and the languages used in the text within the context of modern faith. The courses and teaching methods are structured to enable students to acquire the necessary tools and skills in biblical languages, history, and concepts for this purpose.

Theological and Philosophical Studies (TPS)

The courses in this department aim to introduce students to primary and secondary sources in philosophy, theology, ethics, and church history. Emphasizing the interconnectedness of theory and practice, students can enhance their reflective and critical thinking skills by exploring both conventional and unconventional sources of theology, along with contemporary Christian thought and practice.

Church and Society Studies (CSS)

Academic research in this field views individuals in ministry as essential components of society and the Church's worldwide mission. By utilizing theory and interdisciplinary teaching approaches, students and faculty can gain deeper insights into how individuals operate in both conventional and unconventional ministries, addressing psychological, sociological, missiological, and cultural aspects of living as individuals in society. Aligned with the mission and goals of ITC, this field aims to promote an understanding of religious practices in non-Christian cultures and the diverse scope of ministry on a global scale.

Ministry Impact and Leadership Stud Studies (MIL)

The studies within this department offer insight and exposure to various forms of ministries, spanning communities of faith, public arenas, and academia. Through experiential examination and supervised practice, students delve into the theory and skilled execution of preaching, teaching, worship, music, drama, leadership, administration, evangelism, and missions. The methodology involves integrating biblical, historical, theological, socio-cultural, socio-ethical, ecclesiastical, artistic, and behavioral perspectives into practical study approaches. Emphasizing innovation and its practical implications in the world is a key focus of this department.

Capstone Courses

Master of Divinity Capstone Courses

ISS 400. Introduction to Africana Studies
MIl 835. Ministerial Leadership
MIl 841 & 842. Ministry and Context I & II

Introduction to Africana Studies, 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 course introduces the student to theological education for Christian ministry 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.

Curricular **Offerings**

These three-part capstone courses introduce the student to holistic Christian ministry, focusing on integrating the total curriculum and the awareness of lifelong learning as a prerequisite for competent, committed, compassionate religious leadership.

The student is expected to take the responsibility to seek answers, be a self-motivated learner, and remain committed 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.

Course Offerings per Department

Interdisciplinary and Social Studies (ISS)

ISS 409. Immersion 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. Any discipline may use this course for the development of a travel seminar. Faculty must observe the policies for developing travel seminar programs and risk management. Three to six credits

ISS 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 historical and contemporary, focusing on personalities and institutional structures. The course is open to both women and men. It will provide opportunities to analyze structural issues about women (and men) in the Church. Theological, socio-political, psychological, and ecclesiological aspects of the subject will be explored. Three credits

ISS 412. Seminar: Interdisciplinary Theory and Methodology
This team-taught course sharpens the theoretical and methodological research skills of advanced M.Div. students who plan to enter doctoral programs. Students must read the 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. Three credits

ISS 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 design. Women also teach, lecture, and consult 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. Three credits

ISS 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 design, including one course on the subject. The course explores Black women's lives from the perspective of Black women scholars. Three credits

ISS 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. This course explores the forces (e.g., theology, media, culture, language, history, family, and politics) contributing to one's perceptions of reality and perspectives on the consequences of bias, inequity, and typing in religion and the church. These forces are presented through transformative learning whereby learners explore, integrate, and think critically about the forces shaping values, motivation, decision-making, and identity concerning race and gender in religion. Three credits.

ISS 415. Black Women in the 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 design. Women also teach, lecture, and consult 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. Three credits

ISS 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. Three credits.

ISS 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. Three credits

ISS 419. Bible, Gender, and Sexuality
This interdisciplinary seminar will examine key biblical texts on ethnicity/race, gender, and sexuality concerning 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 masculinity and femininity in an intersectional analysis of religion, race, gender, sexuality, citizenship, and power dynamics in the 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.
Pre-requisites. BHS 501, BHS 531, exegesis, Ethics or Sociology of Religion, Systematic Theology, Clinical Introduction to Psychology of Pastoral Care. Required of MDiv candidates. Three credits

ISS 435 Research Methods in Religious and Africana Studies
The course introduces critical thinking and the modes of research used in the crossing of Applied Religious Studies and Applied Africana Studies. The basic skills and processes are discussed in developing research questions, reviewing relevant literature, and conducting research. Qualitative and quantitative research methods are reviewed with a concentration on five qualitative approaches as they support TTS's praxeological 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 original ideas and formulate research proposals demonstrating their understanding of applied research.
Required for MDiv Academic and Public
Spaces tracks. Three credits

ISS 436 Research Practicum in Religious and Africana Studies
This course guides students in completing and publicizing the research project initiated in ISS 435. The course continues 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 are discussed in developing research questions, reviewing relevant literature, and conducting research. Qualitative and quantitative research methods are reviewed with a concentration on five qualitative approaches as they support TTS's praxiological emphasis. The subject also covers key basic principles in academic writing, including referencing and citation methods. Prerequisite: IINT 435 Research Practicum in Religious and Africana Studies. Required for MDiv Academic and Public Spaces tracks. Three Credits

Curricular **Offerings**

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. Three credits advanced courses in the student's area of concentration. Three credits

Biblical Heritage Studies (BHS)

Hebrew Bible/Old Testament
BHS 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. Three credits

BHS 503. Introduction to Biblical Hebrew I
The study of Hebrew grammar, syntax, and vocabulary with exercises in reading and writing biblical Hebrew. Credit will be given only when BHS 504 is completed. Three credits

BHS **504. Introduction to Biblical Hebrew II**
A continuation of the study of Hebrew grammar, syntax, and vocabulary with exercises in reading and writing biblical Hebrew. Prerequisite: BHS 503. Three credits

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

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

BHS 507. Pentateuch
An exegetical study of one or more of the books or documents in the Pentateuch. Three credits

BHS 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: BHS 501. Three credits

BHS 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: BHS 501. Three credits

BHS **511. The Minor Prophets**
An exegetical study of one or more books of the Minor Prophets, with particular 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 a combination of two or more books, for example, 511kl (Zechariah-Malachi). This course fulfills the exegetical requirement. Prerequisite: BHS 501. Three credits

BHS 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:
BHS 501. Three credits

BHS 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: BHS 501. Three credits

BHS 515. Wisdom Literature
A close reading of biblical books such as Job, Proverbs, and Ecclesiastes, with particular 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: BHS 501. Three credits

BHS 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: BHS 501. Three credits

BHS 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: BHS 503-504 or an equivalent preparation in biblical Hebrew. Three credits

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

BHS 529. Hebrew Bible/Old Testament Theology
This course will trace the theology of the Hebrew Bible/Old Testament, paying particular attention to issues such as God the Creator, the covenant idea, righteousness, justice, evil, and Israel's confessional heritage, which portrays Israel's Theo centricity. Prerequisite: BHS 501. Three credits

Curricular **Offerings**

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

Early Christianity/ New Testament

BHS 531. Early Christian Literature/ Introduction to the New Testament
A critical introduction to the environment of the New Testament and significant New Testament writings with attention to the content and fundamental historical, literary, and theological issues involved in New Testament interpretation. Required of M.Div. and M.A. candidates. Three credits

BHS 533. Introduction to New Testament Greek I
An introduction to the essential elements of New Testament Greek grammar, syntax, and vocabulary. Credit is given only when IBHS 534 is completed. Three credits

BHS 534. Introduction to New Testament Greek II
Continuing the study of New Testament Greek grammar, syntax, and vocabulary.
Prerequisite: BHS 533. Three credits

BHS 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: BHS 534 or equivalent. Three credits

BHS 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: BHS 534 or equivalent. Three credits

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

BHS 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: BHS 531. Three credits

BHS 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 how this analysis clarifies early Christian institutions, literature, and theology are explored. Prerequisites: BHS 531 and an exegetical elective. Three credits

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

BHS 544. Life and Teaching of Jesus
The life and teachings of Jesus of Nazareth were studied through a critical examination of the sources. Emphasis is on the social context and implications of Jesus' mission and his significance for the Christian faith today. Prerequisites: BHS 531 and an exegetical elective. Three credits

BHS 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: BHS 531. Three credits

BHS 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 introduces the current study of Acts, its use for understanding early Christianity, and its relevance to contemporary church life. 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. Three credits

BHS 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: BHS 531. 3 credits

BHS 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: BHS 531. Three credits

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

BHS 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: BHS 531. Three credits

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

BHS 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: BHS 531 and an exegetical elective. Three credits

BHS 569. Directed Study in the New Testament
This directed study is done with the consent of the instructor. Prerequisites: BHS 531. 2- 4 credits

Hermeneutics

BHS 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: BHS 501, IBSL 531, and one exegetical elective. Three credits

BHS 571. Contemporary Afrocentric Biblical Interpretation
This course is designed to familiarize students with various approaches to exploring scripture currently 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 and their ideological concerns and leanings. Issues of womanist interpretation and Afrocentric male interpretations will be explored and analyzed. Prerequisites: BHS 501, IBSL 531, and an exegetical elective. Three credits

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

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

BHS 576. Narratology
This course examines theories of narrative criticism applied to either one or both canons.
Attention will be given to plot and character development constructs, time, setting, narrative
viewpoint, etc. Critical theorists and the application of their theories will be investigated
concerning one or a series of canonical books or themes. In addition, issues in the ethics of
reading will be explored. Prerequisites: BHS 501, BHS 531, and one exegetical elective. Three
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: BHS 531 (with a C or better). Three credits

Theological and Philosophical Studies (TPS)

TPS 602. The Doctrine of God
An in-depth exploration of the nature of God, the Trinity, theodicy, and God's providential
activity in the world. Three credits

TPS 603. Systematic Theology
Important doctrines and theologians of Christianity are studied to provide the most
straightforward possible understanding of the Christian faith. Special attention is given to the
Black Christian experience. Required of M.Div. candidate. Prerequisite: ITEH 601. Three credits

TPS 604. The Doctrine of Christology
An exploration into various interpretations of Jesus Christ. Three credits

TPS 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. Three credits

TPS 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. Three credits

TPS 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. Three credits

Curricular **Offerings**

TPS 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. M.Div. Candidates. Three credits

TPS 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. Three credits

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

TPS 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. Three credits

TPS 612. Seminar: Womanist Theology
An exploration into the theological contents of African American women's experiences. The sources used are autobiographical, biographical, theological, historical, and literary writings. Three credits.

TPS 613. Advanced Seminar in Theology
An in-depth exploration of various theological systems and trends. Three credits

TPS 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. Three credits

TPS 615. Philosophical and Theological Views of Humanity
A critical study of selected theories of humanity to develop a positive Christian anthropology. Special attention is given to emerging trends of humanity developed by Black and Liberation theologies. Three credits

TPS 616. The Doctrine of Reconciliation
A study of biblical materials, historical interpretations, and contemporary reviews concerning Christology and its meaning for the Black Christian experience. Three credits

TPS 617. Historical Theology
An examination of the theological thinking of the church in its historical context concerning its influence in the church of today, especially the Black Christian church. Three credits

TPS 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. Three credits

Curricular **Offerings**

TPS 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: TPS 601. Three credits

TPS 620. Directed Study in Theology
This course is designed for students who wish to pursue a special interest in theology.
2-4 credits

Ethics

TPS 621. Ethics and Society
This course introduces students to a general knowledge of the development of the literature of Christian ethics. It focuses on 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 moral life through learning to analyze ethos and lay bare the roots and fundamental character of a community's moral life. Prerequisite: TPS 601. Required of M.Div. candidates who do not take the Sociology of Religion core course. Three credits

TPS 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 the ethic of economic development for the oppressed. Three credits

TPS 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. Three credits

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

TPS 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. Three credits

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

Curricular **Offerings**

TPS 629 Ethics for Leaders and Leadership Roles
This course is designed to provide students with a comprehensive understanding of ethical principles and their application in leadership positions within the field of chaplaincy. The course aims to equip future chaplaincy leaders with the knowledge and skills necessary to navigate complex ethical dilemmas ethically and responsibly. Three credits.

TPS 630. Prominent Contemporary Theological and Moral Thinkers
This course examines modern movements, trends, and thinkers in religious ethics. Three credits

TPS 632. Morality, Community, and Character
This course investigates how persons' lived experiences shape their moral visions of the world and, conversely, how persons' moral visions are reflected in the activity of their lives. The course examines various narrative theories as moral discourse and investigates TPS 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 a critical evaluation of civil rights documents and texts and some analysis of film. The course offers the opportunity to reflect critically on motivations for and against civil rights activity. Three credits.

Curricular **Offerings**

TPS 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. Three credits.

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

TPS 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 interpretations of the nature of economic justice and human development. Three credits

TPS 638. Seminar on Black Religion and the American Labor Movement
This course investigates the theological and ethical presuppositions of Black leaders involved in the organized labor and Civil Rights movements. Three credits.

TPS 639A. Seminar on Contemporary Issues
An exploration of contemporary issues in theology. Three credits

TPS 639B. Seminar on Contemporary Issues in Ethics
An exploration of contemporary issues in ethics. Three credits

TPS 639C. Seminar on Contemporary Issues in Historical Theology
An exploration of contemporary issues in historical theology. Three credits

TPS **640. Directed Study in Ethics**
For specially qualified seniors who desire to pursue intensive research in ethics. 2-4 credits.

Curricular **Offerings**

History

TPS 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. Three credits

TPS 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. Three credits

TPS 644. Seminar: Howard Thurman
This seminar critically examines Howard Thurman's theology, mediations, and mysticism. Special attention is given to Thurman's race relations and social justice perspective. Three credits

TPS 645. Seminar: Women in the History of Christianity
A seminar designed to enhance recognition of women's participation in the church's history. The first part of the study will include a survey of women's activities and attitudes regarding those activities in each significant period of church history. The second part of the study will feature women in the leadership of the contemporary church, with particular attention paid to Black and other women of color. Three credits

TPS 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: TPS 641 or TPS 642. Three credits

TPS 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: TPS 641 and TPS 642. 3 credits

TPS 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 the twentieth-century America. Three credits

TPS 649. African Church Fathers and Mothers
A study of select figures of the early church (before Augustine) who lived and worked in Africa, notably Tertullian, Athanasius, Perpetua, and Origen. Particular attention is given to these figures' contributions to ministry in the contemporary African-American Church. Prerequisite: TPS 641. Three credits

TPS 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. Three credits

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

TPS 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. Three credits

TPS 653. Religion in African American History
A study of the history of Christianity in America shaped by the total experience of African Americans. Attention is given to the distinct denominations of America and 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. Three credits

TPS 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: TPS 641. Three credits

TPS 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. concerning the modern Civil Rights Movement. This course seeks to expose students to the broad historical compass from which King and the movement emerged and explore the context in which he sought to live out his ideals. Three credits

TPS 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. Three credits

TPS 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: TPS 652 or TPS 653. Three credits

TPS 658. Denominational History
An in-depth study of the history of the respective denominational constituents of TTS. Normally, Presbyterian international students are not required to enroll in Denominational History. Required of M.Div. candidates by denominations as indicated. Three credits.

Curricular **Offerings**

Church and Society Studies (CSS)

CSS 685. World Christianity

This course begins with the biblical and theological basis for understanding the Christian mission and its relationship to evangelism and the ecumenical involvement of the Church. It continues with the study of selective models of ministry and evangelism within the United States and outside it, with particular attention paid to ministry among and by African-American churches, identification of current issues confronting the church in mission, and the growth in ecumenism, especially as it relates to African-American Christians. Required for UMC M.Div. candidates. A World Religion course is an option for all other MDiv students. Three credits

CSS 686. 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 and the practices of the student's particular denomination. Three credits

CSS 687. 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 have demonstrated a keen understanding of an integrated and comprehensive communication strategy for cross-cultural and intercultural missions throughout history and contemporary times. 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. Three credits

CSS 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 in critical analysis of assumptions and contextualizing the gospel. Prerequisite: For students concentrating in Missiology or Religions of the World only. Three credits.

CSS 690. Congregational Evangelism

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

CSS 691. Biblical Models of Mission

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

Curricular **Offerings**

CSS 692. Incarnation and Mission Among Urban Poor
The Gospel of Luke's image of the church allows one to relate mission issues to politics, economics, health, materialism, and other trends affecting the 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. Three credits

CSS 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 bridging strategy as a significant means of implementing planned change in congregational and missional organizations. Prerequisite: Students concentrating only on Missiology and Ecumenism, Evangelism, or Religions of the World. Three credits

CSS 690. Congregational Evangelism
This course surveys the various issues and processes related to evangelism that generally occur in the local church context. It provides a set of curricular perspectives for selecting and developing an approach in a given congregational setting. Three credits

CSS 691. Biblical Models of Mission
This course reviews Hebrew Bible/Old Testament and New Testament perspectives on the mission of the people of God. While particular emphasis is given to Pauline theology and mission practice, the course explores the thesis that there was never a single, unified church but Peter and James in Jerusalem, the other managed by Paul for various centers. Paul's precarious position in the Black Church and the implications of this for African-American perspectives on missions are also addressed. Three credits

CSS 694. Introduction to Urban Community Action
The purpose and general objective of the course are to assist participants in developing 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. Three credits

CSS 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 where culture remains predominately shaped by Western thought. Three credits

CSS 697. Ministry in Global Perspectives
An examination of the opportunities and challenges for TTS 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 that considers the region's culture's history, geography, socio-economic/political situation, and ethics. Persons from the areas studied supplement the instructor's work by serving as lecturers and resource persons. Links to subsequent study tours and internships in other countries and cultures and planned. Three credits

CSS 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. Three credits

CSS 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

Sociology of Religion

CSS 701. Sociology of Religion
An introduction to the theories and methods of the social sciences that contribute to understanding religious life and institutions. Particular attention is given to the sociological analysis of African-American religions, the African-American Christian church, and the function of the social order. Three credits

CSS 703. Church Involvement in Community Life
This course seeks to enable students better to understand 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. Particular emphasis will be given to analyzing the African-American Church and its relationship to the broader society. Three credits

CSS 705. Special Topics in Religion and Society
This course aims 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, the contemporary church, and African-American spirituality are considered. This special topics course encourages Students and faculty participants to develop new research resources. Three credits

CSS 707. Religious Leadership and Community Organization
This course is a systems analysis of social institutions and groups that provides functional skill development in 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. Three credits

CSS 709. Facing Racism in the Church and Society
This course allows pastors and laity to develop a deeper awareness of how 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 thoughts and actions. Three credits

CSS 710. Directed Research in the Sociology of Religion and African-American Religious Experience
For the individual student who desires to study theoretical/critical aspects of the sociology of religion at the advanced level. This directed research course will include African-American religious concepts and movements. Three credits

Psychology of Religion and Pastoral Care and Counseling

CSS 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 must refine their relational skills and clinical insights by drawing upon church, personal, cultural, and theological traditions and specific casework from their respective ministry settings. Three credits

CSS 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 dependency and other behavioral addictions, mainly as they manifest in the American community. Students gain a rudimentary knowledge about abuse and addiction, enabling them to effect and design ministries responding to these realities. Three credits

CSS 713. Sociology of Pastoral Care and Counseling
This course is designed to enable pastoral counseling students 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 is Peter Berger and his understanding of the social construction of reality. Three credits

CSS 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 that began in the 1950s, continued into the late 1970s, and continues 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. Three credits

CSS 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. Three credits

Curricular **Offerings**

CSS 715C. Spirituality and Sexuality
This course explores human spirituality and sexuality and the divergent research perspectives on these two human growth and development dimensions. 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 and formulate and articulate their understanding of human spirituality and sexuality. Three credits

CSS 715D. End of Life and Palliative Care
This course focuses on working with persons and families experiencing end-of-life realities, including physical pain, emotional suffering, and/or spiritual alienation—the pastoral care functions 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. Three credits

CSS 715E. Experience of Loss
This course focuses on the contemporary experience of dying in the United States and how people express this experience. Attention to different types of loss, including personal loss such as grief and bereavement, as well as catastrophic loss healing and along information and to offer psychological study of religion. Psychological theory and employing such methodologies are included 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 individual and corporate skills development in integrating theology and the practice of ministry. Three credits

CSS 715F. Death, Dying, and Bereavement
The course focuses on the contemporary experience of dying in the United States and how people express this experience. Attention to different types of loss, including personal loss such as grief and bereavement and 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. Three credits.

CSS 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 employing such methodologies are included 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 individual and corporate skills development in integrating theology and the practice of ministry. Three credits

Curricular **Offerings**

CCS 717. Psychology of Pastoral Care
Attention is given to the meaning of pastoral care and significant psychological contributions to understanding pastoral work with individuals, marriages, families, groups, and crises. Emphasis is on conceptualizing one's ministry to persons and families in practical situations using group dynamics, case studies, and other methodologies. Three credits

CCS 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. Three credits

CSS 719. Case-Method Approach to Pastoral Care
This is a group conference in which students present pastoral care situations and pastoral incidents. Students are taught the concise and dynamic method of writing and analyzing cases that reflect real experiences. Theological and psychological ramifications are explored to use case methods to encourage dialogue about potentially sensitive issues in local congregations and communities. Three credits

CSS 720B and CSS 720C: Clinical Pastoral Education Internship
A unit of Clinical Pastoral Education (CPE) is an educational Internship in Pastoral Care wherein the student functions as a 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 theology students 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 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 found 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. TTS 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 CSS 720B, or the total eight hours of credit for CSS 720 C. Required of M.Div students who concentrate in Psychology of Religion and Pastoral Care.

CSS 721. Womanist Theology and Pastoral Care
This course focuses on ways to respond to the needs and support of Black women's resources 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. Three credits

Curricular **Offerings**

CSS 722. Contemporary Family Patterns and Issues
This course addresses the nature of ministry with some crisis-prone regions of the modern family, such as adolescence, drug dependency, AIDS, homicide, suicide, and teenage pregnancy. Other pertinent discussion areas will be the single life, same-parent families, and sexual preference among men and women (homosexuality, bisexuality, transvestism, and transsexualism). Three credits.

CSS 723. Introduction to Pastoral Counseling and Psychotherapy
This course is an introductory 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 relationships. This course also introduces the student to the overlapping basic principles and skills involved in practicing in-depth Pastoral Care by developing care models that utilize psychotherapeutic intervention. Three credits

CSS 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 specifically in dept pastoral care skills. Prerequisite: CSS 723. Three credits

CSS 725. Pastor and Family Life
This course introduces students to the dynamics of marriage and family life, children and adolescents, aging issues, and how these dynamics can inform the Church's counseling and nurturing ministry to couples and family systems. Three credits

CSS 726. Personality Theory for Pastoral Relationships
A course to help the student develop a cognitive grasp of personality growth and development 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: CSS 718 or CSS 720B or C. Three credits.

CSS 727. Pastoral Therapy with Groups
Theory and experience in group development and process with the application of its usage in the leadership of therapy groups, congregational development, and family life are discussed in this course. Prerequisite: CSS 718 or 720B or C. Three credits

CSS 728. Advanced Pastoral Therapy with Groups
This course is a continuation of CSS 727. Participation is limited to students who participated in CSS 727 in the first semester. The course is intended to provide students with 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: CSS 727. Three credits.

CSS 729. Chaplaincy and Endorsement

This course provides in-depth understanding and practical training in the field of chaplaincy and religious endorsement. It is designed to equip students with the necessary knowledge, skills, and ethical perspectives required to serve as religious leaders and provide spiritual care in various professional settings. The course explores the historical, theological, and cultural foundations of chaplaincy through the lens of the endorser and the faith/denominational perspective. Students will examine different religious traditions and their practices, as well as the role of chaplains in supporting individuals and communities in spiritual, emotional, and moral dimensions. This course will explore professional standards and ethics, understanding the ethical guidelines and professional standards that govern chaplaincy through religious endorsement. Students will learn about the importance of maintaining confidentiality, being culturally sensitive, and working within legal frameworks. Throughout the course, students will engage in denominational-specific case studies, mock scenarios, and reflective exercises to strengthen their understanding and application of chaplaincy principles. They will also have opportunities to practice their skills through experiential learning, such as simulated chaplaincy visits and supervised internships. Three credits.

CSS 730. History of Chaplaincy-Past, Present, Future

This course explores the development, evolution, and current state of chaplaincy as a profession, with a specific focus on its historical context. Students will examine the role of chaplains throughout history, from ancient times to the present, and gain a deep understanding of the challenges, successes, and transformative moments that have shaped the field. Through a combination of lectures, readings, discussions, and guest speakers, students will delve into the diverse contexts in which chaplaincy has emerged, including the military, healthcare, correctional institutions, universities, and more. They will analyze the societal, cultural, and religious factors that have influenced the development of chaplaincy and explore how these factors continue to impact the profession today. The course will also explore variousmodels of chaplaincy and the different roles chaplains play in different contexts. Students will examine the responsibilities, skills, and ethical considerations that define the work of a chaplain and critically assess the ways chaplaincy has evolved over time to meet the changing needs of individuals and communities. Finally, the course will emphasize the future of chaplaincy and the emerging trends and challenges that will shape the profession moving forward. Students will engage in discussions and activities that explore innovative approaches to chaplaincy, such as the integration of technology, interfaith dialogue, and the inclusion of marginalized communities. By the end of the course, students will have a comprehensive understanding of the history of chaplaincy and the factors that have influenced its development. They will be equipped with the knowledge and critical thinking skills necessary to analyze and contribute to the ongoing evolution of chaplaincy in a rapidly changing world. Three credits.

CSS 731. Chaplaincy in Pluralistic and Diverse Settings

This course explores the role of a chaplain in pluralistic and diverse settings where individuals from various religious, cultural, and philosophical backgrounds seek spiritual support and guidance. It equips students with the necessary knowledge, skills, and sensitivities to effectively provide chaplaincy services in these multi-faith, non-faith, and multicultural contexts. The course covers a range of topics, including the role of religious and spiritual traditions in diverse communities, interfaith dialogue and collaboration, cultural competence, and ethical considerations in pluralistic settings. Students will also explore the different models of chaplaincy and their applications within various professional contexts, such as healthcare, education, prisons, and other settings. Through a combination of lectures, discussions, case studies, and practical exercises, students will gain a comprehensive understanding of the unique challenges and opportunities faced by chaplains working in pluralistic and diverse environments. They will develop skills in active listening, empathy, and effective communication across cultural and religious boundaries. Students will learn to adapt their chaplaincy practices to meet the diverse spiritual needs of individuals while respecting their beliefs and promoting inclusivity. By the end of the course, students will be prepared to provide compassionate and culturally sensitive chaplain services in pluralistic and diverse settings. They will be equipped with the knowledge and skills necessary to foster understanding, facilitate dialogue, and enhance the spiritual well-being of individuals from various backgrounds, ultimately promoting a more inclusive and harmonious society. Three credits

CSS 732. Pastoral Care in Chaplaincy

This course is designed to provide students with a comprehensive understanding of the principles, practices, and challenges involved in providing pastoral care within a chaplaincy setting. This course is intended for individuals who are interested in pursuing a career as a chaplain or who are currently working in a chaplaincy role and seeking to enhance their skills and knowledge. Throughout the course, students will explore various theological, psychological, and practical aspects of pastoral care within the context of chaplaincy. The course will cover topics such as the theological foundations of pastoral care- understanding the relationship between theology and pastoral care and exploring different theological perspectives on suffering, healing, and spiritual growth. Psychological approaches to pastoral care- examining theories and models of psychology that inform pastoral care practices, understanding the psychological needs of individuals in crises or challenging situations. Rituals and Sacraments– exploring the role of rituals and sacraments in providing comfort, healing, and spiritual support within the chaplaincy context, understanding various religious and cultural practices. Communication and Counseling Skills – developing effective communication and counseling skills, learning techniques for active listening, empathy, and compassion, understanding the importance of cultural sensitivity in providing pastoral care.

CSS 732. Pastoral Care in Chaplaincy (Cont)
Loss, Grief, and Bereavement – understanding the process of grief and bereavement, exploring ways to support individuals and families facing loss, and helping them navigate through the grieving process. Crisis Intervention and Trauma Care – developing skills in crisis intervention and trauma care, understanding the impact of trauma on individuals and communities, exploring strategies for providing support, and facilitating healing. Self-Care for Chaplains – recognizing the importance of self-care and personal well-being for chaplains, exploring strategies for managing stress, developing healthy coping mechanisms, and maintaining resilience in the face of challenges. The course will incorporate a combination of lectures, case studies, group discussions, and practical exercises to enhance students' understanding and application of concepts learned. Students will also have the opportunity to engage in supervised field experiences to further develop their pastoral care skills in real-world settings. By the end of this course, students will be equipped with the foundational knowledge and skills necessary to provide effective pastoral care within a chaplaincy role, demonstrating competence, cultural sensitivity, and ethical conduct. Three credits. Requirement for MA Chaplaincy specialization. Three credits.

Ministry Impact and Innovation Studies (MII)

MII 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 careful and intentional dialogue with educational theorists, instructors, and fellow students. The course seeks to provide a conscious encounter with the particular faith tradition of the participant, his or her faith development, and the educational literature. The course is required of all M.A. students and MDiv students. Three credits.

MII 821. Community Organizing and Religious Education
Through historical and current justice issues, this course explores 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 various 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. The course is required of all M.A. and MDiv students. Three credits.

MII 824. Organizational Leadership
An in-depth study of organizational culture theory is applied to religious organizations. Students are expected to master all other courses and 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. Three credits.

MII 826. Denominational Polity
A study of the structure and practices of the respective denominational constituents of TTS. Normally, Presbyterian international students are not required to enroll in Denominational Polity. Required of all M.Div. candidates. Three credits.

MII 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. Three credits.

MII 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.

MII 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: MII 834, 835, or 844. 2-4 credits

MII 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 Africana Studies. Three credits.

MII 839. Directed Study in Leadership and Ministry Practice

MINISTRY AND CONTEXT

MII 841 and 842. Ministry and Context I and II
This course is a capstone course assisting students in evidencing proficiency in preparedness for entering the world of ministry after careful and intentional at TTS 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 MDiv. Seniors. 6 credits total. You must pass Ministry and Context I to be enrolled in Ministry and Context II.

MII 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 MII 841 and MII 842, provided nature and supervision warrant such exemption. A further option for fulfilling the core requirement for graduation is completing 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 before entry. Credits granted may be related to the particular year of seminary study. Six credits or Twelve credits.

MII 844. The Changing Parish
Designed to compare and contrast rural, suburban, and urban contexts, this course enriches one's preparation for a more prosperous 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.

HOMILETICS

MII 845. Introduction to Preaching
This course is designed to bring together sermon development's theoretical and practical aspects. 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. Three credits.

MII 846. Intermediate Preaching
Building upon the skills developed in Introduction to Preaching, students will concentrate on s**pecific sermon design and development areas. Prerequisite: MII 845. Three credits.**

MII 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. Particular 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: MII 845. Three credits.

MII 848. History of Preaching
This course will trace the evolution of preaching from apostolic times to the present. Students will explore how 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: MII 845. Three credits.

MII 848a. Multicultural Preaching in Chaplaincy
In this course, students will explore the principles and practices of multicultural preaching. The focus will be on effectively communicating the message of the Gospel to diverse audiences, considering their cultural backgrounds, experiences, and perspectives. The course will cover various topics, including Understanding Culture: students will examine different cultural dynamics, including ethnicity, race, language, and socio-economic factors. They will learn how these factors shape individuals' understanding and response to the message preached. Biblical Foundations: this course will explore biblical passages highlighting God's heart for multiculturality, diversity, and inclusivity. Students will gain insights from scripture on embracing and celebrating diversity within religious settings. Contextual Preaching: students will learn how to analyze and understand the cultural context of their congregations or target audiences. They will develop skills in contextualizing their preaching to connect with diverse listeners effectively. This course will emphasize the importance of cultural sensitivity in preaching. Students will explore ways to avoid cultural biases and stereotypes, ensuring their message resonates with audiences from various backgrounds. Students will learn practical techniques for effective cross-cultural communication. They will explore different preaching styles, storytelling methods, and the use of language to engage diverse audiences. This course will discuss how multicultural preaching can address social issues and promote justice and equality. In their sermons, students will learn how to manage relevant topics like racial reconciliation, social injustice, and cultural barriers. Finally, this course will apply Practical Application: Students will have opportunities for hands-on practice in crafting and delivering multicultural sermons. They will receive feedback from the instructor and classmates to enhance their preaching skills. Throughout this course, students will be encouraged to engage in thoughtful reflection, dialogue, and self-examination to grow in their understanding and appreciation of multicultural preaching. They will develop the skills needed to effectively reach and minister to diverse communities and contribute to building faith perspectives in an increasingly multicultural world. Three Credits. Required for MA in Chaplaincy Candidates.

MII 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 to add or omit passages 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 teach this seminar. Prerequisite: MII 845 or MII 866. Three credits.

MII 850. The Preaching Ministry
A series of different courses are offered alternately during the first semester of each year. The courses are designed to deal with the validity and relevance of specific biblical areas as foundational resources for the proclamation of the Gospel. Alternate offerings include such courses as The Person in the Pulpit, The Preacher as Poet, Preaching As Social Commentary, Preaching Great Themes, The Preaching Ministry to/with Children and Youth, Preaching on Special Days, Preaching the Parables, Preaching the Prophets, Preaching the Psalter, and Preaching to Heal. Students may take this course more than once. Prerequisite: MII 845. Three credits. each

MII 851. The Theology of Preaching
This course focuses on the understanding of God's involvement and interaction in the role of preaching. Emphasis will be placed on our knowledge of how we preach about God. P**rerequisite: MII 845. Three credits.**

MII 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: MII 845. Three credits.

MII 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: MII 845. Three credits.

MII 854. Preaching as Social Commentary
This course is designed to help students develop an awareness of preparing and delivering sermons that deal with and address a specific contemporary social issue. Prerequisite: MII 845. Three credits.

MII 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 preparation and delivery. Prerequisite: MII 845. Three credits.

MII 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: MII 845. Three credits.

Curricular **Offerings**

MII 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 how, historically and culturally, preaching is conducted in the African-American tradition. Prerequisite: MII 845. Three credits.

MII 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: MII 845. Three credits.

MII 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: MII 845. Three credits.

MII 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: MII 845. Three credits.

MII 862. The Pastor as Liberating Communicator
This course deals primarily with the parish minister as a key figure in the interpretation of the Christian faith within the local church and in its transmission to the local community, including a theological interpretation of the parish minister's identity as a communicator, a psychological/ sociological analysis of modes of effective communication, and an analysis of theological meanings for liberation in contemporary times. Prerequisite: MII 845. Three credits.

MII 863. Rhetoric in Public Spaces
Students will study the 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 an essential portion of the course. Three credits.

MII 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: MII 845. 2-4 credits

MII 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 and sacraments and ordinances of denominations at the TTS. Students will deepen their understanding of the theology and practices of worship in their denomination and other denominations in the TTS ecumenical and international context. The focus will be on standard connections rather than on elements that divide. A practicum phase allows students to participate as worship planners, leaders, and evaluators. Required of M.Div. and M.A. candidates. Three credits.

MII 819. Research Methods
MII 819a. Research Methods in Chaplaincy
This course focuses on Chaplaincy-specific professional assessment of the M.A. in Chaplaincy students and the students' beginning preparation of the M.A. 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, chaplaincy ministry practices, and interests over the first year of the TTS journey; and needs, challenges, and potential directions in the unfolding seminary journey and future ministry. The course further engages the student in exploring a specific topic of interest to develop an M.A. in Chaplaincy 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 is a requirement for all M.A. in chaplaincy candidates. Three credits.

MII 819b. Research Methods in Chaplaincy
This course focuses on Organizational Leadership specific professional assessment of the M.A. in Organizational Leadership students and the students' beginning preparation of the M.A. thesis or program completion project. The examination is directed toward the nature, modes, and extent of the student's personal growth; development of broad-based foundations, chaplaincy ministry practices, and interests over the first year of the TTS journey; and needs, challenges, and potential directions in the unfolding seminary journey and future ministry. The course further engages the student in exploring a specific topic of interest to develop an M.A. in Organizational Leadership 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 is a requirement for all M.A. in Organizational Leadership candidates. Three credits.

MII 820. Research Practicum
MII 820a. Research Practicum in Chaplaincy
This course guides students in the completion and public presentation of the MA in Chaplaincy thesis/project. The thesis/project is designed as a culminating integrative endeavor in which the student demonstrates the ability to connect theory with praxis in a self-chosen and closely supervised topic of interest explored initially in MII 819a. Candidates are expected to apply knowledge, understanding, appreciation, and practices of chaplaincy ministry developed from courses taken across the TTS curriculum. The course is a requirement for all M.A. in Chaplaincy candidates. Three credits.

MII 820b. Research Practicum in Organizational Leadership
This course guides students in the completion and public presentation of the MA in Organizational Leadership thesis/project. The thesis/project is designed as a culminating integrative endeavor in which the student demonstrates the ability to connect theory with praxis in a self-chosen and closely supervised topic of interest explored initially in MII 819a. Candidates are expected to apply knowledge, understanding, appreciation, and practices of chaplaincy ministry developed from courses taken across the TTS curriculum. The course is a requirement for all M.A. in Organizational Leadership candidates. Three credits.

MII 821. Womanist Approaches to Religious Education
This course posits Womanist thought as a form of practical theology. If practical theology is a 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 an elective for all M.A. and M.Div. students. Three credits.

MII 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. The course is an elective for all M.A. and M.Div. students. Three credits.

WORSHIP
MII 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 TTS. The student demonstrates an in-depth understanding of the theology and practices of worship of their 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. The course is a requirement for all M.A. and M.Div. students. Three credits.

MII 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: MII 866. The course is an elective for all M.A. and M.Div. students. Three credits.

Curricular **Offerings**

MII 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: MII 866. The course is an elective for all M.A. and M.Div. students. Three credits.

MII 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

MII 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 various worship experiences are required to determine the effect of text, language, and musical styles on faith formation and the spiritual life of worshiping communities. Three credits.

MII 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 and 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. The course is an elective for all M.A. and M.Div. students. Three credits.

MII 872. TTS Chorus
Choral performing experiences for the TTS community (students, spouses, faculty, and staff). Students share 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. The course is an elective for all M.A. and M.Div. students. Two credits.

MII 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 the speed of progress. The course is an elective for all M.A. and M.Div. students. Three credits.

MII 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 the course is at the discretion of the instructor. The course is an elective for all M.A. and M.Div. students. Three credits.

MII 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. The course is an elective for all M.A. and M.Div. students. Three credits.

MII 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. The course is an elective for all M.A. and M.Div. students. Three credits.

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Continuing Education **Programs**

Turner Theological Seminary is a community of faith and learning offering master's degrees whose mission is 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.

Continuing Education **Programs**

TTS provides continuing education programs designed for professional certification to prepare individuals to practice transforming and liberating spirituality in public, congregational, and academic settings. It is open to all interested individuals, with or without a college degree, who want to focus on ministry skills in a shorter timeframe than a degree program.

Certificate Programs

Certificate in Theology (CT)

The Certificate in Theology is designed for clergy and laypeople who desire to deepen their theological education and gain an understanding of biblical principles, Christian ministry strategies, and theology. This ten-course module certificate program offers spiritual enrichment opportunities for anyone looking to further their academic or personal development.

- Old Testament Survey
- New Testament Survey
- Hermeneutics and Bible Study Methods
- Systematic Theology
- Theologies of Liberation (Black, Womanist/Feminist)
- Homiletics
- AME Polity & History
- Theology of Work, Faith & Vocation
- Church History
- Christian Education

Continuing Education **Programs**

Certificate in Urban and Rural Church Ministry (CURCM)

The Certificate in Urban and Rural Church Ministry program is aimed to better equip clergy and laity to the challenges facing rural and urban churches.   With candid discussions and conversations, barriers and biases will be broken down. Churches and ministries will thrive and grow in communities in which they have been planted. ministers and lay persons who want to improve their knowledge and preparedness for ministry.

- Contemporary Issues in Urban/Rural Church Ministry
- Race Relations and the Church
- Social Justice Issues in the Black Church
- The Social Mission of the Black Church
- Pastoral Care and Family Systems
- Theory and Practice of Evangelism
- African American Liberation Theology
- The Social Mission of the Church
- Field Education Experience
- Christian Education and Liberation Themes

The Certificate in Church Administration and Nonprofit Management (CCANM)

The Certificate in Church Administration and Nonprofit Management equips clergy and laypeople with the business knowledge, communication skills, and financial operations needed to become strategic, effective leaders who can advance church and nonprofit missions. This ten-course module certificate program teaches business and communication skills that can help students achieve organizational goals such as budget planning, bill payment, fundraising, record filing, and inventory management.

- African American Church History (The Black Church History)
- Understanding Church Culture & Denominational Differences
- Developing Your Leadership Style & Operating in Your Spiritual Gifts
- Fundamentals of Church Administration
- Managing Church Volunteers and Ministries
- Church Growth and Development
- Ethics and Accountability Within the Church
- Ministry Beyond the Walls - Developing 501-c 3 organizations
- Fundraising Fundamentals and Philanthropy for Nonprofit Organizations
- Communication and Marketing

Certificate in Church Financial Management (CCFM)

The Certificate in Church Financial Management provides an organized, structured series of eight financial management courses to equip clergy and laity in fiduciary trust with the utmost care and integrity to properly steward the church's finances and understand the church's needs, the law, best practices, and policies and procedures required for maintaining strong internal controls skills needed to plan and manage budgets and financial systems.

- Establishing and Maintaining the Financial Foundation of the Church
- Understanding Pastoral and Church Staff Compensation and Reporting Requirements
- The Role of the Finance Committee/Commission on Stewardship & Finance
- Understanding the Legal Limitations of Monetary Solicitations, Love Offerings & Other Gifts
- Fund Accounting 101 and its Significance in Non-Profit Accounting
- Understanding Internal Controls and Segregation of Duties
- How to Effectively Prepare and Structure a Budget in a Church Environment
- How to Select and Implement a Church-Specific Management /Accounting System (ChMs)

The Certificate in Missiology (CM)

The Certificate in Missiology provides Christian leaders with a biblical, theological, and historical grasp of missiology, as part of God's local and global mission to reach people with the Gospel. The black Church will be highlighted for its unique call to serve the holistic needs of its immediate members as well as the greater community. Church leaders and laypeople will be challenged to contextualize and evaluate their ministry contexts, as well as encouraged to employ social innovation, entrepreneurial faith, prophetic imagination, and contemporary missiological practices that address humanity's spiritual, social, and physical needs.

- What is missiology?
- Why is it important for the church to have a public and prophetic witness?
- An examination of the 'Missiology of Wendell Clay Somerville.'
- What is Christian Social Innovation?
- What are some contemporary issues the black church must address?
- Coloring Outside the Lines: The Importance of Imagination in the Practice of Ministry. The Prophetic Imagination
- The World Is Your Parish
- New Wine, New Wineskins: Making Space for a New Generation

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Continuing Education **Programs**

Certificate in Lay Leadership & Managing Volunteers (CLLMV)

The Certificate in Lay Leadership & Managing Volunteers is designed to train and equip lay leaders and volunteers with invaluable skills in community engagement, leadership, learning agility, networking, and global leadership to fulfill the mission and vision of the church, community teams, and groups. These 8 modules/courses will equip lay leaders with a biblical, theological, and historical understanding.

- Lay Leadership: Spiritual Disciplines, Spiritual Formation, and Congregational Perspective
- AME Polity and the Understanding of the Local and Connectional Church
- Church Administration
- Financial Management
- Music, Worship, and Liturgy in the Black Church
- Building Clergy & Laity Relationships in the Local Church
- Old Testament Survey for Laypersons
- New Testament Survey for Laypersons
- Managing Volunteers
- The Great Commission" – Lay Ministry Beyond the Walls

Certificate in Trauma Informed Spiritual Care (CTISC)

The Certificate in Trauma Informed Spiritual Care is designed to help clergy and lay leaders define trauma and explore the types of traumas. Participants will learn how to recognize trauma in themselves and others in a structured series of ten (10) modules. The training will explore the impact of trauma on the brain and the body, and ways to respond when triggered.

- Defining Trauma
- Types of Trauma
- Trauma and Our Brains
- Impact of Trauma on Us
- Trauma Informed Care
- Assessing Trauma
- Assessment Tools and Skills
- Intervening in Trauma
- Intervention Skills and Tools
- Putting it All Together

Continuing Education **Programs**

Certificate in Sacred Music and Worship (CCMW)

The Certificate in Sacred Music and Worship gives clergy and laypeople a better understanding of key components of worship ministry, as well as the tools and technologies that enable authentic worship in today's black churches. The certificate program is designed to include topics such as religion, music, and church history, ensuring students have the core skills to lead a worship service, church choir, or worship band in a community or church.

- Philosophy of Sacred Music and Worship
- Technology for Worship
- Liturgy and Lyrics: Selecting Music for Worship
- Worship Arts Administration
- Worship and Spiritual Formation
- Biblical Foundations of Worship
- Church Music History
- Worship, Witness, and Movement
- Music in the Black Church

Academic **Policies**

Turner Theological Seminary is a community of faith and learning offering master's degrees whose mission is 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.

Academic **Policies**

TTS offers academic programs and professional certification designed to prepare individuals to practice a transforming and liberating spirituality in spaces of public, congregational, and academia.

Turner's Academic Life

Turner Theological Seminary is a community of practice for prepared ministry. Turner's academic programs, therefore, stand on a long historical tradition of social justice, globalism, womanism, and leadership innovation. These four emphases, or distinctive, continue to impact Turner's academic programs by making them uniquely relevant, versatile, and affordable.

Turner's community of learners gathers students, faculty, administrators, and staff, together with each of their communities, into an invitation of inquiry and practices of faith. Turner's students can choose from two academic paths: hybrid online and hybrid residential.

The Hybrid Online Path runs primarily online throughout the year, beginning in the summer. Students begin their studies in June with online classes and hybrid online classes. The hybrid online classes bring students to campus in early June, allowing them to be together and to cross paths with students in the more residential path. During the Fall and Spring, all courses are online.

The Hybrid Residential Path runs primarily on campus during the summers. If a student desires, it can be supplemented with online learning during the academic year. Summer courses are typically offered between June and the end of July.

TTS Modes of Course Delivery

Some crucial distinctions need to be understood. Online learning courses are different from learning in the classroom. The student must 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 studies are conducted asynchronously (meaning students can engage in discussions, assignments, and other coursework forms at any time of the day or night as their schedules permit) or synchronously (meaning the instructor and student meet online at the same time).

I. General Records Policies

1.0 Implementation of Academic Policies & Procedures

Academic rules, regulations, and policies are cited in this Academic Catalog and degree program handbooks/manuals. The TTS 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 Turner Theological Seminary's mission.

2.0 Academic and Personal Records

All records at TTS 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 Director of Enrollment and Registrar any changes of information needed to update the file.

3.0 Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act, with which TTS 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 related to records is in the TTS Student Handbook.

4.0 Directory Information

FERPA identifies certain information, called directory information, which may be disclosed without the student's permission. Turner Theological Seminary has designated the following information as directory information:
- Student's name
- Local, permanent, and email addresses
- TTS 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 a 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 TTS in a position that requires student status

I. General Records Policies

4.0 Directory Information (Cont)

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 TTS 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., complete 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 TTS Registrar at:

<div align="center">

Director of Enrollment and Registrar
Turner Theological Seminary
702 Martin Luther King Jr. Dr. SW, Atlanta, GA 30314

</div>

5.0 Academic Calendar

Turner Theological Seminary operates on a semester calendar: Fall, Spring, and Summer semesters. The institution operates abbreviated Early Terms in August, before the Fall semester, and J- Terms in January, before the Spring semester. The Academic Catalog is updated annually based on the academic year.

6.0 Definition of Credit Hours

This policy ensures integrity and consistency in awarding academic credit for courses at Turner Theological Seminary and for compliance with current accrediting agencies' requirements.

Under the Federal Definition of the Credit Hour, the semester at the TTS 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 three credit hours one time a week, clock hours each session is two hours-30 minutes plus 10 min break; for two credit hours one time per week, clock hours each session is 1 hour-40 minutes; and for one credit hour one time per week, clock hours each session is 1 hour-40 minutes (one-half semester).

- Regular term: 15 week
- Summer term: 2 weeks: 10 days, 5 hours per day Or four weeks, 20 days, 2.5 hours per day
- J-Term & E-Term: 1 week: 5 days

Academic **Policies**

II. Enrollment Policies

1.0 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 the requirements in six years.

Students enrolled in the M.Div. degree program full-time are expected to complete their degree requirements in no later than five years. Part-time students are expected to complete their degree requirements in at most ten years.

2.0 Transfer Credits

A student transferring from another accredited graduate theological school must complete at least the last fifty-four semester credits in residence at TTS 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. degree.

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 TTS curriculum. Grades earned in such courses must be a "C" or higher. The Provost receives transcripts and syllabi to evaluate comparability in consultation with faculty when necessary. The registrar records approved credits. 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 master's degree programs must come from accredited schools.

3.0 Advisement

The TTS 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 Director of Admissions, Retention, and Student Services ensures fair and equitable options and flexibility are following institutional policies.

II. Enrollment Policies

3.0 Advisement (Cont)

Shared: 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 them 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. Students register each term with the faculty advisor and the Registrar for courses appropriately distributed among and within the various fields of study offered at Turner Theological Seminary. Students are responsible for verifying with the Registrar that degree requirements are met on a timeline that facilitates the completion of their degree within institutional time limits.

4.0 Assistance in English Language Proficiency

Turner Theological Seminary requires students to have the ability to function successfully in English at the graduate level. Courses in and tutors for English should be provided. Students may arrange these on their own. The internet is now a rich source of instruction in standard English and should be consulted.

5.0 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 before the opening of classes 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 only enroll in courses after the first five days of school with the approval of the Provost and the course instructor. In addition to academic requirements, students must meet the following criteria 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 within the official Add/Drop schedule adjustment period (usually the first five days of the semester).

Academic **Policies**

II. Enrollment Policies

6. Enrollment Verifications

Student Loan Deferments
TTS 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 regularly, 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 Director of Enrollment and Registrar will prepare a letter or a transcript to report a student's enrollment status.

Exemptions
Where a transcript indicates that a student has specific courses that parallel TTS's required (core) courses, the student may request an examination in such area(s). Upon completing such examination(s), the student is exempted from the course(s) and can take advanced courses. No credit hours will be given for courses from which the student has been exempted.

7.0 Cross Registration

TTS students are not permitted to cross register at other institutions at this time.

II. Enrollment Policies

8.0 Course Enrollment Limits

Classes must have a designated amount of students enrolled for credit to remain offered for the semester. The VPAA/Provost determines the number of students in conjunction with Degree Coordinators and the Chief Financial Officer (CFO). Suppose there needs to be more students enrolled at the end of the registration period. In that case, the Provost has the right to cancel the course, notify faculty, and notify the registrar, who will inform any students registered for the course. Students can be expected to be announced five (5) days before the scheduled start of a course of its cancellation. This information will be available on Populi (Student Information System). Enrolled students will also be notified through their TTS email address.

9.0 Clinical Pastoral Education

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

MDiv students are encouraged to take a summer intensive course of 3 credits that amounts to one unit of clinical pastoral education. Students concentrating on Chaplaincy or that so desire may take additional CPE units that would make up the total requirements of four units for certification as a chaplain.

10 *Add/Drop Procedures*

TTS degree programs are offered in sequence, and specific courses are intended to be taken together. Therefore, students are discouraged to deviate from their planned schedules.

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.

11 *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, this section also intends to provide critical information for federal financial aid recipients on the impact of these three things.

II. Enrollment Policies

11 *Withdrawal Procedures (Cont)*

●

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. 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 each summer session's first day of class.

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 participate in 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 school for many 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, the institution desires 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 later.

- 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 if they desire to do so later.

- The Partial Withdrawal

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

II. Enrollment Policies

11 *Withdrawal Procedures (Cont)*

Military Withdrawal
A student on active duty or 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 a 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 Director of Enrollment and Registrar to withdraw the student from the course.

Emergency/Hardship Withdrawal
Students may receive emergency hardship withdrawals when non-academic emergencies 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 Emergency/Hardship Withdrawal Appeal request. The student will need to complete the Emergency/Hardship.

Withdrawal Appeal Form and TTS 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 know 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 must know 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 TTS 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 violates the TTS Code of Conduct: (a) poses a significant danger or threat of physical harm to self or 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.

II. Enrollment Policies

11 *Withdrawal Procedures (Cont)*

<u>The Withdrawal Process</u>

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 Director of Enrollment and 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 Director of Enrollment and Registrar services can be found on the TTS website.

- For more information on specific dates, see the "Important Dates in the Withdrawal Process." Actions that are not considered an official notification of withdrawal include:
    - Assuming classes will be canceled for non-payment,
    - Never start a class(es) without proper notification,
    - Ceasing to attend class(es) without proper notification,
    - Giving written or verbal notice to anyone other than the Director of Enrollment and Registrar, or campus student services designee, and,
    - Stopping payment on a check used to pay tuition and/or fees.

<u>The effective date of a withdrawal</u>

To meet internal and federal requirements, the institution must determine a specific date 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 Director of Enrollment and Registrar of their intent to withdraw.
- In cases where the faculty submits a student to be withdrawn due to a 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 before withdrawing from classes to be 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.

II. Enrollment Policies

11 *Withdrawal Procedures (Cont)*

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) he or she has registered for each term. When a student fails to complete the class(es), the institution must 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.

Before withdrawing from one or more classes, the student is encouraged to meet with an Office of Financial Aid member 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 course load reduction may affect your federal loan(s) if this occurs within the Drop/Add Period. A student who takes 9 hours or more is considered a full-time student. Students are strongly encouraged to consult with the Office of Financial Aid before 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 because 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 of 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.

II. Enrollment Policies

11 *Withdrawal Procedures (Cont)*

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 retain part or all 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 your registration is for the correct 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.

12. Administrative Hold

A student with an administrative hold cannot 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 Populi account online.

13. Shared Credit in a Degree Program

Students who have earned a graduate degree at TTS or another accredited theological school may be granted a maximum of twenty-one semester hours toward the M.Div. degree and fifteen semester hours toward the M.A. Students admitted to TTS 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 TTS 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.

II. Enrollment Policies

14. Application for Graduation

Students who plan to graduate from Turner Theological Seminary must file an Application for Graduation by October 15 of the intended graduation year. The awarding of a degree is contingent upon the successful completion of all requirements before graduation day and a precise financial balance. Those who do not graduate when initially requested must reapply for graduation.

This form may be picked up in the Registrar's Office or downloaded from the TTS website. 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.

15. Degrees in Absentia

Degrees will be granted in absentia 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.

16. Auditing Courses

Persons who do not qualify academically for admission to a degree program or 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 be approved by the provost or an academic advisor.

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, without academic credit toward a degree. Students may register for an audit through the regular registration process before the end of the first week of classes, provided they meet the prerequisites for the course(s). Permission of the instructor is required before 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 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 Director of Enrollment and Registrar.

II. Enrollment Policies

14. Graduating with Honors

Students in the M.A., M.Div., and dual degree programs who graduate with a cumulative GPA of 3.5 or above on all work taken at Turner Theological Seminary shall have the designation "with Honors" permanently added to their Turner Theological Seminary 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.

15. Honor Designation Required Grade Point Average

Cum Laude 3.50 – 3.74
Magna Cum Laude 3.75 – 3.89
Summa Cum Laude 3.90 – 4.00

16. 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 before the beginning of the semester. E-Term (Early Term) is the week before the fall semester begins.

17. Maintaining Matriculation

All degree candidates must register each semester from the initial registration period until all degree requirements are completed, and graduation has occurred. If a student cannot register for at least one course during a semester, the student must register to maintain 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 apply for re-entry with the Director of Enrollment and Registrar.

A degree candidate who registers for more than two consecutive semesters in 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.

18. 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.

II. Enrollment Policies (Cont)

19. Student Orientation

All incoming students are expected to participate in the orientation program at the beginning of each academic semester. The program includes opportunities for worship, discussion regarding the educational and multicultural emphases at TTS, 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.

20. 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. Usually, these courses should be completed with a grade of "C" or better 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 with other institutions.

II. Enrollment Policies (Cont)

- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when TTS's accreditation was last affirmed;
- The addition of courses or programs of study at a degree or credential level different from that which is included in TTS'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;
- Entering a collaborative academic arrangement includes initiating a dual degree or joint academic program with another institution.

23. *Closing Programs*

If TTS decides to close a program, it must choose one of the following options:
1. The school teaches currently enrolled students, no longer admits students to the program, and terminates the program after graduating. (Teach-out plan); or
2. The school enters into a contract for another institution or organization to teach 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, Accreditation Liaison, and TTS Board of Trustees and then approved by the accreditor in advance of implementation. Every accredited member institution has an Accreditation Liaison whose charge is to ensure compliance with accreditation requirements. The current Accreditation Liaison for Turner Theological Seminary is:

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Dr. James Plenty
Provost and Senior VP of Academic Affairs
jplenty@turnerseminary.org

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II. Enrollment Policies (Cont)

The TTS is committed to assisting students affected by the 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.

25. TTS Harassment-Free Workplace Policy

As an institution preparing women and men for leadership roles in the church, it is the policy and responsibility of TTS to establish an environment of trust in which the dignity and worth of all institutional community members are respected. Therefore, TTS will not condone or disregard incidents of harassment based on 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 to work and study. It destroys the opportunity for students, faculty, and staff to develop and affirm solid and positive self-concepts and a sense of self-confidence. It undermines the mutual respect necessary to conduct the educational process and the functioning of TTS.

Harassment also includes conduct from any employee, faculty member, or student that unreasonably interferes with another's work or academic performance by creating an intimidating, hostile, or offensive working and academic environment.
Harassment consists of various behaviors 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.

TTS 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 based on an individual's race, color, religion, gender, national origin, age or disability will not be tolerated at TTS. This includes harassment by supervisors, employees, vendors, students, and visitors.

II. Enrollment Policies (Cont)

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 institution's 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) arise 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 violates 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, and 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 employees/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 that 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.

II. Enrollment Policies (Cont)

Discriminatory Harassment

Discriminatory Harassment is defined as verbal or physical conduct that 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 continual 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 violate 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 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 creating 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.

II. Enrollment Policies (Cont)

<u>Formal Student Complaints and Student Reporting of Title IX Concerns</u>

All Formal Student Complaints and Title IX Concerns report submissions are received by the Director of Admissions, Retention, and Student Services and will be processed as follows:

- Submissions for Formal Student Complaints will be forwarded to the respective area office depending on the scope and nature of concern (Academic, Student Affairs, Institutional Technology, Facilities and Grounds, and/or Public Safety).
- If the Complainant provides contact information, then the respective area office designee will contact the Complainant within a reasonable amount of time (three to five business days) to figure out options for resolution(s). All parties needing to be involved in the resolution, including the Complainant, will collaborate to resolve (s).
- If the Complainant provides no contact information, the information provided in the report submission will be used only for institutional data reporting.
- Actions taken towards achieving resolution and information 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.
- Submissions for Title IX Concerns will be forwarded to TTS's Title IX Coordinator. If the Complainant provides contact information, then the Title IX Coordinator will contact the Complainant to schedule an interview meeting to obtain a formal statement. Based on the interview and the Title IX Coordinator will determine if the situation rises to a level of Title IX investigation. Investigations are managed following 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.
- 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.

III. Course and Instruction Policies

1. Cheating, Plagiarism, and Academic Misconduct

TTS is actively engaged in the pursuit of academic excellence. Such a pursuit demands rigor, integrity, and discipline. Therefore, TTS focuses on 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 TTS community, the conduct of that person(s) will be investigated, and appropriate action will be taken.

All members of the TTS faculty must 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 expelled because of a 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 to influence 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 TTS official or official records for the TTS 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, TTS committees, boards, privileges or the TTS/student activities is prohibited. Infringement upon the rights and privileges of others is forbidden.

III. Course and Instruction Policies

2. 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 learning opportunity 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 coursework 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 reported as never attending a course may be dropped from the class by the institution.

To obtain credit for a course, a student must attend at least 85% of the contact hours for a particular course. However, instructors are allowed to allow a student to complete the course based on the student's documented circumstances and 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 learning opportunities.

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 promptly, 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.

Instructor-Specific Attendance Policy

Instructors must monitor attendance and report students not attending class during designated reporting periods, usually monthly, each term. Faculty members shall publish and distribute a class syllabus no later than the end of the second week of class in each academic term. The syllabus should include the instructor's attendance policy. It may include exceptional 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.

Academic **Policies**

III. Course and Instruction Policies

2. Mandatory Attendance Policy (Cont)

eLearning/Online Course Attendance Policy
Students must log into 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 to calculate 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 TTS 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 TTS following the institutional Withdrawal Period deadline (per the TTS Academic Calendar). Faculty will report a lack of assignment completion as absence on the attendance record. The Director of Enrollment and Registrar will verify the report on the lack of assignment completion, and the student will be withdrawn from the course.

Excused Absence Limits
Students receiving four or more excused absences in a semester may be in jeopardy of failing the course. The faculty instructor should advise them about consequences for class standing/course completion or options for Voluntary Student Withdrawal from the course. Processes for withdrawal will adhere to the TTS Academic Calendar for the Withdrawal Period Deadlines (W or WF). NOTE: Faculty instructors determine whether absences are excused or not excused according to the attendance guidelines outlined in their respective course syllabi.

General Conferences
Students may receive excused absences for attendance at annual denominational conferences and activities, where they must provide leadership.

Religious Observances and Required Activities
When the observance of a student's religious holiday(s) or required activities interferes 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.

III. Course and Instruction Policies (Cont)

3. Change of Grade

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

4. Course Evaluations

Students are expected to evaluate the instruction in each course they register for. The course evaluation includes an assessment of instruction, course content, and 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.

5. Course Loads and Status

A student enrolled for 9 or more credits toward a degree is considered full-time academically. The maximum number of credits for a full-time student is generally 12, and the maximum number during summer sessions is 9.

6. Course Substitutions

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 existing TTS 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 due to auditing reviews during advisement, candidacy review, or graduation auditing in consultation with the registrar. The Vice President of Academic Affairs must approve substitutions.

7. Readmitted Students

Any student not continuously enrolled or 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 Director of Enrollment and Registrar. A student 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.TTS.org) at no cost. Requests for readmission must be submitted with supporting materials not later than (30) days before the first day of classes of the term for which readmission is sought.

III. Course and Instruction Policies (Cont)

Students seeking readmission to the Institution must satisfy all prior financial obligations. Students who have attended other colleges during their absence from Turner Theological Seminary must submit official academic transcripts from each institution attended. The Admissions officer or committee may consider 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.

8. Course Retake Policy

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 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. So 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.

9. Readmission Grade Replacements

If a student is readmitted to a degree after an absence of at 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 before 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 course grades earned at TTS before 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 due to 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 TTS cannot be transferred 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 once, regardless of how often they enter or attend graduate programs at TTS.

III. Course and Instruction Policies

10. 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 particular 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 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 program. A failed course cannot be repeated by directed study.

11. Disability Accommodation Policy

TTS is committed to providing educational opportunities and access to persons with disabilities per the Americans with Disabilities Act (ADA) of 1990, the Rehabilitation Act of 1973 (Section 504), and applicable local, state, and federal anti-discrimination 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 to alert the institution about disabilities for which they may require accommodations.

Disabilities must be documented with the Office of Student Affairs. Documentation must 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. Please take a look at the Student Handbook for additional 504/ADA accommodations information.

12. Grading Policy

As part of an academic assessment program that provides students with 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. With prior approval and notice, all supervised ministry internships and some elective courses are graded on a pass/fail basis. Pass/fail grading for electives must be approved by the professor. Any student interested in taking a particular elective as pass/fail should contact the professor for the course or the Director of Enrollment and Registrar with any questions.

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

III. Course and Instruction Policies

The following symbols are approved for use in the cases indicated:

<u>NG</u> The grade "NG" (no grade) may be assigned to courses continuing beyond a semester. These courses are CSS 720B & C, ISS 409, and 411.

<u>AU</u> This indicates an audited course. No grade is given, no credit hours are earned, and grade points are not calculated. Students must register for an audit through the regular registration process before 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.

<u>EX</u> This indicates that a student has been exempted from a course through examination. No credit hours are given for courses that are exempted.

<u>TR</u> Indicates that a student has been awarded transfer credit from another institution. Credit is given, but no grade points are calculated.

<u>P</u> Pass (Quality of work no less than "C" on a conventional grading scale).

<u>W & WF</u> 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 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.

<u>I</u> An incomplete grade is given only when circumstances beyond the student's control prevent the completion of assigned work before the end of the semester.

<u>F</u> A grade of "F" is given when the quality of the work in a course 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 retakes the same course or another course to substitute for it, the original "F" is not removed, but the new grade is recorded as usual.

A "C-" or below grade 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.

III. Course and Instruction Policies

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 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.

13. Calculating Grade Point Average (GPA)

The grade point average is computed by dividing the total credits for which a student is officially enrolled by the total number of quality points earned each semester. To calculate a student's grade point average, TTS uses the following formula:

Grade point equivalent (GPE) x credit hours = total quality points

Example: Grade Point Equivalents

Credit Quality
GPE Hours Points
= 4.0. x 2.0 = 8.0
= 3.0. x 5.0 = 15.0
= 2.0 x 4.0 = 8.0
= 1.0 x 5.0 = 5.0

Total 16.0 36.0

Multiply the credit hours for each course and the assigned grade point equivalent. Total all credit hours (16.0) and all quality points (36.0). Total quality points divided by credit hours equals grade point average (GPA). 36.0 divided by 16 equals a 2.25 GPA.

III. Course and Instruction Policies

14. Incompletes Policy

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 Director of Enrollment and Registrar.

Requests for Incompletes in regular semester classes begin in the official last week of class (per the TTS 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 completed. 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, TTS's policy for grades and grade reporting for Incompletes will be enforced.

If students do not submit the work within the designated period, the professor may turn in a grade reflective of the total semester's work. Before the end of the four weeks, a student, with the faculty's approval, may seek an extension to complete the work. Students will be required to submit documentation of the circumstances preventing the completion of the work. The Incomplete Extension Form is available on the TTS website. Suppose an extension has not been approved or no grade is turned in after those four weeks. In that case, the grade of "I" will automatically turn into an "F." After this point, neither the professor nor the 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 can enroll in a new semester or term with written permission from the Vice President for Academic Affairs.

III. Course and Instruction Policies

15. Grade Changes and the Grade Appeal Policy

All grade changes result from either a grade change submitted by the faculty or the grade appeal process initiated by the student. Students are invited to constantly converse with faculty about course submissions and grading to demonstrate the highest benefit of their matriculation. When there are questions about an assigned course grade, it is incumbent upon the student to converse 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 Director of Admissions, Retention, and Student Services only after they can demonstrate that they have met all the requirements of the assignments and course, and they are aggrieved because 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 this review will result in an improved grade and finalizes the subsequent change in grade. Faculty member obtains the grade change form from the Registrar's tab on the TTS website and submits the form to the Vice President of Academic Affairs. The form is submitted to the registrar for subsequent grade change recording upon approval and signature. Suppose the Provost or other Administrator is faculty of record for the course. In that case, the Director of Enrollment and Registrar processes the Change of Grade to the Director of Enrollment and Registrar.

Appeals

Step 1
A student who is dissatisfied with a decision by an instructor relative to a final course grade and can 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 Director of Enrollment and Registrar. The student may appeal the instructor's decision if there is no satisfactory resolution.

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 final grade has aggrieved the student received and attach all supporting evidence for the arguments outlined in the letter, i.e., examinations, term papers, book reports, emails, etc. The student should retain the original document(s). The director of Admissions, Retention, and Student Services will notify the Office of the Provost of the formal grade appeal. He will set a date for review of materials and consultation (when necessary) with the faculty member and student for resolution. The Formal Complaint Form can be found on the TTS website.

III. Course and Instruction Policies

Step 3
During the grade appeal process, the Director of Admissions, Retention, and Student Services will hear each party, allowing the 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.

Suppose the Provost or other Administrator is faculty of record for the course. In that case, the Special Assistant to the Provost processes the Change of Grade to the Director of Enrollment and Registrar. The Provost or stipulated Academic representative has reviewed the process and forwards the completed Change of Grade document to the registrar for subsequent grade change recording.

Step 4
If the student is unsatisfied 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. After reviewing all documentation from the Office of Student Affairs and consulting with the student and faculty (when deemed necessary), the outcome of the final appeal will be made and communicated to the student.

16. Grade Reports

Students may view their academic records and print out unofficial grade reports at any time through Self-Service by using their TTS credentials for login and password. Grade reports will not be mailed at the close of a term. Official transcripts must be requested in writing (no phone or email) to the Registrar's Office. Students must clear payment for official transcript reports through TTS 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 TTS website.

17. Grade Submission

Faculty will input all grades online using Populi. 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 the mid-term of the current semester.

III. Course and Instruction Policies

18. 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, failure to make due academic progress, or 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 Turner Theological Seminary considers needed 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. Turner Theological Seminary 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.

19. Assessment of Academic Progress and Standing

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 Coordinator to determine the necessary academic progress assessment.

Each Degree coordinator, in consultation with respective faculty advisors and Academic Advisor Support, will initiate the process to determine the academic standing of their students.

Students who make a grade below C (including Fail in a Pass/Fail course) should contact their advisor and the appropriate denominational dean within two weeks of receipt of that grade 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 promptly communicates to each student the results of the graduation audit, so she or he may plan accordingly.

Academic Standing

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 a master's degree (MDiv and MA).

Students who fall below the minimum GPA requirement (2.25) are placed on academic warning. An academic warning means:
- It is recommended that the student take a reduced load of courses; and,
- 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.

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III. Course and Instruction Policies (Cont)

If a student's GPA falls below 2.0, they are automatically placed on academic probation.

Academic probation means:
- the student is required to take a reduced load of courses
- 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,
- in this 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. Suppose it is not mathematically possible in 2 semesters to raise the GPA to the minimum requirement (2.25). In that case, 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 Turner Theological Seminary 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 matriculation points.

III. Course and Instruction Policies

20. 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)

Turner Theological Seminary 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 federal regulations require, Turner Theological Seminary administers an institutional SAP policy that is consistently applied to all Federal Financial Aid applicants and recipients. Turner Theological Seminary'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 outside the student's control. If a student fails to meet Turner Theological Seminary'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
702 Martin Luther King Jr. Drive Atlanta, Georgia 30314

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:

III. Course and Instruction Policies (Cont)

- 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 why those mitigating circumstances no longer affect their academic performance.
- An academic Plan completed by a faculty advisor or Student Support Advisor in conjunction with the student outlining the courses the student will take during the SAP appeal term.

The student's 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 at or exceeding 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 about the SAP policy should be addressed to the Office of Financial Aid. A copy of Turner Theological Seminary's Satisfactory Academic Progress Policy can be found in the Financial Aid section of Turner Theological Seminary's website.

IV. TTS Digital Learning Policies

1.0 TTS Distance Learning Admissions Requirements

Admissions requirements are the same for distance learning students as in the face-to-face environment. At a minimum, students are expected to have completed a bachelor's degree with a 2.75 GPA (on a 4.0 scale). Applicants must also 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.turnersseminary.org/apply.now. Please see the application and admission details on the TTS website under the application tab. Once the application is received, the admissions counselors will contact all applicants with further interview and admission requirement instructions.

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 studies are conducted asynchronously, meaning students can engage in discussions, assignments, and other coursework forms at any time of the day or night as their schedules permit. Some courses may have synchronous meetings and/or coursework, meaning the instructor and student meet online simultaneously.

Important Requirements

Students who enroll in distance learning programs should have access to a computer, reliable high-speed internet, web camera, headset, 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 the degree program. Please look at the individual degree program for details on credits, degree course plans, and costs associated with each program.

Email Services

Email is an essential tool used by faculty to communicate with students. Therefore, email accounts are provided to all students and remain available for a student's time at the seminary. All students utilize their TTS email accounts for TTS communications and access the Single Sign On (SSO) system, which enables access to TTS course and learning management systems and additional campus platforms. All students are expected to check their email regularly for updates from TTS.

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.

IV. TTS Digital Learning Policies (Cont)

2. Digital Learning Accessibility Resource Policy

Type

Accessibility of digital learning resources and digital services for students, prospective students, faculty, staff, student employees, guests, visitors, and program participants with disabilities.

Rationale

Turner Theological Seminary (TTS) is committed to fully including all qualified individuals. As part of this commitment, this policy ensures that the TTS provides adequate access, with substantially equivalent ease of use, to digital information and digital services to all eligible individuals in a timely manner.

Definitions

Accessibility - used to describe the degree to which a product, device, service, or environment is available to be used by all intended audiences.

Digital accessibility - the practice of designing electronic resources, services, or material that is usable by all people, including people with disabilities. It allows for information to be available visually, aurally, and tactilely. In this policy the term digital accessibility reflects the needs of those who use specially designed technology to complete tasks on a computer or mobile device.

Legacy – in this policy refers to material that is not up to date with current electronic resources or services.

Archived – refers to the institution or a person(s) collection of kept documents, learning material, or other types of media kept for historical interest or preserved. A digital archive can be an elaborate collection with a multi-tiered storage system or located on a hard drive.

Accessibility barriers – obstacle(s) or circumstance(s) that intervenes, halts, or reduces an individual's accessibility, as may happen to persons with disabilities. Barriers to education can take a variety of forms. They can be physical, technological, systemic, financial, or attitudinal. They can also arise from an education provider's failure to make available a needed accommodation in a timely manner.

Eligible person or a representative of an eligible person – refers to individuals who have submitted the appropriate TTS-compliant 504/ADA evaluation of accommodations, met the eligible requirements to receive disability accommodations and have been approved by the ADA Coordinator. The representative would be someone the eligible person has designated to work with them as a represented spokesperson (i.e., caregiver, parent, child).

IV. TTS Digital Learning Policies (Cont)

3. Digital Learning Accessibility Resource Policy

Scope

1. This policy covers all digital learning resources and digital services (current, legacy, and archived) and provides requirements for accessibility.
2. All digital learning resources and digital services acquired, developed, or delivered by TTS departments must be accessible and in compliance with the American Disability Act (ADA) Federal Regulations, Section 508.
3. Legacy (including archived) digital learning resources and digital services are subject to the applicable institution web and digital accessibility standards in effect at the time of development and to the adoption of this policy.
4. The following are not subject to this policy even when hosted on institution resources:
   a. Digital learning resources and digital services of a personal nature, and,
   b. Student organization websites that do not conduct institution business.

Policy

A. Administration

1. In collaboration with the Director of Admissions, Retention and Student Services and ADA Coordinator, the Director of Enrollment and Registrar assists with digital accessibility evaluations of software and digital content, training, writing remediation/accommodation plans, consulting with vendors/internal developers, and filing exceptions.
2. In collaboration with the Director of Admissions, Retention, and Student Services and ADA Coordinator, the Director of Enrollment and Registrar will implement the requirements of this policy. The institution must address the acquisition, development, and delivery of digital learning resources:
   a. Information technology (IT) and web support.
   b. When purchasing digital learning resources or services.
   c. Business and transactional processes.
   d. Marketing, recruitment, and communications; and,
   e. Content delivery (including instructional content, policies, procedures, etc.).
3. The Director of Enrollment and Registrar in collaboration with the Director of Admissions, Retention and Student Services and ADA Coordinator:
   a. Understand and ensure implementation of the Digital Accessibility policy and available accessibility assessment tools.
   b. Be aware of, complete, and appropriately disseminate training and technical assistance.
   c. Assist in evaluating digital learning resources, services, and delivery; and
   d. Ensure response to users encountering accessibility barriers.

IV. TTS Digital Learning Policies (Cont)

3. Digital Learning Accessibility Resource Policy (cont)

B. Training
Accessibility coordinators and each department's faculty, staff, and student employees who acquire, develop, or deliver digital learning resources or digital services must complete annual training coordinated by the Director of Enrollment and Registrar.

C. Reporting
The ADA Coordinator/Student Services will review and approve submitted accommodation requests and work with the Director of Enrollment and Registrar to remedy any digital learning or resource deficiencies.

D. Responding to Accessibility Requests
- When an eligible person or a representative of an eligible person contacts the Director of Enrollment and Registrar to express difficulty accessing digital learning resources or digital services, she must inform the ADA Coordinator via email at StudentServices@turnerseminary.org.
- In collaboration with the Director of Enrollment and Registrar, equally effective digital learning resources and digital services shall be made available within ten business days after the ADA coordinator has deemed the individual eligible for accommodations:
  - For digital learning resources, equally effective means that it communicates the same information with a comparable accuracy level.
  - For digital services, equally effective means that the result (e.g., registration) is accomplished in a comparable time and with equal effort on the requestor's part.

E. Complaints
Suppose an eligible person or a representative of an eligible person is dissatisfied with any department's response to an accessibility request or other performance under this policy. In that case, they may file a complaint following the TTS Complaint Policy in the Student Handbook.

Roles and Responsibilities

The roles and responsibilities for being trained on ADA regulations extend to all levels of the institution.
- TTS' Director of Enrollment and Registrar is responsible for identifying digital learning resources or services that will meet the eligible person's accommodation.
- Applicants and students are responsible for initiating requests for 504/ADA evaluation of accommodations.

IV. TTS Digital Learning Policies (Cont)

3. Digital Learning Accessibility Resource Policy (cont)

Policy Review

1. The Director of Enrollment and Registrar will meet as needed with the Director of Admissions, Retention, and Student Services and ADA Coordinator to review and ensure the digital learning resources and services meet the eligible persons' needs.
2. The Director of Enrollment and Registrar will conduct an annual satisfaction survey to ensure the accessibility of eligible persons.
3. This policy shall be reviewed and revised collaboratively by the Director of Enrollment and Registrar, ADA Coordinator, and the Director of Admissions, Retention, and Student Services as necessary, but at least every three years. The policy is then submitted to the Curriculum and Education Policies Committee for approval.

Stakeholders Compliance

All departments and offered programs within the TTS will comply with the currently accrediting agencies, Distance and Correspondence Education Policy Statement, and other relevant Distance Education or Distance Learning state and federal laws, regulations, or accreditation standards.

Applicable Laws, Regulations & Standards

A. Institutional & School Accreditation Requirements
B. The Family Educational Rights and Privacy Act (FERPA)
C. Americans with Disabilities Act (ADA)
D. Discrimination and Harassment (Including Title IX)

IV. TTS Digital Learning Policies (Cont)

4. Distance Learning Policy

Type

Academic (relates to academic affairs generally, faculty and/or student affairs)

Rationale

The purpose of this policy is to ensure that distance learning at Turner Theological Seminary (TTS) 1) meets the needs of students, 2) complies with state and federal regulations regarding Distance Learning, and 3) ensures the quality of Distance Learning degree programs offered by the institution.

Stakeholders Affected by this Policy

Compliance with this policy is mandatory for:
- all TTS programs offering distance Learning courses;
- all students enrolled in a Distance Learning course for academic credit offered by TTS; and,
- TTS faculty and staff responsible for administering Distance Learning courses.

Definitions

a) Distance Learning, as defined by:
- Transnational Association of Colleges and Schools (TRACS), as an Education that uses one or more of the technologies listed to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs if used in a course in conjunction with any of the technologies listed above.

IV. TTS Digital Learning Policies (Cont)

4. Distance Learning Policy (cont)

- Distance Learning is defined as instruction offered by any means where the student and faculty member are in separate physical locations. Distance Learning includes, but is not limited to, online, interactive video, and correspondence courses or programs.

b) Distance Learning, as it relates to this policy, is defined as the education of students who may only sometimes be physically present at a school. In distance learning, students work online at home while the teacher assigns work and checks in digitally.

c) Learning Technology Systems is a Learning Management System, e.g., Populi, Moodle.

d) Supervised Field Experience (SFE) is a student learning experience occurring in a Host State, comprised primarily of the practical application of previously studied theories and skills, under the oversight of a supervisor, mentor, faculty member or the qualified professional who has a direct or indirect reporting responsibility to the Institution where the student is enrolled, whether or not credit is granted. Examples include practica, student teaching, clinical placements, or internships.

Policy

A. Data Security & Integrity
  1. Confidentiality
     - All degree programs that offer Distance Learning courses must generate and handle education records following the Federal Education Rights and Privacy Act (FERPA), 20 U.S.C § 1232g, and in accordance with the regulations to protect the privacy of Education Records and the rights of the students.
     - Faculty providing Distance Learning education must instruct the student on their obligations to maintain the confidentiality and the privacy of other students enrolled in the online course.
     - TTS expects each student to 1) preserve the academic integrity of Distance Learning courses and maintain the confidentiality of course materials, including any assessments administered during the course and/or outside the classroom setting, and 2) uphold the privacy of other students enrolled in the course, not sharing personal information divulged by another student outside the virtual classroom, discussion, forum, or assessment setting.

IV. TTS Digital Learning Policies (Cont)
4. Distance Learning Policy (cont)

2. Secure Location.
   - Unless otherwise required, all Distance Learning courses must be secured and housed within the TTS Learning Management System or on one it is secured Educational IT Systems. Student Records will be stored and maintained as described in the Student Records Policy.
3. Identity Verification.
   - TTS has practices to ensure the student who registers in a Distance Learning course is the same student who participates in and completes the course and receives the credit by verifying the identity of a student who participates in class or coursework.
   - All students must be issued a unique username and password for all TTS activities, including email and learning applications, in the single sign-on platform.
   - Student identity must be verified through secure login, proctored examinations, and/or other technologies and practices that are effective in verifying student identification.

B. Oversight
   1. Administration.
      - TTS must be an active participant in ensuring the effectiveness and quality of the courses and programs if contractual/consortia agreements exist for the delivery of those courses/programs. TTS also oversees the compliance of its educational programs with applicable laws, regulations, and standards.
   2. Course Direction and Instruction.
      - All Distance Learning courses must be taught by TTS faculty of record and those designated to assist to teach, who ensure the rigor of the courses and quality of instruction, consistent with best practices.
   3. Faculty Availability.
      - Sufficient TTS faculty must be appropriately trained including but not limited to the use of online teaching modules, effective online teaching, assessment resources, and student support services such that adequate numbers of faculty of record are always available to teach Distance Learning courses.
   4. Faculty Education.
      - TTS offers faculty training and development on the learning tools, pedagogy, and the functions of teaching in a Distance Learning environment. All faculty training on Distance Learning must be approved by the Office of the Provost.

C. Quality Control
   1. Access to TTS Resources.
      - Students must have the ability to access academic support services, student services, library resources and technical support. Students may request support for these services and advising from their instructor.
   2. Course Credit.
      - All Distance Learning courses must utilize the TOT chart, as approved by the Director of Enrollment and Registrar, to calculate the amount of time students are spending on academic tasks (e.g., time on task, academically engaged time) per semester hour of credit.
   3. Course Design.
      - Evaluation of Distance Learning courses, including participating faculty, must be annually reviewed to ensure and monitor compliance in Distance Learning practices and procedures. Distance Learning courses must be comparable to campus-based courses as evidenced by the evaluation of education effectiveness, including assessments of student learning outcomes and student satisfaction.

IV. TTS Digital Learning Policies (Cont)

4. Distance Learning Policy (cont)

- **Fees.** Students must be notified of any additional costs associated with the administration of Distance Learning and the verification of student identity. Advertising and course curriculum information must accurately depict which courses are offered online.

Responsibilities

A. Programs - All programs offering Distance Learning courses must comply with the policies and procedures outlined herein.

B. All academic programs offering distance learning courses will Maintain the TOT for each course and assign the appropriate number of semester credits for each course based on the TOT Guidelines (see appendix). Maintaining program compliance with U.S. Laws Programs offering Distance Learning courses to students in states other than Georgia must ensure compliance with applicable state and federal regulations for Distance Learning. The Director of Enrollment and Registrar will update and maintain the software used for Distance Learning courses. Secure access to student records through TTS database systems and TTS Educational IT Systems are controlled by the Director of Enrollment and Registrar.

Procedures for Implementation and Review

A. Student Data Security
The following procedures electronically established the identity of the student and prevent any other person from accessing a student's information:

- Passwords. To protect student privacy, passwords must be constructed according to a set of rules spelled out by the Director of Enrollment and Registrar.
- Secure Login. Students access online course management software using single sign-on, which uses the Student Identification Number as a unique identifier and the associated password.
- Employee access to Student Records is restricted unless the employee has completed FERPA training and has a legitimate educational interest in the Record.
- All students must use their Student Identification Numbers to access the TTS network, information systems, and assets.
- All TTS personnel are encouraged to change their password every 90 days to simplify the management of passwords, improve TTS network security, and meet audit requirements.

B. Access to TTS Resources
Distance Learning courses meet as needed with library administration annually to ensure tools and resources are appropriate for those students taking Distance Learning courses. An annual survey will be conducted by the Director of Admissions, Retention and Student Services or designee to ensure that students have access to library resources and student services.

B. Schedule for Policy Review
This policy shall be reviewed and revised as necessary, but at least every three years.

IV. TTS Digital Learning Policies (Cont)
4. Distance Learning Policy (cont)

Stakeholders Compliance

All departments and offered programs within the TTS will comply with the currently accrediting agencies, Distance and Correspondence Education Policy Statement, and other relevant Distance Education or Distance Learning state and federal laws, regulations, or accreditation standards.

Tools

- Office of Institutional Effectiveness
- FERPA Statement

Related Policies

• Data Security Policy
• Standard Records Policy
• Student Appeals& Grievances Policy
• Credit Hour Policy

Applicable Laws, Regulations & Standards

A. Standards
- Best Practices in Distance Education
- Family Education Rights and Privacy Act (FERPA). 20U.S.C.§ 1232G;

IV. TTS Digital Learning Policies (Cont)

5. Electronic Resource Acceptable Use Policy

Type

Academic and information technology (information-technology environment for faculty, staff, students, and other members of Turner Theological Seminary (TTS) community)

Rationale

TTS makes e-resources available to support its academic and administrative goals, and uses of e-resources to advance those goals take precedence over all others. Within the TTS community, each person will have various reasons for using and accessing e-resources; however, each person is also responsible for appropriately utilizing those e-resources and protecting the resources from unauthorized access or use.

TTS supports an extensive information technology environment for faculty, staff, students, and other TTS community members. TTS general policies and codes of conduct apply to the electronic environment as in different TTS settings. This Acceptable Use Policy (AUP) supplements these existing standards by describing the special rights and responsibilities that attach to the utilization of TTS's "e-resources" (as defined below). The Policy also explains the roles of those charged with maintaining, operating, and overseeing TTS e-resources.

The entire TTS community's cooperation helps to ensure that high-quality e-resources remain available for the many endeavors of TTS.

Stakeholders Affected by this Policy

E-resources may be used only for the purposes authorized by TTS. These purposes generally comprise work, study, research, service, or student activities consistent with the fulfillment of TTS's mission, vision, and dedication toward student success.

TTS recognizes that many users participate in outside academic and professional activities that complement the users' on-campus commitments and enhance their contributions to TTS. For example, faculty and staff are active in learned societies, professional associations, academic conferences, the preparation of scholarly publications, and other educational institutions' tenure or departmental reviews, occasionally with incidental compensation. Using e-resources in connection with such activities is generally acceptable if the activities are otherwise consistent with TTS's mission and policies. TTS also acknowledges that limited personal use of e-resources is compatible with the type of community that TTS fosters in support of its broader goals. Such personal use, except by enrolled TTS students, must be incidental at most and may not cause TTS to incur additional costs. Above all, the use of e-resources for outside or personal purposes is always a privilege, not a right, and may not interfere with the use for TTS's mission or purposes.

IV. TTS Digital Learning Policies (Cont)

5. Electronic Resource Acceptable Use Policy (cont)

All use of e-resources must comply with:
- all policies, procedures, and codes of conduct, including those found in the student, faculty, and employee handbooks;
- all laws and regulations applicable to the user or TTS; and,
- all relevant licenses and other contractual commitments of TTS, as modified occasionally.

TTS has sole authority to determine what uses of e-resources are proper and may prohibit or discipline use deemed inconsistent with this policy or other applicable standards of conduct.

Scope

This Policy applies to all persons who access or use TTS e-resources (referred to in this Policy as "users"), including limitation the faculty, staff, students, alumni, and guests of:
- Turner Theological Seminary,
- Digital Theological Library,

This Policy applies to all information technology and other electronic resources ("e-resources") of TTS, including, without limitation:
- All computers, systems, equipment, software, networks, and computer facilities owned, managed, or maintained by TTS for the handling of data, voice, television, telephone, or related signals or information.
- Any access or use of TTS electronic resources from a computer or other system not controlled or maintained by TTS;

Also, members of the TTS community may have access to third-party electronic resources through their affiliation with the TTS community. This Policy governs the use of these resources by members of the TTS community. All applicable Policies or restrictions of the third-party provider.

IV. TTS Digital Learning Policies (Cont)
5. Electronic Resource Acceptable Use Policy (cont)

Policy

A. Email
TTS may send official correspondence to members of its community via electronic mail. Students, faculty, and staff are expected to check their @turnerseminary.org email account regularly and are responsible for all information sent there. TTS employees are expected to use their TTS email account for all TTS-related communications. Suppose a student elects to forward his/her @turnerseminary.org email to another email account. In that case, the student remains responsible for any material not received because of any defect in the forwarding mechanism or the destination account.

B. Account and Access Restrictions
User IDs and passwords are the primary methods used to authenticate users of TTS's e-resources. They help prevent unauthorized access to e-resources or any restricted information found within them. Users may not share their passwords with any other person. They must protect them from disclosure by, for example, changing them regularly, monitoring access to their accounts, and contacting TTS's IT staff if they suspect their passwords have been compromised. Users may be held responsible for all activity conducted using their IDs. Users must select strong passwords (meaning passwords composed of a mix of at least eight numbers, letters, and symbols and not including a word commonly found in a dictionary or as required by the system at the time of creation). No person, including an IT staff member, is authorized to request any user's password.

All users must protect TTS's e-resources from unauthorized access. Specifically, all users must:
- Take responsibility for the security and integrity of information stored on any personal or assigned desktop, laptop, or handheld system.
- Take care to access e-resources only from secure environments and to log out of sessions before leaving any computer unattended.
- Take all appropriate precautions when accessing confidential or restricted data to protect the data from unauthorized disclosures and threats to its accuracy or integrity;
- Comply with requests from the IL, IT staff, and other authorized personnel to cease the use of e-resources that compromise the e-resources or TTS; and,
- Cooperate with system administrators during investigations of improper use.

And, without authorization, no user may:

- Extend the network by introducing a hub, swTTSh, router, wireless access point, or any other service or device to any TTS network.

IV. TTS Digital Learning Policies (Cont)
5. Electronic Resource Acceptable Use Policy (cont)

- Provide any other person with e-resources or access to them.
- Send email chain letters or mass mailings for purposes other than authorized TTS business.
- Alter, remove, or forge email headers, addresses, or messages, or otherwise impersonate or attempt to pass oneself off as another;
- Obtain e-resources beyond those allocated to the user, seek or gain access to data or user accounts for which the user is not authorized, or eavesdrop or intercept transmissions not intended for the user;
- Use TTS's Internet or other network access maliciously or to alter or destroy any material that the user is not authorized to modify or eliminate;
- Tamper with, modify, damage, alter, or attempt to defeat restrictions or protection placed on accounts or any e-resources; or,
- Damage devices or network systems; create or intentionally introduce or propagate computer viruses, worms, Trojan Horses, or other malicious code to any e-resource; attempt to degrade the system's performance or to deprive authorized users of e-resources or access to e-resources.

C. Copyright and other Intellectual Property
- Users must respect intellectual property rights, including copyrights, in all use of TTS e-resources. All use of the content, including text, images, music, and video, retrieved from e-resources or stored, transmitted, or maintained using e-resources must comply with copyright and other applicable laws. The copied material, used legally, must be given attribution in conformance with applicable legal and professional standards. The software may be copied, installed, or used on TTS e-resources only as permitted by the software's owner or authorized licensor and by law. Proprietary software must be properly licensed, and users must strictly adhere to all applicable license provisions (including those concerning installation, use, copying, and the number of simultaneous users).

D. Respect for others
- Users must honor others' rights to privacy, academic freedom, and freedom from harassment. Users may not use e-resources to threaten or harass any person or to create a hostile place to work or study. Users must honor others' requests for the user to stop sending unwanted communications of any kind.
- Users may not do anything to interfere inappropriately with others' use of e-resources, including consuming e-resources in excess.

E. User's Expectations of Privacy
TTS recognizes the importance of privacy in an academic setting and does not routinely monitor a current user's email, data, software, or other online activity. However, there are limited circumstances in which TTS may access, monitor, limit, or disclose a user's communications or other data on e-resources without the user's permission.

IV. TTS Digital Learning Policies (Cont)

5. Electronic Resource Acceptable Use Policy (cont)

These circumstances include the following:

- To maintain the integrity of its systems, network, or data;
- When required by federal, state, or local law, administrative rules, court order, or other legal authority;
- To preserve the health and safety of individuals or the TTS community;
- When there are reasonable grounds to believe that a violation of law or a significant breach of TTS policy may have taken place and access, inspection, or monitoring may produce evidence related to the possible misconduct; or,
- To address a legitimate business need.

Such access to a user's communications or other data on e-resources without the user's permission will occur only with the approval of 1) the president or 2) a) the chief financial and administrative officer and either b) the Office of the Provost (for faculty, administrators, and staff), or the Director of Enrollment and Registrar (for students), or their respective designees. In emergency cases where necessary to preserve the system's integrity, comply with laws or other legal authority, or maintain health and safety, TTS may access, monitor, limit, and/or disclose a user's communications or other data e-resources without seeking the above-described permission. In that instance, the Director of Enrollment and Registrar or designee will log any emergency access for review by the president, the provost (for administrators and staff), the Director of Enrollment and Registrar (for students), or their respective designees, as applicable.

Finally, TTS cannot guarantee those e-resources against unauthorized access or disclosure.
F. Oversight of E-resources
Authorized employees of TTS, including the IL and IT staff charged with the daily administration of TTS's e-resources, may:

- Take all reasonable steps necessary to preserve the availability and integrity of E-resources, including blocking any user's access to e-resources;
- Reject or destroy email messages, email attachments, and other files suspected of being spam or containing malicious code, such as viruses and worms;
- Exercise administrative authority over networks, systems, or software to grant users access to read, write, edit, or delete information in files or databases, to establish security controls and protection for data and e-resources, or to address claims that intellectual property or other rights have been violated;
- Employ a variety of security monitoring devices and tools to identify misuse or unauthorized use of e-resources;
- With the approval of the Provost, temporarily shut off TTS's Internet connection, servers, or services without prior notice to protect TTS systems, data, and users or to protect other essential interests of TTS;
- Temporarily or permanently terminate users' use of e-resources to investigate or remedy any threat to e-resources or violation of this Policy; and,
- Exercise administrative rights over specific e-resources if the IT staff delegates those rights.

IV. TTS Digital Learning Policies (Cont)

5. Electronic Resource Acceptable Use Policy (cont)

G. Disclaimers

The e-resources and anything accessible on or through them are made available "as is" and "as available." TTS makes no guarantee that any e-resource will be free of objectionable matter, errors, defects, bugs, viruses, worms, "Trojan horses," or other destructive features. TTS is not responsible for any harm arising from e-resources or users' reliance on personal devices. Nor is it responsible for any third-party content accessed using e-resources, including content made available by another TTS user or any third party.

This Policy is not a complete statement of TTS's rights or remedies. Nothing in this Policy waives any of those rights or remedies, including any ownership in or to the e-resources.

H. Changes to this Policy

TTS reserves the right to change this Policy at any time. I will post the most up-to-date version of the Policy on the TTS website and may, at its discretion, provide users with additional notice of significant changes. A user's continued use of any e-resources after any changes are published binds the user to the revised Policy.

Responsibilities

A. Programs

All program offerings using e-resources must comply with the policies and procedures outlined herein. Program offerings include but might not be limited to:
- Software (i.e., Populi, Google Suite, Moodle, Logos, Grammarly, etc.)
- Hardware (i.e., iPad and other computer devices)
- Degree Programs
  - Master of Divinity (M.Div)
  - Master of Arts
  - Certificate Programs

B. The Director of Enrollment and Registrar will update and maintain the Distance Learning courses' software. The Director of Enrollment and Registrar controls access to student records through TTS database systems and TTS Educational IT Systems.

Procedures for Implementation and Review

A. E-resource Data Security

The following procedures electronically established the identity of the student and prevented any other person from accessing a student's information:
- Passwords. To protect student privacy, passwords must be created according to a set of rules spelled out by the Director of Enrollment and Registrar in the Data Security Policy.
- Secure Login. Students access online course management software using a single sign-on, which uses their Student Identification Number as a unique identifier and their associated password.

IV. TTS Digital Learning Policies (Cont)
5. Electronic Resource Acceptable Use Policy (cont)

- Employee access to Student Records is restricted unless the employee has completed FERPA training and there is a legitimate educational interest in the Record.
- TTS Employees must use their Student Identification Numbers to access the TTS network, information systems, and assets.
- All TTS personnel are encouraged to change their password every 180 days to simplify the management of passwords, improve TTS network security, and meet audit requirements.

B. Access to TTS Resources
- The Director of Enrollment and Registrar will meet as needed with library administration annually to ensure tools and resources are appropriate for those using e-resources.
- An annual survey will be conducted by the Director of Enrollment and Registrar or designee to ensure that students can access library resources and student services.

C. Schedule for Policy Review
This Policy shall be reviewed and revised as necessary, but at least every three years.

Stakeholders Compliance

All programs will comply with the currently accrediting agencies' Distance and Correspondence Education Policy Statement and other relevant Distance Education or Distance Learning state and federal laws, regulations, or accreditation standards.

Tools
- Office of Institutional Effectiveness
- FERPA Statement

Related Policies
- Data SecurityPolicy
- Standard Records Policy

Applicable Laws, Regulations & Standards

A. Standards
- Family Education Rights and Privacy Act (FERPA). 20 USC § 1232G;

B. Institutional & School Accreditation Requirements

IV. TTS Digital Learning Policies (Cont)

6. Training Policy

Type

Institutional training for faculty, staff, and students of Turner Theological Seminary (TTS) community.

Rationale

TTS provides an opportunity for and encourages participation in job-related training programs for all Employees that will enhance skills and knowledge and maximize job performance. Individual supervisors and the TTS Office of the Provost share the responsibility for participating in the training.

Definitions

- Employees means Regular Faculty, Regular Staff, and Adjuncts. For purposes of this policy, only Employees do not include Student Employees.
- Mandatory training means training that is mandated (1) by the President, (2) by a federal, state, or local statute, regulation, or policy, by an appropriate agency, regulatory, or accrediting body, or (3) to address any legal, financial, physical, or other risks that could significantly impact the university.
- Role-specific training is mandated as a specific component of an Employee's role(s), responsibilities, or duties.
- Supervisors means any Employee whose primary responsibility is to manage other TTS Employees. Management shall include, but is not limited to, directing others' work, hiring, firing, evaluating, advancing, promoting, or otherwise having input into the employment status of other Employees.

Scope

- This policy applies to all Employees of TTS as defined above. Employees' training requirements by role are set out in the Training Schedule located in the TTS Policy Library, The Transnational Association of Christian Colleges and Schools (TRACS)
- The training listed in the Training Schedule is intended to be partial. Departments or academic programs may establish training requirements tailored to that department's activities or educational program. Applicable employees are also subject to those policies. The training year starts from the calendar year.

Policy

A. Mandatory Training

Education and training play a crucial role in clarifying expectations and responsibilities while minimizing legal, financial, and physical risks both for Employees and the university. This policy sets mandatory training requirements (i.e., Title IX, FERPA, HIPPA, EEO) that all employees must complete annually. Those not completing mandatory training requirements within the designated time will be appropriately reprimanded for insubordination. Actions may include a verbal and written warning, demotion, suspension, and termination.

IV. TTS Digital Learning Policies (Cont)

6. Training Policy (Cont)

In collaboration with Human Resources and the Office of the President, the Director of Enrollment and Registrar may designate Mandatory Training courses or programs that all Employees must complete. Mandatory training courses may also be required by federal, state, or local statutes or regulations, by an appropriate regulatory body or agency, or to address any legal, financial, physical, or other risks that could significantly impact the university.

B. Role Specific Training
Role-specific training may be designated based on an Employee's roles or position responsibilities. In collaboration with the Director of Enrollment Registrar and Human Resources, Lead Supervisors ensure employees participate in role-specific training and inform employees of such requirements. If the activity is already accessible through the Director of Enrollment and Registrar, it may add the training to the Employee's training requirements.

If not, Supervisors may work with the Director of Enrollment and Registrar to identify options for delivering the required training. Supervisors are responsible for notifying Employees of any role-specific activity and ensuring they have scheduled time to complete the training.

C. New Hire Orientation
Unless otherwise indicated in the Training Schedule, newly hired Employees must complete MandatoryTraining within sixty (60) calendar days from the hire date. Supervisors are responsible for ensuring newly hired Employees attend a New Employee Orientation session. Human Resources will add the Mandatory Training courses to the new staff's learning plan in TalentLMS. The Director of Enrollment and Registrar, Human Resources (staff), and the Office of the Provost (faculty) ensure that newly hired staff and faculty complete Mandatory Training. Those who do not complete mandatory training within the designated time will be appropriately reprimanded for insubordination, which may include a verbal and written warning, demotion, suspension, and termination.

D. Paid Time for Training
An Employee's time taking either mandatory training, Role-specific training, or any other training required by a Supervisor is considered time worked.

E. Policy Exceptions
Training requirements and completion of these shall be considered part of an Employee's performance. Employees that consistently and willfully fail to follow this policy are subject to a range of disciplinary action, up to and including termination for Regular Staff, the cancellation of contractual obligations for Adjuncts, or the initiation of dismissal for cause proceedings for tenure-track and non-tenure-track Regular Faculty.

IV. TTS Digital Learning Policies (Cont)

6. Training Policy (Cont)

Roles and Responsibilities

The roles and responsibilities for training extend to all levels of the seminary:

- The Director of Enrollment and Registrar is responsible for identifying, creating, and providing opportunities for training in support of the TTS Community goals and objectives.
- Supervisors are responsible for assessing and communicating employees' training requirements in their organization. Supervisors also share responsibility for ensuring that Employees complete their training requirements within the specified time. Supervisors must take appropriate action to ensure compliance among the Employees they supervise.
- Employees are responsible for understanding their obligations under this policy and ensuring compliance.

Policy Review

- The Director of Enrollment and Registrar will meet as needed with vendor representatives at least bi-annually to ensure training resources are appropriate to meet Employee needs.
- The Director of Enrollment and Registrar will conduct an annual satisfaction and effectiveness survey to ensure that students and employees meet the expectations of supervisors, employees, and students.
- This policy shall be reviewed and revised as necessary, but at least every three years.

Stakeholders Compliance

All departments and offered programs within the TTS will comply with the currently accrediting agencies, Distance and Correspondence Education Policy Statement, and other relevant Distance Education or Distance Learning state and federal laws, regulations, or accreditation standards.

Tools

- Office of Institutional Effectiveness

Applicable Laws, Regulations & Standards

A. Institutional & School Accreditation Requirements
B. The Family Educational Rights and Privacy Act (FERPA)
C. The Americans with Disabilities Act (ADA)
D. Discrimination and Harassment (Including Title IX)
E. Campus Security Authority (CSA) Training
F. Data Security Fundamentals

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V. Continuing Education Policy
1. Continuing Education and Training Policy & Procedures

Purpose
This policy aims to establish and maintain a well-defined and clearly understood administrative structure for the reporting and record-keeping process of non-credit continuing education programs and activities sponsored by the TTS.

Policy
This policy establishes an administrative structure for the reporting and record-keeping of non-credit continuing education programs and activities sponsored by the TTS. Following this policy allows the TTS to maintain the administrative structure that meets the requirements for accreditation and of International Accreditors for Continuing Education and Training (ANSI/IACET 1-2018 Standard for Continuing Education and Training). This policy includes using record-keeping processes for Continuing Education Units (CEUs). This policy:
1. provides for uniform application of the CEU across the TTS,
2. outlines the foundation for a central records and reporting system and
3. assures a uniform approach for quality assurance in non-credit continuing education programming.

Procedures
Reporting and Record-keeping Process for Continuing Education Activities and Continuing Education Units (CEUs)
1. Definition of Continuing Education Activity
   - Continuing Education encompasses non-credit educational programs purposefully and deliberately initiated, planned, organized, or hosted by a University academic or business unit. All continuing education programs must follow the institution's mission and vision.
   - Continuing Education activities are recognized as programs seeking to improve work-related skills, provide personal learning enrichment, support community or economic development, or encourage civic engagement. Programs may be delivered synchronously or asynchronously. Formats may include but are not limited to Classroom instruction, online learning, conferences, workshops, and lectures.

V. Continuing Education Policy
1. Continuing Education and Training Policy & Procedures

Procedures (Cont)

2. Continuing Education Activity:
   - Encompasses all educationally based outreach programs offered or hosted by the TTS;
   - Documents outreach activities on behalf of the TTS;
   - May, but does not necessarily, confer recognition of individual participation or successful completion through the issuance of CEUs; and,
   - Allows for recording and reporting of all forms of the TTS's continuing education effort.

Turner Theological Seminary engages in non credit continuing education activities and programs. All continuing education activity, regardless of type, must be documented and reported through the Director of Enrollment and Registrar to ensure TTS's compliance with ANSI/IACET 1-2018 Standard for Continuing Education and Training.

3. Types of Continuing Education Records

The Director of Enrollment and Registrar is responsible for maintaining two types of continuing education records: (1) documentation of each non-credit program and activity, and (2) documentation of each participant awarded Individual CEUs. Permanent participant records are made only for those who successfully complete an approved program/activity and meet the established criteria for awarding Individual CEUs.

The two records are used to provide reports internally for TTS, externally for organizations such as the Association of Theological Schools (ATS) and the Southern Association of Colleges and Schools Commission on Colleges, and to produce Individual CEU record transcripts for eligible participants.

4. Use of the Continuing Education Unit (CEU)

The CEU is a uniform unit that measures individual participation in non-credit continuing education. The CEU serves as the TTS's accepted format for reporting institutional compliance with ANSI/IACET 1-2018 Standard for Continuing Education and Training, which requires that "continuing education, outreach, and service programs are aligned with the institution's mission." All significant postsecondary level learning experiences for which degree credit is not earned should be recognized through the use of the CEU, reserving the term "credit" for those learning activities that generally lead to a degree or diploma.

V. Continuing Education Policy
1. Continuing Education and Training Policy & Procedures

Procedures (Cont)

Individuals may use personal records reported in CEUs to meet requirements for:

- Maintenance or improvement of professional competencies;
- Documentation of continuing qualifications for licensure, certification or registration;
- Evidence of personal and vocational growth and adjustment to meet changing career demands;
- Preparation for a new career by personal preference or as caused by the pressure of individual or technological obsolescence; and/or
- Demonstration of a conscious and persistent effort toward personal development.

5. Awarding of the Continuing Education Unit)

The CEU is used to recognize adult participation in non-credit courses, workshops, and programs. One CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. The number of contact hours and appropriate CEUs must be determined and approved prior to the beginning of the program but only after the objectives, content, format, methods of instruction, and program schedule have been established.

Non-credit continuing education and outreach programs arise from a planned response to specific identified educational needs of a targeted group. This need is assessed and incorporated into the program (learning experience) through a structured planning process. The program's developer (faculty, subject-matter experts) should identify from the onset whether the design goal is a Category 1, 2, or 3 activity (listed below); the program is then developed to meet the appropriate criteria.

The following program criteria are required to award Individual CEUs:

- The non-credit activity is planned in response to an assessment of an educational need for a specific target population and is aligned with TTS's mission.

V. Continuing Education Policy
1. Continuing Education and Training Policy & Procedures

Procedures (Cont)
- The non-credit activity is actively sponsored and directly coordinated by at least one academic/business unit.
- The program has been approved and processed through the Committee on Educational Policies (CEP) for the awarding of Individual CEUs following the established guidelines.
- There is a statement of learning objectives and rationale.
- The program content is well organized, presented in a sequential manner, and clearly documented.
- The activity is of an instructional nature and provided through an appropriate method of delivery.
- The instructional personnel are well qualified by education and/or experience, and such qualification is appropriately documented.
- The registration process for program participants to provide the necessary data for reporting and transcript maintenance is pre arranged and coordinated through the Director of Enrollment and Registrar. (Fees will apply unless waived by the Provost.)
- Participants are asked to evaluate the program, and a summary of the responses is maintained for record keeping.
- There is provision for the assessment of the learning of each individual participant appropriate to the materials presented (i.e., level of attendance, quizzes, projects, classroom participation).
- Individual attendance must be appropriately documented and provided to the Director of Enrollment and Registrar for record keeping. (Partial CEUs may not be awarded.)
- Sponsors may not select to issue CEUs to some, but not all, participants who meet the established criteria.
- Approved CEU programs should normally be offered for no less than four contact hours (0.4 CEU credits).

Category 2 - Institutional CEUs recognize formal, organized continuing education non-credit instructional activities that respond to the needs of participants, which represent a substantial investment of time and resources by the TTS but are not designed to comply fully with all CEU criteria. This category often includes personal and community development educational activities. Participants are not awarded CEUs, but a permanent record of the program and a validated attendance headcount is maintained and reported. The following program criteria are used in awarding institutional CEUs:

V. Continuing Education Policy
1. Continuing Education and Training Policy & Procedures

Procedures (Cont)
- The activity is a planned educational experience with a written statement of purpose.
- The activity is sponsored by an academic/business unit qualified to determine the quality of the program content and to select and approve the resource personnel utilized.
- Record of attendance, required for institution reporting use, and a file of program materials are maintained by the academic/business unit and reported to the Director of Enrollment and Registrar (reference Section II.A). Attendance records may be in terms of a validated headcount.

Category 3- Outreach Only is a residual category for all non-credit activities that are not Categories 1 or 2 but which contribute to the outreach mission of TTS, involve a commitment of time and resources, and are officially sponsored by the TTS. These activities may or may not register individual participants; only a validated headcount is required for record-keeping. Evaluation is at the discretion of the responsible faculty/staff member of the sponsoring academic/business unit. Individual and Institutional CEUs are not awarded, but a permanent record of the program is maintained and reported by the Director of Enrollment and Registrar.

6. Calculating Contact Hours
The contact hour is defined as a typical 60-minute classroom instructional session or its equivalent. In informal formats, the clock hour should be used. When the appropriate number of instructional or contact hours has been determined, CEUs are assigned on the basis of one unit for each ten contact hours and one-tenth unit for each additional full contact hour. Fractions of 50 minutes or greater may be rounded up. Fractions from 30-49 minutes round down to 30, and fractions less than thirty minutes are discarded.

When activities have been approved for the awarding of CEUs and the number of units for the activity has been determined, those individuals who satisfactorily complete the activity will receive CEUs. Satisfactory completion is determined by the program director or instructor based on criteria for completion developed by the planning group for the program or activity and in compliance with CEU standards.

In calculating the contact hours, the following factors may be included:
- Classroom or meeting session hours with direct participation between the learner and instructor or discussion leader are counted as contact hours.

V. Continuing Education Policy
1. Continuing Education and Training Policy & Procedures

Procedures (Cont)

- Field trips, Laboratory sessions, clinical experiences, and activities using non-traditional methods of instruction may be awarded CEUs, but the contact hours must be based on the equivalent instructional class hours.
- For correspondence or self-study courses, the number of CEUs to be applied should be based on the time that the sponsor estimates required by students to complete the course at a satisfactory level.

Time devoted to the following and similar activities may not be included when calculating contact hours for CEUs:

- Meeting time devoted to business or committee activities;
- Meeting time devoted to announcements, welcoming speeches, or organizational reports;
- Time for study, assigned reading, reports, written assignments, and other related activities outside of the class meeting schedule;
- Scheduled time allocated to social activities, entertainment, coffee breaks, luncheons, dinner, etc. (Luncheon or dinner presentations which are an integral part of the educational experience may be included).

7. Alternatives to the CEU

National CEU guidelines were first disseminated in 1968 by the Council on the Continuing Education Unit, the original entity which became the International Association for Continuing Education and Training (IACET) and is regarded as the national caretaker of the CEU. The CEU continues in general use by institutions of higher education as the standard measure of continuing education. In the intervening years, many professional organizations, state professional regulatory agencies, and other entities have created additional requirements or alternative measures (CLEs, CFEs, PDUs, etc.) for their constituent members in completing requisite professional development. Many of these accept the standard CEU at face value; others require a program-by-program review process and even approval as a "certified CE provider." Individuals are responsible for researching the licensure or continuing education requirements of their specific professional area to determine if there are additional requirements.

V. Continuing Education Policy
1. Continuing Education and Training Policy & Procedures

Procedures (Cont)

8. Application and Program Reporting Procedure

The academic or business unit is responsible for the timely and accurate reporting of all non-credit educational programs and outreach activities each term. This information is used to provide central documentation and reporting of all TTS-sponsored noncredit educational activities, meet the requirements for awarding Individual and Institutional CEUs as stated in Section I.D., and adhere to accrediting standards.

To provide clear language, non-credit continuing education programs, and outreach activities are divided into the three categories defined in section I.D. All programs require the submission of a completed Program/Activity Record form. Programs that meet Category 1 criteria also require the submission of an Individual CEU Application form per the guidelines listed below.

A. Category 1, 2, and 3 - Program/Activity Report
Program/Activity Record form must be submitted for each individual program, course, activity, or event. A permanent record of the program and a validated headcount of attendance is maintained and reported. For Category 2 or 3 programs, a completed and signed form must be submitted within fourteen (14) days of program conclusion. Upon program completion, the actual number of participants or notice of cancellation must be sent to the Director of Enrollment and Registrar Office to allow accurate record keeping.

Category 1 programs complete the Program/Activity Record form as well as follow the additional requirements listed below.

B. Category 1 - Individual CEU Application
Individual CEU Application form must be completed for each Category 1 program to request the awarding of Individual CEUs, in addition to the Program/Activity Record form. These forms must be submitted for approval and processing by CEP at least 30 business days prior to the start date of the program and prior to any public statement of the awarding of CEUs. All required documentation must be provided in an approved format.

A representative of the Director of Enrollment and Registrar will contact the unit upon receipt of the application and set up a meeting to discuss the program criteria and process. Fees for establishing the Individual CEU program files and registration will apply unless a waiver has been obtained through the Provost. Fees vary based on the enrollment size, method of registration, and other required services.

V. Continuing Education Policy
1. Continuing Education and Training Policy & Procedures

Procedures (Cont)
Approved programs are given written approvals, which include a name, description, session number, method of registration for participants, and the number of CEUs and contact hours approved by CEP.

Documentation of program participants and related attendance records, CEU award status, and an evaluation summary must be submitted to the Director of Enrollment and Registrar within fourteen days of program completion. Submissions may be completed electronically or via an alternative approved format.

Review
The Office of Academic Affairs will review this policy yearly as part of the institutional assessment process.

Admissions **Policies**

Turner Theological Seminary is open to qualified applicants who satisfy all admissions requirements. Prospective students can apply to two degree-programs: Master of Divinity (MDiv), Master of Arts (MA), or the MDiv/MA. Applications for admission to these degree programs are available on our website at www.turnerseminary.org.

Admissions **Policies**

TTS offers academic programs and professional certification designed to prepare individuals to practice a transforming and liberating spirituality in spaces of public, congregational, and academia.

Turner Admissions

Turner Theological Seminary is open to qualified applicants who satisfy all admissions requirements. Prospective students can apply to two-degree programs: Master of Divinity (MDiv), Master of Arts (MA), or the double MDiv/MA. Applications for admission to these degree programs are available on our website at www.turnerseminary.org.

Contact the Director of Admissions, Retention, and Student Services directly for assistance. Correspondences by mail can be sent to:

The Director of Admissions, Retention and Student Services
Turner Theological Seminary
702 Martin Luther King, Jr., Drive, Atlanta, GA 30314

Turner Theological Seminary prohibits discrimination against any individual based on race, color, religion, sex, age, national origin, disability, sexual orientation, marital status, parental status, or veteran status regarding the institution's admission policies, academic standards, and policies, in the granting of scholarships, loans, and other financial aid.

1. Admissions Criteria

Master's Degree Programs

The prerequisite for admission to the 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.

To be considered for admission, each applicant must submit the following documents and the application form to the Office of Admission on or before July 1 for Fall and November 1 for Spring admission:

- Official transcripts of all college, university, or seminary records showing all courses pursued and grades received. A bachelor's degree with a minimum grade point average of 2.75 on a 4.00 or its equivalent
- One recommendation letter (Professional, Educational, or Ministerial)
- An autobiographical essay (should not exceed two pages), following the guidelines in the application
- $50.00 nonrefundable application fee

Admissions Criteria (Cont)

Applicants to the Master of Arts (MA)
All persons seeking to enroll in the Master of Arts degree program must meet the exact 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 at the TTS to complete the program and its thesis successfully.

All students enrolling must submit a physical examination and immunization records. Health records are due to the Director of Admissions, Retention, and Student Services by July 1 for the fall semester and December 1 for the spring semester.

Special Students and Matriculation with Degree Equivalency
Applicants applying under degree equivalency have yet to earn a baccalaureate degree and must first be recommended by their denomination's president/dean. 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. They must have made exceptional contributions to the 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 coursework must represent a broad liberal arts background with credits in the following areas: English, world history, philosophy, languages and literature, the natural sciences, the social sciences, music and other fine arts, and religion. Admission is reserved for applicants of mature years with life experience that has prepared them for theological study at the graduate level. At most, 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 applications.

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 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 are usually required;
- Theological inquirers without qualifications usually are required, and
- Persons who need exposure to theological education to serve in specific denominational capacities recommended by their respective denominations.

Admissions **Policies**

1. Admissions Criteria (Cont)

Readmitted Students

Any student not continuously enrolled or 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 Director of Enrollment and Registrar. A student absent from the institution for more than a year must apply for readmission through the Director of Admissions, Retention, and Student Services. Students in this category seeking readmission may secure an application from the Director of Admissions, Retention, and Student Services or at the institution's website (www.turnerseminary.org) at no cost. Requests for readmission must be submitted with supporting materials not later than 30 days before 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 Turner Theological Seminary must submit official academic transcripts from each institution attended.

The Admissions officer or committee may consider 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 TTS 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.

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 TTS curriculum. Grades earned in such courses must be a "C" or higher. The Provost receives transcripts and syllabi to evaluate 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 TTS. 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 TTS is required before the application is reviewed.

International Students

An international student is 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 the paper test and 79 on the internet-based test.

Admissions **Policies**

All international students must have their transcripts 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. International students are strongly recommended to begin the admission process at least six months to one year before the application deadline.

Before the issuing of the Form I-20 process can be completed, evidence of ability to finance the entire period of study at TTS must be submitted. The student must include with the application a statement for financing 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 TTS must submit a deposit of the first year's tuition and fees in a cashier's check made payable to TTS. If the F-1 visa is denied, the deposit is one hundred percent refundable.

2. Health Record Tuition Deposit

A non-refundable fee of $150 is required for all admitted students enrolling in a degree program. This deposit is required no later than July 1 for the 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 credit card. Admitted students can submit deposits online by visiting https://www.turnerseminary.org or submit deposits over the telephone by calling the Office of Financial Services.

3. General Regulations

Enrollment at TTS is a privilege and is always subject to suspension or termination by the action of the Vice President for Academic Affairs 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 that the Vice President for Academic Affairs or the faculty determines is inconsistent with or detracts from the spiritual, moral, and social character which the faculty desires for the TTS community. Any student applying for admission to TTS shall be deemed to have read and understood the terms of this notice and, if accepted, be subject to them.

4. Code of Conduct

TTS is actively engaged in the pursuit of academic excellence. We realize the discipline that such a pursuit demands. So, we are paying attention to those activities that could negatively impact our desired goal. Suppose 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 TTS is observed. In that case, the conduct of the person involved will be investigated and appropriate action taken. Inappropriate behavior by a student is outlined in the Student Handbook.

5. Non-Discriminatory Policy

TTS admits students of any race, color, and national or ethnic origin. According to Title IX, part 86, Title VI, and Title VII, no person shall, based on 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 TTS or in any term, condition, privilege, or employment.

6. Affirmative Action Policy

TTS's policy is 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.

7. Academic and Personal Records

All records at TTS 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 Director of Enrollment and Registrar any changes of information needed to update the file.

Financial & Housing **Policies**

All expenses listed in this catalog are subject to change. If you have any questions about the following information, contact the business office. Information about the financial aid program may be directed to the Office of Financial Aid.

Financial & Housing **Policies**

All expenses listed in this catalog are subject to change. If you have any questions about the following information, please contact the business office . Information about the financial aid program may be directed to the Office of Financial Aid.

Cost of Attendance

COST OF ATTENDANCE 2024-2025

DIRECT COSTS
TUITION (FT, 72 CREDITS/3 years) 15,600.00
ADMINISTRATIVE FEES..200.00
TECHNOLOGY FEES..400.00
THESIS FEES (MA ONLY)..400.00
TRANSCRIPT FEE..20.00
GRADUATION FEE..450.00
STUDENT SENATE..100.00

INDIRECT COSTS
HOUSING...13,211.00
DINING COSTS..6,244.00
TRANSPORTATION..6,010.00
PERSONAL/MISC COSTS...2,887.00
BOOKS AND SUPPLIES..1,360.00

FINANCIAL AID FEES (IF TAKING FEDERAL LOANS)
DIRECT STANFORD - LOAN FEE..194.00
DIRECT PLUS - LOAN FEE..1,196.00

TOTAL YEAR COST OF ATTENDANCE.................................46,882.00

2. Schedule of Tuition/Fees

TTS offers a highly discounted tuition for all students. Students receiving scholarships should make sure the financial aid officer is informed and that all amounts are part of their packages.

MA and MDiv Tuition 2024-2025 is 650.00 per credit/hour.

Students enrolled as full-time can expect the following breakdown for tuition:
9 Credits = 9 x 650 = 5,850
12 credits = 12 x 650 = 7,800

3. Late Registration Fee

This $150 fee applies to all new registrations received when the late registration period begins. This date is included in the academic calendar.

4. Health Insurance

All students are recommended to carry health insurance. All international students must carry health insurance for themselves and their family members who have accompanied them to the U.S.

5. Graduation Fee

The graduation fee is a one-time, non-refundable fee of $450.00. 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.

6. Transcript Fee

There is a $20.00 charge for all transcripts. Transcripts on demand or walk-ins will be charged $25.00. Transcript request forms are available through the Director of Enrollment and Registrar and the TTS website. Official transcripts will be issued once the student meets all TTS financial obligations. 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." TTS reserves the right to withhold transcripts of current or former students not in good financial standing with the institution.

7. Books

Turner Theological Seminary 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 Online Bookstore. The cost of books varies by the number and types of courses taken. Students should budget a minimum of $150 per course for books.

8. Financial Responsibility

On-campus housing through Turner Theological Seminary is currently unavailable.

9. Financial Responsibility

Students are expected to maintain good financial standing with the institution, as determined by the TTS Office of Financial Services. Students must settle all financial obligations to Turner Theological Seminary before they may receive their diplomas, have transcripts provided, or be designated as having graduated.

Students who complete 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 the graduation ceremony until financial obligations are met. Third parties who inquire about a student's graduation will be informed that the student has completed all academic requirements but is not yet confirmed as having graduated and not meeting 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 initially indicated on the diploma. Further questions may be directed to the Business Office.

10. Payment Policies & Student Accounts

TTS Student Accounts handles all accounts receivable transactions, 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 TTS must clear all their financial obligations to the institution 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.
- 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 before the registration deadline. Only students with completed financial files received before the registration deadline can 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 to register for classes.

11. Tuition Payment Plan

If a student cannot pay their account balance in full by the due date, they may make arrangements with the TTS Student Accounts to make three equal monthly installment payments to pay their account in full by the end of the semester (or term). Students must complete a promissory note with TTS by the initial due date 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, which may result in the cancellation of the student's enrollment for the term. Any cancellation of the payment plan or failure to accept a revised agreement will result in a financial hold on the student's account at the end of the semester (or term). Students with a financial hold on their account cannot register for a future semester (or term). International students must pay in full by the registration deadline date.

12. 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 paying their accounts in full even if they expect 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, preventing them from registering for the subsequent terms and receiving official transcripts and diplomas.

Note: Students enrolled in intensive (J- Term, Summer School, E-Term, and Intensive) courses must have their bills paid in full on or by the first day of class. No payment plans are permitted.

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 the initial due date.

Note: Students are responsible for ensuring that their external funding source makes timely payments.

13. 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.) 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. The account must be paid on the final day of classes to remove the financial hold. A financial hold will prevent the release of diplomas and transcripts. 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 have other arrangements (see Payment Arrangements) with TTS Student Accounts must be current to be exempted from this charge.

14. Collections

The Office of Financial Services will contact students to collect past-due accounts.
- Reasonable payment arrangements will be considered.
- TTS 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.
- TTS may authorize the collection agency to litigate against the student when other options have been exhausted.

15. Billing Information

All tuition, fees, and housing charges must be paid each semester by the registration dates as published in the TTS Academic Calendar and the TTS Website. Failure to meet registration deadlines may result in course cancellation.

Note: Students should ensure they have the proper and up-to-date TTS credentials, including an activated email account.

16. 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 they are billed.

17. Methods of Payment

Before the start of each academic year, students must clear their financial obligations before the published registration deadlines. Payment for charges may be made by cashier's check, money order, certified check, credit card, or approved financial aid. TTS Student Accounts will assess a processing fee of 3.0% for any payment made by a credit card.

18. Credit Balance Refunds

Financial aid disbursements occur after the Add/Drop Period of the academic term to comply with federal regulations regarding certification of class attendance.
Please take a look at the Mandatory Attendance and Drop Policy.

19. 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 following the following schedule:

Financial & Housing **Policies**

Withdrawal Point Within the Regular Semester	Amount of Refund
Within the first five (5) days of classes (Add/Drop Period)	100%
Within week two of classes	75%
Within week three (3) of classes	50%
Within week four (4) of classes	25%
Beyond week four (4) of classes	0%
Withdrawal Point Within Summer Session(s)	
On the first day of classes	100%
After the first day of classes	0%

Financial & Housing **Policies**

All refunds are determined by the date the student notifies the Director of Enrollment and 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. A refund from a federal loan will be returned to the federal loan program for students who withdraw.

20. Return of Funds to Title IV Policy (Effective July 2026)

This federally mandated policy governs the return of student loans disbursed to students who withdraw from Turner Theological Seminary before 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.

All students withdrawing from the institution for any reason are advised to contact the Office of Student Accounts, the Director of Enrollment and Registrar, and the Office of Financial Aid before withdrawing to ensure that all financial and academic matters are appropriately handled. Upon withdrawal, students with federal loans must undergo the Exit Interview with the Office of Financial Aid.

Note: **Currently, Turner Theological Seminary does not accept federal or state funds or students with federal or state educational loans to attend the institution.**

21. 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 to collect the amount owed to the institution. The student will be responsible for any attorneys' fees, other reasonable costs, and charges necessary to collect any amount not paid.

22. How Financial Aid Payments are Applied

~~Students must satisfy all th~~eir financial obligations to the institution to register for a term.

Billing and Registration

The billing statement mailed to students by TTS 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 before the bill was produced. For student loans, the amount credited to the account will be less than the amount on the award letter. This difference results from the loan origination fees deducted from the loan by the lender. Financial aid awarded before the start of the semester will be listed as pending on the student account statement. This will allow students to complete the enrollment process. Once the semester has begun and attendance is confirmed funds will be credited to the student's account.

Scholarship Checks

Donors may send a scholarship check to TTS Student Accounts on behalf of the student. Scholarship checks should be made co-payable to Turner Theological Seminary 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 payable to Turner Theological Seminary only, it does not require the student's endorsement. After receiving funds, the scholarship amount will only appear as a credit on the student's billing statement. Suppose a student wishes to use a scholarship to assist in covering their charges for the term. In that case, the student is responsible for ensuring that the scholarship check is received by TTS Student Accounts by the time charges are due.

Note: Students are responsible for paying the full balance due on their billing invoice each semester. If the student chooses to pay in installments rather than in full, the student must establish a payment plan with TTS Student Accounts.

23. Return Check Policy

There is a $45 charge for each returned check. For a complete listing of fees, visit Turner Theological Seminary's website at www.turnerseminary.org. Tuition and fees are subject to change at the discretion of the Board of Trustees.

24. 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 they remain enrolled. During the first 60% of the term, a student "earns" financial aid directly proportional to the length of time he/she remains enrolled. A daily prorated ratio determines the earned and unearned aid. 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 you were scheduled to receive. Students who withdraw after receiving a refund but before 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 institution and the student share the responsibility to repay unearned aid in proportion to the aid each is assumed to possess. TTS 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.

Note: **Currently, Turner Theological Seminary does not accept federal or state funds or students with federal or state educational loans to attend the institution.**

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 immediately paying the debt to the Business Office. 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 TTS the total amount of his/her debt, and TTS will return the funds to the appropriate programs within 45 days. To continue eligibility past 45 days, the student must pay the overpayment to the TTS 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. TTS has 30 (thirty) days from the date the institution determined that the student withdrew to offer the student any amount of the post-withdrawal disbursement. 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 the institution sends the notification to be eligible for the post-withdrawal disbursement. If the student does not respond to the institution's notice, no portion of the post-withdrawal disbursement 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:
1. Institutional charges: (Tuition, Mandatory fees, Special course fees, Housing, and Meal charges (if you live on campus), or
2. 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 withdrawal date. The result is the amount of aid to be returned.

25. Unofficial Withdrawal Policy

Financial aid funds are awarded, assuming 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 when you can no longer attend class.
2. A second category of unofficial withdrawals encompasses all other withdrawals where official notification is not provided to the school. The withdrawal date for these withdrawals is the term's midpoint 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 still need to complete courses. For students who do not earn a passing grade in any class, a notice will be sent to instructors asking to verify 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 an unofficial withdrawal. Also, if attendance documentation is not received, a return of financial aid funds calculation will occur using the midpoint (50%) for the unofficial withdrawal date.

26. Federal Refund Policy (Effective 2026)

Any federal financial aid recipient withdrawing from all classes is subject to a Federal Return of Title IV Aid Calculation. This calculation determines the federal aid 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 formally requests to be withdrawn from the TTS. The student must submit a complete withdrawal form to the Office of the Registrar.

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 they remain enrolled. During the first 60% of the term, a student "earns" student aid funds directly proportional to the time he/she remains enrolled. Beyond the 60% point, all aid for the term is considered earned.

The Office of the Registrar will generate a weekly roster 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 institution and the student share the responsibility to repay unearned aid in proportion to the aid each is assumed to possess. TTS 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.

Note: Currently, Turner Theological Seminary does not accept federal or state funds or students with federal or state educational loans to attend the institution.

27. 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 immediately paying the debt to the Business Office. 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.

28. Financial Aid

Are you concerned about paying for your education at Turner Theological Seminary? Think of it as an investment in your future. A TTS education will pay for itself in higher earnings and expanded opportunities throughout your life. With our generous financial assistance packages, some TTS students find their actual cost is lower than expected. We'd like to invite you to explore the financial information provided on the TTS website.
We look forward to helping you invest in your future!

29. Apply for Financial Aid (Effective July 2026)

You must complete the Free Application for Federal Student Aid (FAFSA) to apply for financial aid. The FAFSA should be completed by February 1 for priority consideration for our aid programs for the school year. You can go to studentaid.gov and follow the directions to file the FAFSA.

30. Scholarships

Are you looking for ways to fund your education? You may qualify for scholarship funding at TTS if you can demonstrate academic excellence and leadership. Also, 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 TTS website for more information. If you have questions, contact the Office of Financial Aid.

31. TTS Funded Scholarships

TTS funds some scholarships for incoming students as a part of the admissions process. Scholarship recipients are selected based on academic credentials measured by previous collegiate academic work. To be eligible for a TTS-funded scholarship, you must meet the following criteria:

- Graduated from an accredited college.
- Applied for admission at TTS 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.

Just so you know, 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.

32. Outside Scholarships

Searching for outside scholarship money is time-consuming but may be 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.

33. Satisfactory Academic Progress (SAP) (Effective July 2026)

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 to complete the degree (1.5 X the required program hours).

Turner Theological Seminary 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 spring term.

As federal regulations require, Turner Theological Seminary administers an institutional SAP policy that is consistently applied to all Federal Financial Aid applicants and recipients. Turner Theological Seminary'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. Cases that may be considered include death in the family, accident, illness, or other academic performance factors outside the student's control. If a student feels that he or she violated Turner Theological Seminary'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
702 Martin Luther King Jr. Drive
Atlanta, Georgia 30314
finaid@TTS.edu

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The SAP appeal must be submitted in writing to the financial aid office within 30 days after receiving the suspension letter. 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 why those mitigating circumstances no longer affect 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 TTS email address of the results of their request.

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:

1. Pending — additional information is needed.
2. Approved — student is eligible to receive federal aid
3. Denied — student is not eligible to receive federal aid
4. Probation — the student will be sent a SAP contract that details the academic performance required in future terms for continued receipt of federal financial assistance.

Questions about the SAP policy should be addressed to the Office of Financial Aid. A copy of TTS' Satisfactory Academic Progress Policy may be found in the Financial Aid section of Turner Theological Seminary's website at www.turnerseminary.org.

Get in **Touch**