**Fall Semester**

<table>
<thead>
<tr>
<th>Event/Deadline</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>August Courses*</td>
<td>August 8–19</td>
</tr>
<tr>
<td>Drop and Grading Basis Change Deadline for August Courses</td>
<td>August 8, 4:00 p.m.</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>August 21–23</td>
</tr>
<tr>
<td>First Class Day for Regular Fall Courses</td>
<td>August 24</td>
</tr>
<tr>
<td>Add/Drop/Swap Deadline for Regular Fall Courses</td>
<td>August 31, 4:00 p.m.</td>
</tr>
<tr>
<td>Labor Day Holiday (No Classes)</td>
<td>September 5</td>
</tr>
<tr>
<td>Grading Basis Change Deadline</td>
<td>September 7, 4:00 p.m.</td>
</tr>
<tr>
<td>Degree Application Deadline</td>
<td>September 9</td>
</tr>
<tr>
<td>Fall Break (No Classes)</td>
<td>October 10–11</td>
</tr>
<tr>
<td>Spring 2012 Pre-Registration Advising Period</td>
<td>October 12–26</td>
</tr>
<tr>
<td>Spring 2012 Pre-Registration</td>
<td>November 1–6</td>
</tr>
<tr>
<td>Thanksgiving Break (No Classes)</td>
<td>November 24–25</td>
</tr>
<tr>
<td>Cross-Registration Application Deadline for Spring 2012</td>
<td>December 1</td>
</tr>
<tr>
<td>Cross-Registration</td>
<td>December 6</td>
</tr>
<tr>
<td>Last Class Day</td>
<td>December 6</td>
</tr>
<tr>
<td>Last Day to Request a Course Withdrawal</td>
<td>December 6</td>
</tr>
<tr>
<td>Last Day to Request a Course Incomplete from the Instructor</td>
<td>December 6</td>
</tr>
<tr>
<td>Reading Period</td>
<td>December 7–11</td>
</tr>
<tr>
<td>Exam Period</td>
<td>December 12–15</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Event/Deadline</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>January Courses</td>
<td>January 3-16</td>
</tr>
<tr>
<td>Drop and Grading Basis Change Deadline for January Courses</td>
<td>January 3, 4:00 p.m.</td>
</tr>
<tr>
<td>Dr. Martin Luther King, Jr. Holiday (No Classes)</td>
<td>January 16</td>
</tr>
<tr>
<td>First Class Day for Regular Spring Courses</td>
<td>January 18</td>
</tr>
<tr>
<td>Add/Drop/Swap Deadline for Regular Spring Courses</td>
<td>January 25, 4:00 p.m.</td>
</tr>
<tr>
<td>Grading Basis Change Deadline for Regular Spring Courses</td>
<td>February 2, 4:00 p.m.</td>
</tr>
<tr>
<td>Degree Application Deadline for May 2012 Graduates</td>
<td>February 10</td>
</tr>
<tr>
<td>Summer 2012 Registration Opens</td>
<td>February 10</td>
</tr>
<tr>
<td>Spring Break (No Classes)</td>
<td>March 12–16</td>
</tr>
</tbody>
</table>

*Not open to degree-seeking students entering the program for the first time in fall 2011.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>Fall 2012 Pre-Registration</td>
<td>March 19–30</td>
</tr>
<tr>
<td>Advising Period</td>
<td></td>
</tr>
<tr>
<td>Good Friday Holiday (No Classes)</td>
<td>April 6</td>
</tr>
<tr>
<td>Fall 2012 Pre-Registration</td>
<td>April 10–15</td>
</tr>
<tr>
<td>Last Class Day</td>
<td>May 1</td>
</tr>
<tr>
<td>Last Day to Request a Course</td>
<td>May 1</td>
</tr>
<tr>
<td>Last Day to Request a Course Withdrawal</td>
<td></td>
</tr>
<tr>
<td>Last Day to Request a Course Incomplete from the Instructor</td>
<td>May 1</td>
</tr>
<tr>
<td>Reading Period</td>
<td>May 2–3</td>
</tr>
<tr>
<td>Exam Period</td>
<td>May 4–9</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 14</td>
</tr>
<tr>
<td>Cross-Registration Application Deadline for Fall 2012</td>
<td>August 1</td>
</tr>
<tr>
<td>Cross-Registration</td>
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</tbody>
</table>
**Summer Semester 2012**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Registration Opens</td>
<td>February 10</td>
</tr>
<tr>
<td>Cross Registration Deadline for</td>
<td>April 1</td>
</tr>
<tr>
<td>Summer 2012 Cross-Registration</td>
<td></td>
</tr>
<tr>
<td>Term Begins</td>
<td>May 21</td>
</tr>
<tr>
<td>Memorial Day Holiday (No classes)</td>
<td>May 28</td>
</tr>
<tr>
<td>Independence Day Holiday (No</td>
<td>July 4</td>
</tr>
<tr>
<td>classes)</td>
<td></td>
</tr>
<tr>
<td>End of Term</td>
<td>August 10</td>
</tr>
<tr>
<td>Degree Application Deadline for</td>
<td>TBA</td>
</tr>
<tr>
<td>August 2012 Graduates</td>
<td></td>
</tr>
<tr>
<td>Registration Closes</td>
<td></td>
</tr>
<tr>
<td>First Day of Individual Course,</td>
<td></td>
</tr>
<tr>
<td>Refer to the Course Schedule</td>
<td></td>
</tr>
<tr>
<td>Add/Drop/Swap Deadline</td>
<td></td>
</tr>
<tr>
<td>First Day of Individual Course,</td>
<td></td>
</tr>
<tr>
<td>Refer to the Course Schedule</td>
<td></td>
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<tr>
<td>Grading Basis Change Deadline</td>
<td></td>
</tr>
<tr>
<td>First Day of Individual Course,</td>
<td></td>
</tr>
<tr>
<td>Refer to the Course Schedule</td>
<td></td>
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<tr>
<td>Last Day to Request a Course</td>
<td></td>
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<tr>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>Last Day of Individual Course,</td>
<td></td>
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<tr>
<td>Refer to the Course Schedule</td>
<td></td>
</tr>
<tr>
<td>Last Day to Request a Course</td>
<td></td>
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<tr>
<td>Incomplete from the Instructor</td>
<td></td>
</tr>
<tr>
<td>Last Day of Individual Course,</td>
<td></td>
</tr>
<tr>
<td>Refer to the Course Schedule</td>
<td></td>
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**Application Deadlines**

<table>
<thead>
<tr>
<th>Program</th>
<th>Date</th>
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<tr>
<td>MDiv</td>
<td>January 15 (early consideration for fall 2012 admission); July 1 (final deadline)</td>
</tr>
<tr>
<td>MTS applicants</td>
<td>February 1 (early consideration for fall 2012 admission); July 1 (final deadline)</td>
</tr>
<tr>
<td>ThM applicants</td>
<td>February 15 (early consideration for fall 2012 admission); July 1 (final deadline)</td>
</tr>
<tr>
<td>ThD applicants</td>
<td>January 15 (final deadline for fall 2012 admission)</td>
</tr>
<tr>
<td>Special student applicants</td>
<td>May 1 (final deadline for summer 2012 admission); July 1 (final deadline for fall 2012 admission); November 1 (final deadline for spring 2012 admission)</td>
</tr>
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For financial aid deadlines, please see the financial information section.

This catalog is subject to change without notice or obligation.

To access our full events calendar online, visit www.candler.emory.edu/CALENDAR.
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Photos by Emory University Photography, Cindy Brown, and Peter M. Paulsen

**EQUAL OPPORTUNITY POLICY**

Emory University does not discriminate in admissions, educational programs, or employment on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status and prohibits such discrimination by its students, faculty, and staff. Students, faculty, and staff are assured of participation in University programs and in use of facilities without such discrimination. The University also complies with all applicable federal and Georgia statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact. Any inquiries regarding this policy should be directed to the Emory University Office of Equal Opportunity Programs, 101 Administration Building, Atlanta, Georgia 30322. Telephone: 404.727.6016.

**AFFIRMATIVE ACTION POLICY**

Emory University has an approved Affirmative Action Plan and complies with Executive Order 11246, as amended, Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veterans’ Readjustment Assistance Act, and applicable regulations thereunder. Any inquiries should be directed to the Emory University Office of Equal Opportunity Programs.

**AMERICANS WITH DISABILITIES ACT**

If you are an individual with a disability and wish to acquire this publication in an alternative format, please contact the Office of Admissions, Candler School of Theology, Emory University, Atlanta, Georgia 30322, 404.727.6326; candleradmissions@emory.edu.
CONTACTING CANDLER

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Emory University
Atlanta, GA 30322

Deliveries
1531 Dickey Drive

Phone: 404.727.6322
Fax: 404.727.2494
candler@emory.edu
www.candler.emory.edu

Please visit our website for a full directory, including faculty and staff.

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Admissions 404.727.6326
candleradmissions@emory.edu

Bookstore (Cokesbury) 404.727.6336
Communications 404.727.4481
laurel.hanna@emory.edu

Contextual Education 404.727.4178
carmen.thompson@emory.edu

Office of the Dean 404.727.6324
Financial Aid 404.727.4403
candlerfinancialaid@emory.edu

Gifts, Endowment, Alumni, and Development 404.727.6352
candleralum@emory.edu

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International Students and Programs 404.727.4430
osp@learnlink.emory.edu

Office of Lifelong Learning 404.727.0714
oll@emory.edu

Media Center 404.727.6340
cstmedia@emory.edu

Pitts Theology Library 404.727.4166
Registrar 404.727.0792
candlerregistrar@emory.edu

Student Programming 404.727.4430
osp@learnlink.emory.edu

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www.emory.edu

Disability Services 404.727.6016
Health Services 404.727.7551

Parking and Community Services 404.727.7275
parking@emory.edu

University Housing 404.727.8830
Warm greetings from Candler School of Theology, where our mission is to educate faithful and creative leaders for the church's ministries in the world. One of thirteen seminaries of The United Methodist Church, we strive to be authentic in our discipleship and relevant in our work, giving us a “realness” that makes Candler distinct in theological education.

This authenticity starts with our people. Like the people of the first-century church, we embody a wealth of diversity—our students represent fifty denominations, twenty countries, numerous ethnicities, and ages ranging from twenty-two to nearly seventy. What unites us is our strong commitment to Christ and the church.

Transforming the world in the name of Jesus Christ requires deep engagement in serious theological exploration and spiritual growth. We believe that students who are challenged while at Candler will be well prepared to navigate the differences they encounter in the real world of the church and society, both local and global. We are fortunate to have many of the world's greatest minds in theological education guiding our students and serving as role models along this often arduous—and deeply rewarding—journey. We are equally fortunate to undertake our mission within Emory University, a top 20 research university that enthusiastically supports the study of religion and invites cross-disciplinary dialogue and collaboration. This environment gives Candler students access to deep and broad resources that greatly enrich their education.

This catalog offers a glimpse of how Candler prepares real people to make a real difference in the real world. It includes a look at the rich variety of people and theological perspectives present here, an introduction to our esteemed faculty, a listing of our carefully and creatively constructed curricula for various degree programs, descriptions of our international study opportunities, an overview of resources at Emory, and much more. Even so, this is still just a glimpse. To get the full picture, I invite you to explore our website, www.candler.emory.edu, and visit us in person to see for yourself what's real at Candler.

I hope to see you soon.

—Jan Love
Dean and Professor of Christianity and World Politics
Mission Statement
Candler School of Theology is grounded in the Christian faith and shaped by the Wesleyan tradition of evangelical piety, ecumenical openness, and social concern. Its mission is to educate—through scholarship, teaching, and service—faithful and creative leaders for the church’s ministries in the world.

Commitments
Candler is committed to:
- scholarship and teaching that are in critical and creative dialogue with the traditions of both church and university
- the interaction of theoretical and practical learning in the classroom, in the church, and in other public settings
- an approach to curriculum and teaching that seeks to enhance and integrate the intellectual, personal, professional, and spiritual growth of students
- the preparation of leaders to participate in ministries of justice and reconciliation
- a community of faith and learning inclusive of women and men who are diverse in ethnic, economic, social, and national background
- an educational community that embraces voices and gifts from diverse religious and theological traditions
- an educational context and educational goals that are ecumenical and international
- a dynamic relationship of research and learning with local church congregations
- the fulfillment of its calling as a theological school of The United Methodist Church

Candler Vision Statement
Candler School of Theology is an intellectually vital, internationally distinguished, and intentionally diverse university-based school of theology,
committed to educating ministers, scholars of religion, and other leaders, expanding knowledge of religion and theology, deepening spiritual life, strengthening the public witness of the churches, and building upon the breadth of Christian traditions, particularly the Wesleyan heritage, for the positive transformation of church and world.

The Six Core Values of Candler School of Theology

- Candler is embedded in the Christian tradition.
- Candler stands for the highest standard of intellectual and theological integrity.
- Candler celebrates the value of diversity.
- Candler has an ecumenical vision of the church.
- Candler is committed to social justice.
- Candler is a community of formative practices.

The School

Candler School of Theology is a professional school of Emory University and one of thirteen official seminaries of The United Methodist Church. Founded by the Methodist Episcopal Church, South, in 1914, the school became part of Emory when the University was chartered in 1915, occupying the first building on the Atlanta campus.

The theology school offers programs leading to master of divinity, master of theological studies, master of theology, and doctor of theology degrees. The school also provides continuing educational opportunities for clergy, church professionals, and lay persons. Degree programs associated with the work of the theology school include joint-degree programs with Emory’s Roberto C. Goizueta Business School, Laney Graduate School and Emory Center for Ethics, Rollins School of Public Health, and School of Law, the master of sacred music program, offered through the University’s graduate program in music, and the doctoral program in religion, offered through Emory’s Graduate Division of Religion.

The fall 2010 enrollment of 469 students reflected a wide range of interests, with 358 students in the master of divinity program, 67 in the master of theological studies program, 16 in the master of theology program, 14 in the doctor of theology program, and 14 in special status. Among the 226 men and 243 women were 211 United Methodists and representatives of more than 45 denominations.

Candler is accredited by the Association of Theological Schools in the United States and Canada, and the University Senate of The United Methodist Church.

Candler Deans

Plato T. Durham 1914–1919
Franklin Nutting Parker 1919–1937
Henry Burton Trimble 1937–1953
William Ragsdale Cannon 1953–1968
James T. Laney 1969–1977
James Waits 1978–1991
R. Kevin LaGree 1991–1999
Jan Love 2007–present

Emory University

Founded in 1836, Emory is a coeducational, privately controlled university affiliated with The United Methodist Church. As a national center for teaching, research, and service, Emory enrolls more than 12,000 students and awards more than 3,500 degrees annually. In addition to Candler School of Theology, the University comprises Emory College; Oxford College; the James T. Laney School of Graduate Studies; and, the Schools of Law, Business, Medicine, Nursing, and Public Health.

Among the centers for specialized
research and study at Emory are The Carter Center of Emory University, the James T. Laney School of Graduate Studies, the Emory Center for Ethics, and the Michael C. Carlos Museum. Campus-based independent affiliates include the American Academy of Religion; the Society of Biblical Literature; the Emory Center for Myth and Ritual in American Life; and the Center for the Study of Law and Religion.

Emory is expanding its international programs and opportunities to rise to the challenge of globalization. This effort underscores the University’s conviction that a liberal arts education in the twenty-first century must embrace global perspectives and enhance cross-cultural understanding. Emory is committed to training its students to pursue their professions and live their lives in a world that is fast becoming a global neighborhood. Schools within the University have strong international and global components in their curricula. A growing number of international scholars are teaching and conducting research at Emory; professors from Emory are pursuing scholarly research and service abroad, and their students gain from their experiences, insights, and broadened perspectives. The enrollment of international students is rising. Emory faculty and students are participating in Carter Center action programs in developing countries. Mutually beneficial linkage agreements with foreign universities present challenging opportunities. Substantial new funding is stimulating exciting initiatives in global education.

Emory University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033, telephone 404.679.4501, to award degrees at the associate, bachelor’s, master’s, and doctoral levels.
The school of theology is housed on Emory University’s main campus. A new classroom and office building opened in August 2008 and provides space for classes, seminars, and faculty and administrative offices. Providing state-of-the-art facilities for instruction and learning, this building has received a Leadership in Energy and Environmental Design (LEED) certification at the silver level for successfully meeting sustainability guidelines set by the U.S. Green Building Council. Candler shares space with Emory’s Ethics Center. The Theology Building, on the main University Quadrangle, houses Pitts Theology Library as well as the Media Center.

William R. Cannon Chapel and Religious Center

The William R. Cannon Chapel and Religious Center, dedicated in 1981, provides program and worship space for the theology school and University communities. The chapel was designed by renowned American architect, Paul Rudolph, and named in honor of United Methodist bishop, former dean, and Candler faculty member William R. Cannon.

The chapel is set apart for the “celebration of worship and preaching the word, as well as for music, drama, and dance; a place of encounter with moral and social issues in the contemporary world; and a center for witness, education, mission, and renewal that in all things God may be glorified” (dedication ceremony, May 1981).

The building also houses the Emma McAfee Cannon Prayer Chapel, a small quiet space set aside for prayer, meditation, and spiritual direction; the John W. Rustin teaching chapel; the D. W. Brooks Commons, the main gathering area for the community; rehearsal rooms and classrooms; the Cokesbury bookstore; Common Grounds; and the Office of Worship.

For further information about chapel services for the theology school, contact Barbara Day Miller, associate dean of
worship and music, at 404.727.6153. For information about University Worship and other public events, contact Sonja Jackson, program coordinator, at 404.727.4449.

Pitts Theology Library

One of the premier theological collections in North America, Pitts combines the holdings of Candler School of Theology Library, founded in 1914, and the book collections of the Hartford Seminary Foundation of Connecticut, founded in 1834 and acquired by Emory in 1975. Pitts Library contains about 560,000 volumes as well as large microform and archival holdings, making it one of the largest theological libraries in North America. Collections include more than 125,000 microform units, about fifteen hundred linear feet of archival and manuscript materials, and more than 120,000 rare books. Annual acquisitions exceed 7,000 volumes, and the library receives about 1,300 periodicals.

The library is strong in traditional theological disciplines, as well as in materials from Sub-Saharan Africa that reflect the globalization of Christianity. The Richard C. Kessler Reformation Collection features more than 3,400 original, sixteenth-century imprints related to the German Reformation and is one of North America’s finest collections of such materials. The Hymnody Collection’s 17,000 items make it second only to the Library of Congress. The Wesleyana Collection, with more than 2,700 items and many first editions of the works of John and Charles Wesley, is complemented by a 30,000+ volume English Religious History Collection that reflects the context for the development of English Methodism.

Information technology plays an important role in the library. In addition to the computers dedicated to bibliographic and Internet searches, two computer labs are available in the Pitts building—one on the ground floor; the other on the second floor. Pitts offers students access to scanning and CD-burning equipment, with staff available to assist with this technology. The library’s digitization programs make a range of materials and resources available for student use. The Digital Image Archive, for example, offers more than 32,000 images—biblical illustrations, portraits of religious leaders, etc.—to the public and adds more than 5,000 images annually from the library’s special collections.

The library staff includes seventeen regular staff and as many student assistants. The staff work closely with Candler’s IT and Media Center staff to support traditional library services and the use of information technology for Candler as a whole. Pitts staff members are well trained in the profession and theological studies, five having professional degrees in librarianship, nine with master’s degrees in theology or religion, five with PhDs in religion or philosophy, and many with fluency in ancient and modern languages found in the collection.

Candler students have full use of all Emory University libraries, the second-largest private university collection in the Southeast, and access to the most important bibliographic databases for the study of religion and theology. Through the library’s reciprocal agreements with other institutions, Candler students also are able to borrow materials from hundreds of other libraries. For more information, visit www.pitts.emory.edu.

Reformation Day at Emory

Pitts Theology Library annually organizes Reformation Day at Emory, a special program of lectures, music, and worship highlighting some aspect of Reformation heritage. The 2011 program marks the twenty-fourth anniversary of the Kessler
Reformation Collection, North America’s largest repository of early printings of the writings of Martin Luther, his supporters, and his opponents.

The Emory University Libraries

Emory has numerous library facilities in addition to the Pitts Theology Library: the Main (Robert W. Woodruff) Library, which includes the Goizueta Business School Library, the Center for Library and Information Resources, the Marian K. Heilbrun Music and Media Library, and the Manuscript, Archives, and Rare Books Library (MARBL); the J. S. Guy Chemistry Library; the Matheson Reading Room; and the Mathematics and Science Center Reading Room.

In addition, the Health Sciences Center Library, the Hugh F. MacMillan Law Library, and Oxford College’s Hoke O’Kelley Library are available for use by Emory students, faculty, and staff. Total collections for the University number more than 3.3 million volumes, six million microforms, and 13,000 linear feet of manuscripts, with an extensive array of electronic resources. The libraries maintain more than 50,000 subscriptions to serials and periodicals, many of which are electronic, full-text information resources. The discoverE and EUCLID databases integrate library records for immediate digital access. For more information about the libraries, visit www.emory.edu/home/academics/libraries.html.

Campus Dining

Coffee service is available on the third floor of the theology building and in Brooks Commons. Food items also can be purchased from “Common Grounds,” located on the first floor of the Cannon Chapel building.

Meals are available at several campus dining areas, including the central food service operation in Cox Hall. The EmoryCard may be used as a debit card for dining on campus. Accounts may be opened at the EmoryCard office, Boisfeuillet Jones Building, Room 101. For more information, visit www.emory.edu/dining/.

Campus Housing

The Office of Residence Life and Housing, www.emory.edu/HOUSING, offers apartments for Candler and other graduate and professional students at President Park Apartments and at Campus Crossings, a complex that opened in June 2009.

President Park Apartments, located just off campus on Clairmont Road, offers one-, two-, and three-bedroom unfurnished apartments for Emory graduate students, faculty, and staff. The apartments have central heat and air conditioning, and are equipped with a full kitchen and full bathrooms.

Campus Crossings at Briarcliff provides a housing opportunity designed specifically for the needs of graduate students, with state-of-the-art amenities.

Insurance

Residents must arrange for their own property insurance coverage. No financial responsibility is assumed by the University for personal property.

Off-Campus Housing

The Office of University Housing maintains an extensive list of rooms and apartments available in the Emory area. This is an important information source for graduate and professional students. For more information, visit the Emory Off-Campus Housing Finder at http://housing.emory.edu/off-campus/home.cfm. A listing of local, off-campus rooms, apartments, and houses in the Emory area available for rent by theology students is maintained at Candler in the admissions office. For more information,
visit the website at http://candler.emory.edu/admissions/studentlife/housing.cfm. For further information regarding off-campus housing, contact the Office of Admissions and Financial Aid at 404.727.6326 or email your query to candleradmissions@emory.edu.

CST Media, Learning Resource, and Computer Center

Located on the bottom floor of Pitts Library, CST Media supports the educational programs of the seminary by supplying faculty, students, and staff with audiovisual services, including support and training in the use of the smart classroom lecterns, equipment and technical services, and recording and uploading class lectures to Emory iTunes. Requests for media services are placed online using the CST Media webform: www.candler.emory.edu/support-services/media-center/av-request.cfm.

CST Media also maintains a learning resource center of various video and audio recordings from chapel sermons to conference presentations. Many of these recordings are available for purchase or download through Emory iTunes. A complete list of inventory can be found at www.candler.emory.edu/support-services/media-center/collection.cfm.

The center has ten computers for students and faculty. In addition, Candler students may use computers maintained by University Technology Services at convenient locations on the Emory campus. For further information, contact Marilyn Schertz, director, at 404.727.6340; www.candler.emory.edu/support-services/media-center.

Computing Resources

A wide range of computer systems, software, and services are available to students, faculty, and staff. All Candler students are provided a network account enabling access to Emory email (currently provided through Learnlink and Webmail), Opus (online student information system), Blackboard (online course and content management system), Euclid (online catalog of holdings of all Emory libraries), Emory iTunes U (class lecture podcasting), and wireless connectivity. In addition, free basic software programs, including EmoryUnplugged (for wireless configuration), Symantec Endpoint (an antivirus program), EndNote (bibliographic software), and Learnlink (the student email client) are available for download from a secure download location.

Many courses are taught using Blackboard course management software. This web-based tool offers places for professors to post syllabi and assignments and a convenient way for students to communicate both with the professor and with fellow students. Students also may access class lectures by podcast through Emory iTunes U.

Web-based storage space is available to students through Emory University Technology Services (UTS), which can be used for personal web pages and file sharing. There is a computer store on campus that offers academic discounts on both hardware and software.

Students have access to both Windows and Macintosh computers in locations around the campus. Two computer labs are available in Pitts Library. CST Media is on the ground floor and a second lab is located on the third floor. In both labs students have access to the Internet, basic office applications, BibleWorks, and flatbed scanners. There are also kiosks in Brooks Commons and the theology building.

In addition, there are large computer labs in Cox Hall and Woodruff Library. The facilities in Cox are state-of-the-art, facilitating creative online interaction and collaboration. Emory’s Center for
Interactive Teaching (ECIT) located in Woodruff Library provides expertise, training, and support for multimedia projects and the completion of digital media assignments. Resources include scanners and tools for digitizing audio and video, as well as software for creating web pages.

Computer support is available through UTS's twenty-four hour phone line at 404.727.7777. Students can also visit the Clean Room (second floor of Cox Hall) for laptop and desktop support. For further information, visit www.it.emory.edu.

International Student and Scholar Programs
The Office of International Student and Scholar Programs (130 North Decatur Building) provides comprehensive programs and services to enhance the goals of international education exchange. Staff members counsel and advise students and scholars about financial matters, immigration and visa problems, academic concerns, and personal issues such as cross-cultural adjustment.

The office also provides advice on regulations pertaining to foreign students and scholars and helps students and scholars complete and file forms and reports, including all F, J, H-1B visas, labor certification, and adjustment of status documents. The staff serves as an advocate and spokesperson for international students within the University and with both the United States and international government agencies. For additional information contact ISSP, 404.727.3300 or www.emory.edu/ISSP/.

Michael C. Carlos Museum
The Michael C. Carlos Museum is located on the main Quadrangle and houses a permanent collection of more than sixteen thousand objects, including art from ancient Egypt, Greece, Rome, the Near East, the Americas, Africa, and Asia as well as American and European works of art on paper from the Middle Ages to the twentieth century. In addition to the permanent installations, the museum develops temporary special exhibitions from nationally and internationally renowned institutions and private collections. The Carlos Museum hosts a notable, year-round schedule of educational programs, including lectures, workshops, family festivals, performances, and film series.

The original section of the museum is housed in Michael C. Carlos Hall, one of the oldest buildings on campus. Its 1916 beaux arts design by Henry Hornbostel placed it on the National Register of Historic Places. A 1985 interior renovation was designed by celebrated postmodernist architect Michael
Graves, who returned in 1993 to design a thirty-five thousand square-foot expansion, which opened to great critical acclaim. A dramatic renovation of the permanent collection galleries of ancient Egyptian, Nubian, and Near Eastern art opened in 2001. The distinguished ancient American holdings were unveiled in the newly renovated galleries in 2002 and celebrated in the publication of an acclaimed catalog.

The Carlos Museum’s hours are Tuesday through Saturday, 10:00 a.m. to 4:00 p.m.; Sunday, noon to 4:00 p.m. The Carlos is closed Mondays and major holidays. Admission is free for students. Caffè Antico, located on the museum’s third floor, offers seasonal menus of salads, sandwiches, and entrées as well as healthy take-out options. For more information, call 404.727.4282 or visit http://carlos.emory.edu.

The Carter Center

The Carter Center, in partnership with Emory, advances peace and health worldwide. Its programs, which are guided by a fundamental commitment to human rights and the alleviation of human suffering, have helped to improve life for people in more than seventy countries. The center seeks to prevent and resolve conflicts, enhance democracy, and improve health. Center programs merge the knowledge of the academy with action-oriented programs in the United States and the developing world. Under the leadership of former President Jimmy Carter, a University Distinguished Professor, and Rosalynn Carter, the center brings to campus a wide range of international scholars and world leaders.

In this way, the center has strengthened democracies in Asia, Latin America, and Africa, including observing sixty-seven elections in twenty-six countries; helped farmers double or triple grain production in fifteen African countries; mediated or worked to prevent civil and international conflicts; intervened to prevent unnecessary diseases in Latin America and Africa, including the near-eradication of Guinea worm disease; and strived to diminish the stigma against mental illness. A not-for-profit, nongovernmental organization, the center is supported by donations from individuals, foundations, corporations, and countries.

Students regularly participate as volunteers and interns to plan and implement center programs, conduct research, and attend conferences. Although the
The Jimmy Carter Library and Museum, located next to The Carter Center, contains more than twenty-seven million documents, photographs, films, and mementos of the Carter presidency. The library is open to researchers and to the general public.

For more information, visit www.cartercenter.org and www.jimmycarterlibrary.gov.

**Center for Ethics**

The Center for Ethics exists to enrich moral imagination, to deepen a philosophical knowledge of ethics, and to encourage the practical application of ethical thinking in making decisions. The center, located on the first floor of 1531 Dickey Drive, is committed to being a national leader recognized for excellence in ethical research, education, and outreach by strengthening ethical knowledge and stimulating moral imaginations; generating and promoting original scholarship in ethics; translating ethical thought into practice; and fostering lives of moral meaning and ethical engagement.

**Bookstores**

The theology school bookstore, a branch of the Cokesbury chain, operates in 104 Cannon Chapel and offers a generous discount to seminary students. It stocks books for all Candler courses and most Graduate Division of Religion classes. It also handles special orders. For further information, contact 404.727.6336.

The Barnes and Noble College Booksellers Inc. oversees Emory’s bookstore operations. The new facility, located on Oxford Road, stocks new and used textbooks for Emory courses outside the theology school, a broad selection of study aids, general and scholarly trade titles, school and office supplies, computer hardware and academic software, Emory-imprinted clothing and gifts, and other items.

For hours of operation, location, and additional information, visit bookstore.emory.edu.

**Student Resources**

Other resources available at Emory include:
- Care and Counseling Center of Georgia: www.cccgeorgia.org/
- Career Center: www.career.emory.edu
- Dining Facilities: www.emory.edu/dining/
- Dobbs University Center (DUC): www.emory.edu/DUC/
- Office of Disability Services: www.ods.emory.edu/
- Office of LGBT Life: www.emory.edu/CAMPUS_LIFE/LGTOFFICE/
- Office of Multicultural Programs and Services: www.emory.edu/MULTICULTURAL/
- Parking: www.transportation.emory.edu/
- Police: www.emory.edu/EPD/
- Shuttle Service: www.transportation.emory.edu/
- Student Health and Counseling Services: http://studenthealth.emory.edu/
- Center for Women at Emory: www.womenscenter.emory.edu
- Woodruff Physical Education Center: www.wpec.emory.edu/
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Information about academic programs may also be viewed at www.candler.emory.edu.

Shaped by its aim to educate faithful and creative leaders for the ministries of the church, Candler’s degree programs integrate the intellectual, personal, professional, and spiritual growth of students. A Candler student’s course of study includes: biblical studies; theology; ethics and society; religion and culture; and the study of religious and ministerial practices such as education, preaching, pastoral care, worship, and church administration.

The Candler curriculum is arranged into four general areas of study:

**Biblical Studies**
Through study of the Bible and the history and culture in which it developed, students in biblical studies learn to understand and interpret biblical literature. As students gain competency in exegesis and exposition, they become prepared for the roles of proclaimers and interpreters of the Bible.

**History and Interpretation of Christianity**
Students in History and Interpretation of Christianity study both the institutional and doctrinal history of the church. As students work through the discipline of contemporary theology to develop a theological position, the insight and experience of the past strengthens the students’ dedication to serving the needs of the present and future.
Christianity and Culture

Christianity and Culture aims to help students better understand the mission of the Christian church in the contemporary world. It therefore seeks to inform and develop their understanding of self, society, and church through ethical reflection, social analysis, and study of other religious and cultural traditions and ideologies. As an intrinsic dimension of this endeavor, the area promotes an ecumenical conception of Christian identity and mission within a global context. Courses in Christianity and Culture are offered in the fields of Christian ethics, the sociology of religion, religion and personality, missiology, world religions, black church studies, and women's studies.

Church and Ministry

The goal of Church and Ministry is to develop reflective practitioners of ministry, able to respond to situations in which they serve with sensitivity, creativity, skill, and theological integrity. Such development requires dialogical interaction among historical and contemporary ecclesial practice, Scripture and Christian traditions, the social sciences, and the student's own experience.
Overview of the Program

The master of divinity (MDiv) is a professional degree for persons preparing for service in the parish or for other forms of ministry. The program fosters students’ understanding of church and ministry in the contemporary world, and students’ ability to work meaningfully and creatively in a vocation of religious leadership.

The program increases students’ knowledge and strengthens their ability to integrate their understanding of the various disciplines of theology and ministry with their experience of the church and the world.

Through their study for a master of divinity degree, students will gain:

- Formation in reflective practices of leadership;
- Grounding in Christian texts, traditions, theologies, and practices;
- An informed sense of one’s self and one’s ministerial vocation through appropriation and integration;
- A sense of vocation as practitioners, leaders, and public theologians who will be generative of positive change and new possibilities for the church and world;
- Knowledge and experience of a multi-ethnic, intercultural, ecumenical, and religiously diverse world;
- Skills in critical and imaginative thinking, responsible interpretation, and effective communication; and
- Basic proficiency in practical skills for ministry plus specific competencies in pockets of theological expertise.
Curricular Requirements
Students enrolling in the Master of Divinity program must complete specifically required courses in Biblical Studies, History and Interpretation of Christianity, Ethics, and Preaching.

In addition to these specific courses, students will have additional requirements to fulfill in World Religions, Introductory Arts of Ministry, Sociology of Religion or Religion and Personality, and Theology or Ethics. Students will also enroll in courses designated to fulfill the Race, Ethnicity, Gender, and Contextual Education Elective requirements.

Contextual Education
Contextual Education combines academic instruction with opportunities for formation in ministry and leadership in churches, social service agencies, hospitals, and other clinical and ecclesial settings. Candler’s distinctive commitment to contextual theology and theological education is formalized through the four-semester sequence, Contextual Education I and Contextual Education II, required for all MDiv students.

First Year Experience
Candler’s Master of Divinity program is uniquely characterized by the First Year Experience. Within the first year, students will be involved in a number of settings, both academic and contextual, that will provide a basic orientation for their time at Candler and for the profession of ministry.

First-year students will participate in First Year Advising Groups that will assist in orienting them to their academic studies and to life at Candler. Students also will enroll in two colloquies that will focus on critical reading and writing skills as they pertain to theological education and professional formation. Colloquies will be connected with Common Courses required for all MDiv students during the first and second semester at Candler. Finally, first-year students will enroll in Contextual Education I, which is comprised of placement and work at a local site, reflection groups and enrollment in a contextualized Introductory Arts of Ministry course that connects academic instruction to practice at the Contextual Education site.

Concentrations
The selection of an optional concentration can allow students to give their degree focus and depth beyond introductory level courses in an area that is of particular interest to the student. Students may choose a concentration in consultation with their faculty adviser at the end of their first year in the MDiv program. Course work for the selected concentration will begin during the second year in the program. Concentrations are 12–15 hours in length and may require prerequisites.

Concentrations for the 2011–2012 academic year are:
• Formation and Witness
• Leadership in Church and Community
• Religion, Health, and Science
• Religion and Race
• Scripture and Interpretation
• Society and Personality
• Theology and the Arts
• Theology and Ethics
• Traditions of the Church
• Women and Religion

More detailed information on concentrations can be found at http://www.candler.emory.edu/ACADEMIC/REGISTRAR/pdfs/MDiv_Concentrations_Guide.pdf.

Degree Requirements
To qualify for the MDiv degree, a candidate must complete the following requirements:

Credit Hours
In fulfilling the eighty-four credit hours required to complete the MDiv degree,
students may not exceed the following limits: fifteen credit hours for contextual education courses, fifteen hours for elective courses taken on an S/U basis (excluding contextual education courses and First Year Advising Group but including a maximum of four hours for participation in the Chapel Choir, Candler Singers, or Emory Concert Choir), six hours for ministry internships, six hours for Clinical Pastoral Education, twelve hours for the Teaching Parish program (including the eight hours taken for Contextual Education), fifteen hours of summer courses (no more than twelve during a summer session), fifteen hours for Atlanta Theological Association (ATA) cross-registration, twenty-six hours for transfer credit (including ATA cross-registration), and six hours for directed study. To view a degree requirement checklist, visit http://candler.emory.edu/ACADEMIC/REGISTRAR/.

GPA Requirements
Courses taken to fulfill Common Course requirements and Common Requirements must earn a letter grade of at least C, i.e., 2.0 on a scale of 4.0. Students who earn less than a C in a course intended to meet an area requirement may retake the course. However, the same course cannot be counted more than once towards the total credit hours for graduation.

Common Course Sequence Grade Average Requirement
Students making a C-, D+, or D in the first semester of one of the Common Course sequences (OT501, NT501, HT501 or MDIV510) may enroll in the second semester of the sequence (OT502, NT502, HT503 or MDIV511) and will have fulfilled the sequence requirement, provided the grade in the second part of the sequence brings the average for the two-course sequence to at least a grade of C. Students with a sequence average (OT501/502, NT501/502, HT 501/503 or MDIV510/511) of less than C will normally repeat the course or sequence; they also may satisfy sequence requirements with alternate courses upon the advice and consent of the Academic Review Board and sequence instructors.

Curricular Requirements
Students must complete the following Courses and Requirements in the MDiv curriculum:

Common Courses
Biblical Studies Courses
- OT501. Interpretation of the Old Testament I (3 hours)
- OT502. Interpretation of the Old Testament II (3 hours)
- NT501. Interpretation of the New Testament I (3 hours)
- NT502. Interpretation of the New Testament II (3 hours)

Students are required to take the Interpretation of the Old Testament course sequence (OT501/502) and the Interpretation of the New Testament course sequence (NT501/502) as part of the Common Courses requirement. Students must successfully complete OT501 and OT502 before enrolling in NT501. When two sections of OT501/502 or NT501/502 are offered, students may change instructors at the end of the first semester. Students making an F in OT501 or NT501 may not enroll in OT502 or NT502.

Students who have already studied the material of OT501, OT502, NT501, and/or NT502 at a previous institution may request to substitute an elective in the same field. Refer to the Biblical Studies Course Substitution Form on the Candler Registrar’s website for additional information: http://www.candler.emory.edu/ACADEMIC/REGISTRAR/forms.cfm.
**History and Interpretation of Christianity Courses**

- HT501. History of Early Christian Thought (3 hours)
- HT503. History of Theology from the Reformation to the Twentieth Century (3 hours)
- ST501. Systematic Theology (3 hours)

Students are required to take HT501, HT503 and ST501 as part of the Common Courses requirement. Students who have already studied the material of HT501, HT503 and/or ST501 at a previous institution may request to substitute an elective in the same field. Refer to the History and Interpretation of Christianity Course Substitution Form on the Candler Registrar’s website for additional information: [http://www.candler.emory.edu/ACADEMIC/REGISTRAR/forms.cfm](http://www.candler.emory.edu/ACADEMIC/REGISTRAR/forms.cfm).

**Christianity and Culture**

- ES501. Christian Ethics (3 hours)

Students are required to take ES501 as part of the Common Courses requirement. Students who have already studied the material of ES501 at a previous institution may request to substitute two ES electives. Refer to the Ethics Substitution Form on the Candler Registrar’s website for additional information: [http://www.candler.emory.edu/ACADEMIC/REGISTRAR/forms.cfm](http://www.candler.emory.edu/ACADEMIC/REGISTRAR/forms.cfm).

**Church and Ministry**

- P501. Introduction to Preaching (3 hours)

Students are required to take P501 as part of the Common Courses requirement. Students who have already studied the material of P501 at a previous institution may request to substitute an elective in the same field. Students who are not planning to enter the ordained ministry after graduation may request to substitute another Introductory Arts of Ministry course. Refer to the Preaching Substitution Form on the Candler Registrar’s website for additional information: [http://www.candler.emory.edu/ACADEMIC/REGISTRAR/forms.cfm](http://www.candler.emory.edu/ACADEMIC/REGISTRAR/forms.cfm).

**First Year Advising Group**

- MDIV505. First Year Advising Group (0 hours)

First-year students are required to complete the First Year Advising Group (MDIV505). Advising groups will be composed of ten to twelve first-year students along with a faculty adviser and a third-year MDiv student peer adviser. These groups will assist first-year students with orientation to the Candler community, Emory, and the first year of graduate studies. Advising groups will meet once per week for four weeks beginning at new student orientation.

**Colloquies**

- MDIV510. Thinking Through Theological Education I (1 hour)
- MDIV511. Thinking Through Theological Education II (1 hour)

First-year students must enroll in colloquies that accompany designated Common Courses required for all MDiv students. These colloquies will focus on critical reading and writing skills as they pertain to relevant course material. Students who have completed a full year in an ATS-accredited degree program, or students with exceptionally strong backgrounds, may petition the faculty leaders of the Thinking Through Theological Education Colloquies to substitute an elective or electives. Refer to the Thinking Through Theological Education Substitution Form on the Candler Registrar’s website for additional information: [http://www.candler.emory.edu/ACADEMIC/REGISTRAR/forms.cfm](http://www.candler.emory.edu/ACADEMIC/REGISTRAR/forms.cfm).
Contextual Education
Contextual Education combines academic instruction with opportunities for formation in ministry and leadership in churches, social service agencies, hospitals and other clinical and ecclesial settings. Candler’s unique commitment to contextual theology and theological education is formalized through the four-semester sequence, Contextual Education I and Contextual Education II, required for all MDiv students.

Enrollment in one of the following options fulfills the Contextual Education requirement.

Contextual Education
• Contextualized Introductory Arts of Ministry Class (first semester only; 3 hours)
• CE551a. Contextual Education I Site Reflection (first semester only; 2 hours)
• CE551b. Contextual Education I Integrative Seminar (second semester only; 2 hours)
• CE552a. Contextual Education IIa (fall semester, 2 hours)
• CE552b. Contextual Education IIb (spring semester, 2 hours)
• Contextual Education Elective (CEE) (taken concurrently with CE552a or CE552b, 3 hours)
• Any Introductory Arts of Ministry (IAM) (taken concurrently with CE552a or CE552b, 3 hours)
• CE553TPR. Teaching Parish (every semester after year two; 1 or 2 hours; fulfills MDiv elective credit)

OR

Contextual Education for Anglican Studies
• Contextualized Introductory Arts of Ministry Class for Anglican Students (first semester only; 3 hours)
• CE551ANGa. Contextual Education Ia for Anglican Studies (first semester only; 2 hours)
• CE551ANGb. Contextual Education Ib for Anglican Studies (second semester only; 2 hours)
• CE552ANGa. Contextual Education IIa for Anglican Studies (third semester only; 2 hours)
• CE552ANGb. Contextual Education IIb for Anglican Studies (fourth semester only; 2 hours)
• CE553ANGR. Anglican Studies Seminar (every semester after year two; 2 hours. Fulfills MDiv elective credit)
• Any Introductory Arts of Ministry (IAM) (taken concurrently with CE552a or CE552b, 3 hours)
• Contextual Education Elective (CEE) (taken concurrently with CE552a or CE552b, 3 hours)
• Contextual Education Elective (CEE) (taken concurrently with CE552ANGa or CE552ANGb in either fall or spring semester during the second year, 3 hours)

For all students, the first semester of Contextual Education is comprised of two interrelated courses: Contextualized Introductory Arts of Ministry course (three hours) and the weekly reflection group (CE551a, CE551TPa or CE551ANGa; two hours). All students must successfully complete these two
courses to be enrolled in the weekly reflection group (CE551b, CE551TPb or CE551ANGb) in the spring semester. Students who do not receive a passing grade in either of the two components will be required to repeat the course work the following fall semester. Students who successfully complete the fall courses but do not receive a grade of satisfactory in the spring (in CE551b, CE551TPb or CE551ANGb), will need to repeat the entire Contextual Education I sequence the following fall.

Contextual Education Elective (CEE) course options are available in both fall and spring semesters of the year of Contextual Education/Teaching Parish/Anglican Studies II enrollment. Students are required to complete one course in either fall or spring semester of Contextual Education/Teaching Parish/ Anglican Studies II enrollment.

Information regarding registration for CEE courses is communicated by the Candler registrar’s office prior to the pre-registration period. Enrollment requires a permission number and there are a limited number of spaces available in each course.

Students enrolled in CE552a/b, CE552TPa/b and CE552ANGa/b (year 2) are required to enroll in one of the required three-hour Introductory Arts of Ministry classes in either the fall or spring semester and in one CEE in either fall or spring semester.

Common Requirements
In addition to the Common Courses, the following common requirements must be fulfilled by all students enrolled in the Master of Divinity program. Each requirement may be filled by any course listed within the specific subject area.

- 3 hours World Religions [any WR course; any course in a religion other than Christianity or a course in comparative traditions (e.g., Christianity and Hinduism)]

- 6 hours Introductory Arts of Ministry (IAM) from different subject areas than the Contextualized IAM course taken with Contextual Education/Teaching Parish/Anglican Studies I (see p. 22 for more information on Contextualized IAM course requirement). One of these IAM courses or P501 (if not taken as the Contextualized IAM in the first year) must be taken in conjunction with the second year of Contextual Education/Teaching Parish/Anglican Studies. (Total IAM credits, including P501 and contextualized IAM, will be at least 12 hours)

- 3 hours Sociology of Religion or Religion and Personality (any SR or RP course)

- 3 hours Theology or Ethics (any HT, ST, or ES elective course. Does not include HT501, HT503, ST501, or ES501)

- 3 hours Contextual Education Elective (CEE; see page 22; any course designated as a CEE course on the course schedule). CEE courses may fulfill other Common Requirements. For example, a designated CEE course may also be an SR course and/or REG course. In this case, credits for the course only count once towards the degree and the total number of elective hours required is adjusted.

- 3 hours Race, Ethnicity, and Gender (REG; any course designated as ‘REG’ on the course schedule and Candler catalog). For example, a designated REG course may also be an SR course and/or CEE course. In this case, credits for the course only count once towards the degree and the total number of elective hours required is adjusted.

Concentrations
The selection of an optional concentration can allow students to give their degree focus and depth beyond introductory level courses in an area that is of particular interest to the student.
Students may choose their concentration in consultation with their faculty advisor from an approved list at the end of their first year in the Master of Divinity program. Course work for the selected concentration will begin during the second year in the program. Concentrations are 12–15 hours in length and may require prerequisites.

Concentrations for the 2011–2012 academic year are:
- Formation and Witness
- Leadership in Church and Community
- Religion, Health, and Science
- Religion and Race
- Scripture and Interpretation
- Society and Personality
- Theology and the Arts
- Theology and Ethics
- Traditions of the Church
- Women and Religion

Courses taken to meet concentration requirements fulfill elective credit and meet common requirements when applicable. All concentrations have the option for directed studies, internships and the MDiv thesis. These cannot be substituted for the capstone courses (where applicable), but can be substituted for other requirements with the approval of the concentration coordinator(s). Within each concentration, a maximum of one concentration course may be taken S/U, in accordance with Candler’s policy regarding S/U courses. Capstone courses cannot be taken S/U. All other concentration courses must receive a grade of C or above in order to fulfill concentration requirements. With permission of the instructor, capstone courses are open to nonconcentrators in all Candler degree programs as a general elective during the student’s final year.

More detailed information on concentrations can be found at http://www.candler.emory.edu/ACADEMIC/REGISTRAR/pdfs/MDiv_Concentrations_Guide.pdf.

Electives
The balance of the 84 hours required for graduation will be satisfied by elective courses. A student may choose to enroll in denominational studies courses, concentration courses, certificate program courses, language courses, or other courses of interest.

Course Substitution
Students who have already studied the material of a required Candler course at a previous institution may request to substitute an elective in the same field. Students petitioning for a substitution should first discuss the matter with their advisor. The student should then submit a petition to the chair of the relevant area, who will decide whether to grant the substitution in consultation with the instructor(s) of the required course. The student will need to document what topics the previous course covered, what textbooks were used, and what assignments were required. A syllabus for the prior course will normally accompany the petition. The student must complete a form, to be signed by the area chair, identifying both the course for which the substitution is being made and the proposed elective that will replace it. When completed, this form goes to the Registrar. This general substitution policy does not override the policy attached to P501.

Advising and Assessment
In addition to the curricular requirements listed above, students in the MDiv program are required to complete advising each semester and to complete the Final Year Integrative Advising Conversation.

First year students are required to enroll in the First Year Advising Group (MDIV505). Advising groups will be composed of ten to twelve first-year students along with a faculty adviser and a third-year MDiv student peer adviser. These groups will assist first-year students with orientation to the Candler
community, Emory, and the first year of graduate studies.

Advising groups will meet once per week for four weeks beginning at new student orientation.

The faculty adviser will hold an advising conversation with every advisee at least once each semester during the advising period, in which the student’s progress in the MDiv program and course work for the coming term are discussed.

Students who do not have an advising conversation prior to preregistration will have a hold placed on their OPUS account and will be prevented from registering until advising is completed and the faculty adviser notifies the Candler registrar’s office.

In the final year of the MDiv program, the academic adviser conducts an Integrative Advising Conversation with their advisees. The purpose of this conversation is to discuss the student’s overall progress in theological studies, reflection on the Candler experience, state of vocational discernment, and post-MDiv plans (including continuing education). Completion of the Integrative Advising Conversation is a graduation requirement. In preparation, students will prepare a portfolio that will be submitted to the academic adviser at least one week prior to the interview. The portfolio shall include:

- Faculty and supervisor evaluations from Contextual Education I and II (available from the Office of Contextual Education);
- An up-to-date master of divinity plan of study (available in OPUS);
- The autobiographical statement originally submitted as a part of the student’s application (available in the Candler registrar’s office);
- A two-to-three page personal statement reflecting on the autobiographical statement, describing current vocational plans, indicating postdegree plans for continuing education, and noting any other academic or personal items of concern; and
- any additional documents requested by the adviser

**MDiv Thesis Option**

The thesis option provides an opportunity for independent study and research geared to the individual student’s ability and interests. MDiv students with a minimum grade point average of 3.5 at the end of thirty-six hours of course work, including Contextual Education I and the first semester of Contextual Education II are invited in the spring semester of the second year to write an MDiv thesis. A maximum of twelve students per year will be selected. All course, Contextual Education, and advising requirements of the MDiv program will apply to those selected to write a thesis.

Eligible students will be contacted in February of the eligible year and invited to apply. Interested students submit a one-page, single-spaced letter of intent detailing their thesis interest, plus supporting letters from the faculty adviser and proposed thesis adviser, before February 15 to Steven J. Kraftchick, director of general and advanced studies.

For most students, this will be at the beginning of the fourth semester (spring of the second year). Selection will be made before the end of the fall pre-registration advising period by the academic dean and the director of general and advanced studies.

Its main feature is the writing of a thesis for which up to six credit hours are granted (as MDIV502: MDiv Thesis), which is required. Students normally will enroll in MDIV502 in the fifth and sixth semesters. The thesis must be taken for a letter grade and the minimum passing grade is a B. Thesis credits do not ful-
fill MDiv common courses or common requirements, but may fulfill concentration requirements with the approval of the concentration coordinator. The completed thesis is normally sixty to ninety pages in length.

During the semester before graduation, the student must complete the thesis by the deadline announced by the director of general and advanced studies. Students who do not complete the thesis, but have completed all courses, are required to register for MDIV999R (MDiv Administrative Fee) during the semester they plan to graduate. For further information, contact Steven J. Kraftchick, director of general and advanced studies at 404.727.2883, skraftc@emory.edu.

Application for the Degree
Early in the graduating semester, the candidate must submit a formal application for the MDiv degree before the deadline stated in the academic calendar. The Application for Degree is available in OPUS during a window of time set by the University Registrar each semester. A separate application is required for each degree received. Students are required to be enrolled during the semester of graduation.

Residence
Students must complete a minimum of six full-time equivalent semesters, to include at least five fall/spring semesters with not more than fifteen hours of total summer term enrollment. The last two semesters of the program must be completed at Candler. Students in good standing at other seminaries accredited by the Association of Theological Schools may, with approval, transfer up to twenty-six credit hours. A maximum of fifteen credit hours taken through cross-registration at Atlanta Theological Association (ATA) schools may be applied toward the degree, counted as transfer credit. Advanced standing with transfer credit may be granted on a case-by-case basis. Upon the transfer of twenty-six credit hours, no additional transfer work or ATA cross-registration work will be allowed. Students who transfer into Candler’s MDiv program must complete a minimum of four semesters with at least fifty-six Candler semester hours, including completion of the four-semester Contextual Education program, at Candler. The MDiv degree is structured to be completed in three or four years of full-time study; the maximum length of time allowed to complete the program is six years.

Contextual Education Program

Contextual Education I
During the first year of Contextual Education I, students enroll in a social service or clinical setting, unless they are enrolled in the Teaching Parish or Anglican Studies track. Four hours of weekly engagement at these sites during the entire academic year give students the opportunity to experience various ministries and pastoral relationships. In the first semester, students also meet weekly as a site group on campus or at the site with the site supervisor.

During first-year orientation in late August, students meet their site supervisor and visit the site.

The anchor for contextual education in the curriculum is the contextualized Introductory Arts of Ministry classes in the fall and the Contextual Education weekly integrative seminar in the spring. In the fall, all Contextual Education I students (including Teaching Parish and Anglican Studies) enroll in a designated three-hour Introductory Arts of Ministry class, each class coordinated with two contextual education sites. These classes
are designated exclusively for first-year Contextual Education students. Two Contextual Education groups are placed together in one Introductory Arts of Ministry class.

In the second semester, students continue at the same site. Students meet with a faculty member and the site supervisor for a weekly, two-hour theological integrative seminar.

**Contextual Education II**

Contextual Education II takes seriously the role of congregations as “teaching parishes.” In the second year students practice ministry in ecclesial settings. Students are able to choose a site for their Contextual Education II placement in which they work eight hours per week. Students who are employed in churches typically work in those churches as their second-year placement. The site, however, must be able to fulfill the five areas of ministry. Those five areas are administration, worship, pastoral calling and congregational care, mission/outreach, and religious education. All students are overseen by a site mentor who is an ordained pastor employed full-time in the setting and a graduate of an accredited seminary.

Along with the site work, students are assigned to a reflection group facilitated by an experienced practitioner in ordained pastoral ministry. Groups meet biweekly in the local ecclesial settings in which students are serving. These groups are organized by geographic location. In addition to the site work and reflection group, students are required to take one Introductory Arts of Ministry course and one Contextual Education Elective course while they are enrolled in Contextual Education II.

For additional information on the Contextual Education program, please visit [http://www.candler.emory.edu/coned/](http://www.candler.emory.edu/coned/).

**Teaching Parish Program**

The Teaching Parish program enables United Methodist students appointed to student pastorates to meet in geographically located reflection groups. The program is a cooperative venture between Candler and the North Georgia, South Georgia, North Alabama, Alabama/West Florida, and South Carolina Annual Conferences of The United Methodist Church. Normally, only those students who are certified candidates for ordained United Methodist ministry are considered for appointment. The participating annual conferences require it of all Candler student-pastors, unless excused by their cabinets due to extenuating circumstances. Enrollment in Teaching Parish fulfills the Contextual Education requirement.

All the student-pastors in a geographic area constitute a Teaching Parish group. Each group meets together (presently on Mondays) throughout the fall and spring semesters. Each group is led by a Teaching Parish supervising pastor, an elder serving in that area who has been chosen for this responsibility. The elder’s job is to lead the Teaching Parish group in its work, to evaluate each student-pastor’s performance, and to provide individual counsel to each student-pastor. Teaching Parish activities are suspended during the summer, though there is an orientation for all student-pastors at the end of the summer.

Due to immigration regulations limiting off-campus employment to an eighteen-month term of service, international students will not be considered for a student-pastor appointment in their first year of study. International students may be considered for appointment during their final eighteen months of study at Candler. For additional information regarding international students and student-pastor appointments, please contact the Office of Admission at 404.727.6326.
In the fall semester of the first year in the Teaching Parish Program, students will be enrolled in a Contextualized Introductory Arts of Ministry Class and Contextual Education Ia Teaching Parish (CE551TPa). In the spring semester, students will be enrolled in Contextual Education Ib Teaching Parish (CE551TPb). In the second year, they will enroll in Contextual Education Iia Teaching Parish (CE552TPa) in the fall semester and Contextual Education Iib Teaching Parish (CE552TPb) in the spring semester. Second-year students also will enroll in a CEE and IAM during fall or spring. In the third year and beyond students enroll each semester in CE553TPR, Teaching Parish (two hours each semester). A maximum of twelve credit hours is granted for the Teaching Parish Program.

For further information, including application, contact P. Alice Rogers, director, at 404.727.3006 or alice.rogers@emory.edu.

Admission
Admission to the MDiv degree program requires a bachelor’s degree from a regionally accredited college or university and an overall grade point average of at least 2.75 on a 4.0 scale. Strong candidates, including those who have been out of college for a number of years, are encouraged to apply. All completed applications, regardless of the GPA of the applicant, will be fully reviewed by the admissions committee.

Students enrolled as MTS or as special students at Candler may apply for admission to the MDiv program. A new application with supporting materials must be submitted. If the applicant is admitted, course work completed satisfactorily by an MTS or special student will be considered toward the MDiv program. The registrar will determine which credits may be applied to the MDiv program with a maximum of twenty-six credits applied to the program.

Students in good standing at other seminaries accredited by the Association of Theological Schools may be admitted as transfer students. These students may receive transfer credit approval for up to twenty-six credit hours for courses in which they earned a grade of at least 3.0 on a 4.0 scale (84 on a numerical scale). Twelve hours may be applied to Common Courses and fourteen hours may be applied to all other areas excluding Common Courses, Contextual Education, First-Year Advising Groups, and colloquies. Transfer students are required to complete the two-year Contextual Education sequence. See page 104 for the detailed MDiv program transfer credit policy.

Application Deadline
Offers of admission to the MDiv program are made on a rolling admissions basis. When an application is complete, it will be reviewed by the Admissions Committee. Typically, a decision will be reached within two weeks. For early consideration, applications should be submitted by January 15 for the fall semester. The final deadline for admission is July 1 for the fall semester. Applications completed before July 1 but after the class is filled will be reviewed, but applicants may be put on a waiting list pending the opening of a place in the class. Scholarship review will begin January 15. Applications received after January 15 will be considered for scholarship, based on the availability of funds.

Those admitted who do not matriculate at the time for which they were admitted may request, in writing, a deferral of status for one academic year. All application materials for those who do not matriculate and who do not request an enrollment deferral will be kept on file for one academic year, after which appli-
candidates will be expected to submit new admission materials to be considered for study in a future semester.

Applications for the MDiv program are not accepted for the spring semester or summer term, although applicants may request admission as special students for the spring semester or summer term. Course work completed by a special student will be considered toward the MDiv.

**Application Procedures**

Applicants should apply online at www.candler.emory.edu/ADMISSIONS/ApplyCandler.cfm. The application for admission also may be downloaded at www.candler.emory.edu/ADMISSIONS/applications.cfm. For further information, contact the Office of Admissions and Financial Aid, Candler School of Theology, Emory University, Atlanta, Georgia 30322, telephone 404.727.6326, fax 404.727.2915, email candleradmissions@emory.edu.

To be considered for admission to the program, an applicant must supply the admissions office with the following:

1. Application for admission.
2. $50 nonrefundable application fee paid online or by mail (check or money order made payable to Emory University).
3. Résumé.
5. A sample of recent academic writing.
6. Official transcripts from all colleges, universities, graduate schools, and seminaries must be submitted regardless of when the applicant attended, how many hours were completed, and whether a degree was granted. Official transcripts should be sent directly from these institutions or delivered in a sealed and signed envelope. If currently enrolled at an institution, the applicant should send an official transcript of work to date and ask that a transcript be sent promptly following the completion of the term and/or conferral of a degree.

7. Three letters of recommendation from persons who are not family members: one pastoral reference, provided by a pastor; two additional references, provided by college or graduate school professors or by a work supervisor or a character reference who has known the applicant three or more years. Those seeking merit scholarships are strongly encouraged to have two academic references if currently enrolled or recently graduated from college or a graduate program. Applicants who have been out of college for more than five years and are unable to secure an academic reference should submit additional professional references. Episcopal students who wish to participate in the Anglican Studies Program must submit a letter from their bishop stating that they are postulants or requesting that they be granted participation in the program.

Students who have been enrolled previously at another theological institution must provide a letter certifying that they leave the school as students in good standing.

8. Persons whose first language is not English must furnish, with the application, recent evidence of the Test of English as a Foreign Language (TOEFL) with a score of at least 95 (Internet-based total) with a minimum score of 21 or higher in each of the four sub-areas, 250 (computer-based total), or 600 (paper-based total). The TOEFL results should be submitted directly from TOEFL to Candler (Institutional Code: 5455, Department 01). Applicants whose first language is not English are strongly encouraged to complete an intensive English course, at an institution in your home country, for at least six months prior to enrollment.
9. A criminal background check is required after admission and prior to enrollment. Upon making a nonrefundable admission deposit, all MDiv students enrolling at Candler School of Theology will be provided information regarding the process of securing the required checks (see page 80).

In addition to supplying the above documents, international students (persons who are not United States citizens or permanent residents) must comply with the following:

Upon admission, and before the visa process can begin, international students must complete the Emory University Financial Certificate, which indicates adequate financial resources to cover tuition, fees, travel, and living expenses for the first year of study in the United States. (An I-20 will not be prepared until this certificate has been approved; it must be approved by the University before July 1 for the fall semester.)

International students will be billed automatically for health insurance through Emory University unless insurance compliance information indicating proof of comparable United States–based coverage is submitted by July 1. Information regarding insurance for international students can be found online at www.emory.edu/ISSP/students/index.htm.

Admission Deposit
A nonrefundable admission deposit of $100 is required of all students enrolling at Candler School of Theology. This deposit is required by May 1 for fall admission, or within three weeks of notification of admission to the degree program after May 1, in order to secure the student’s place in the program. The deposit will be posted as a credit to the student’s Emory University account; students who pay the deposit but fail to enroll will forfeit the deposit.

English for Speakers of Other Languages
Students whose first language is not English, regardless of their TOEFL scores, will be required to participate in a written assessment before Candler’s fall orientation. Those whose assessments indicate a need for additional work in written communication will be required to take TESL300, English as a Second Language–Written Skills, in the fall semester. An oral assessment also will be required. Those whose assessments indicate a need for additional work in oral communication will be required to take TESL301, English as a Second Language–Oral Skills, in the spring semester. Although offered for credit, TESL courses are graded on an S/U basis and will not be counted toward curriculum requirements for graduation. ESOL tutors are available to meet with students throughout the academic year.
The master of theological studies (MTS) curriculum serves persons who wish to explore disciplines within theology and religion, without the objective of preparing for ordained ministry. Students who wish to prepare for the ordained ministry should consider the MDiv program.

Overview of the Program

The MTS is especially suited for persons interested in teaching and research or engagement in social issues and is not intended for those whose primary immediate interests are in ministry or counseling. Students who plan to continue their advanced study of religion or to teach at the secondary school level might seek this degree.

Students may develop an individually tailored curriculum within the general framework of the MTS requirements. Normally a two-year program consisting of 48 credit hours, the degree must be completed within six calendar years.

Through their study for a Master of Theological Studies degree, students will gain:

- Basic knowledge of Christian texts, traditions, theologies, and practices;
- Basic knowledge and experience of a multiethnic, intercultural, ecumenical, and religiously diverse world;
- Proficiency in analysis of religious and theological knowledge and practices;
- Skills in critical and imaginative thinking, responsible interpretation, and effective communication;
- The ability to identify and evaluate the ways in which religious thought intersects public discourse; and
- The ability to produce a summative research project that reflects knowledge of the present state of the question addressed, supported by appropriate use of primary and secondary sources.

Required Courses

MTS 505 (MTS Advising Groups): Fall semester, first year.

First-year students are required to enroll in the First Year Advising Group (MTS 505), which is composed of 10–12 first-year MTS students along with a faculty adviser and a second-year MTS peer adviser. The groups assist entering students with orientation to Emory and Candler, and in exploring vocational options for the degree.

Common Requirements (21 hours)

Upon enrolling MTS students declare an area of focus, either History, Scripture, and Tradition or Modern Religious Thought and Experience.

Core Courses (18 hours)

All students, regardless of their area of focus are required to complete 9 hours of courses designated as History, Scripture, and Tradition (typically designated as Biblical Interpretation, New Testament, Old Testament, Church History, and Historical Theology) and 9 hours of courses designated as Modern Religious Thought and Experience (typically designated as Systematic Theology, Ethics and Society, Religion and Personality, Sociology of Religion and World Religions). At least one course in World Religions must be taken by all MTS students. With the faculty adviser’s approval courses in both areas of focus may be substituted by equivalent courses of study.

Professional Development Elective (3 hours)

Students are required to complete one three-hour course from a list of
approved electives (or one negotiated with the faculty adviser) that corresponds to their post-MTS vocational goals.

Area of Focus (18–21 hours)
MTS students take 18 additional hours related to their declared focus in either History, Scripture, and Tradition or Modern Religious Thought and Experience.

Focus Courses (12 hours)
In addition to the 9 hours of Common Core Courses students will also complete 12 additional elective hours in their declared area of focus.

Research Methods Seminar (3 hours)
During the second semester of their first year students will enroll in a Research Methods Seminar. The course will focus on research in the various fields of religious and theological studies by considering both theoretical and functional approaches to critical research and writing in the respective areas of focus. Students who are matriculating on a part-time basis are encouraged to complete this seminar in the same time sequence as full-time students.

Capstone Course (3 hours)
Students are required to complete a Capstone Course specific to their Area of Focus during their final or graduating semester. Completion of the Research Methods Course is a prerequisite for the Capstone Course. A component of the Capstone Course is the completion of an Integrative Paper or the MTS thesis.

MTS Thesis Option (1–3 hours)
In addition to the Capstone Course students may enroll in up to 3 hours of elective credit for research and writing a master’s thesis.

Additional Electives (6–9 hours)
Elective hours may be drawn from courses throughout Candler, Emory University, and the Atlanta Theological Association pending approval of the faculty advisor. The number of elective hours required depends upon the election of the thesis or integrative paper within the area of focus.

Degree Requirements
To qualify for the MTS degree, a candidate must complete the following requirements:

Credit Hours
In fulfilling the forty-eight credit hours required to complete the MTS degree, students may not exceed the following limits: six credit hours for the MTS Thesis (including 3 hours of Capstone); eight credit hours for Contextual Education; ten credit hours for elective courses taken on an S/U basis (including a maximum of four hours for participation in the Chapel Choir, Candler Singers, or Emory Concert Choir); twelve hours for summer term, nine hours for Atlanta Theological Association cross-registration (counted as transfer credit), seventeen hours for transfer credit (including ATA cross-registration), and twelve hours for directed study.

Requirements for MTS Program
Credit hours may be earned through courses, seminars (including PhD seminars, subject to permission of the instructor), or directed study. Courses may be selected from Candler, the Graduate Division of Religion, or other University offerings subject to approval of the program director. Prerequisites for advanced courses taken at Candler usually do not apply to MTS students. Students will complete the degree with course work plus a thesis or an integrative paper. Students who plan to write a thesis are
required to enroll in MTS Thesis, in the semester they intend to complete the thesis (credit, three hours maximum). There is no general language requirement.

In keeping with the flexibility of the program, no maximum limit is placed on the number of courses taken in an area of focus. At the same time, a candidate should pursue a cluster of courses that reasonably constitutes interests outside of the area of focus in order to balance depth with breadth in a course of study. Theses or integrative papers should be written within the declared area of focus.

**Master of Theological Studies Advising Groups (MTS505)**

All students admitted to the MTS standard program pursue a core-group study, MTS505, Master of Theological Studies Advising Group, in the first semester (credit, 0 hours). Taught by the MTS program director, and other members of the Candler faculty, the advising groups focuses on plenaries, group discussions, supplemented by the reading and discussion of theological texts.

**Advising**

Based on the declared area of focus the students are assigned a faculty adviser. This faculty adviser will assist the student in proper course selection to enhance his or her study in an area of concentration. The adviser also will help the student in selecting the thesis or integrated paper requirement. Each semester students must have an advising conversation with their faculty adviser during the advising period. Students who do not have an advising conversation prior to preregistration will have a hold placed on their OPUS account. This hold will prevent the student from registering until advising is completed and the faculty adviser notifies the registrar’s office.

**Integrative Paper**

Following the completion of thirty-six credit hours, students electing to write an integrative paper will do so as part of their Capstone Course. A paper topic is determined in consultation with the MTS director, the student’s adviser and the Capstone Course instructor. The paper is normally twenty-five to thirty-five pages in length and integrates themes from the student’s full course of study. The Capstone Course instructor and the MTS director will read the integrative paper and assign a letter grade. The minimum passing grade is B.

**Thesis**

MTS502 (MTS Thesis) is for students who plan on writing a thesis and focuses on the preparation of a thesis along the guidelines for the MTS thesis. To be permitted to write a thesis, a student, in consultation with his or her adviser, must obtain the approval of the MTS program director and must have at least a cumulative 3.50 grade point average at the end of the equivalent of two semesters (twenty-four credit hours) of study at Candler.

A student wishing to write a thesis must declare his or her intent by the end of the second semester. Following the approval of a thesis proposal and selection of a thesis director chosen in consultation with the MTS program director and the student’s faculty adviser, the student may proceed to work on the thesis. Students who choose to write a thesis are expected to have done substantive course work with Candler faculty in the area in which they wish to write. A topic and a thesis director must be secured before MTS502, MTS Thesis elective, is begun.

The completed thesis, normally sixty to ninety pages in length, is evaluated by the thesis director and a second faculty member, and is subject to approval by the MTS director. The thesis must demon-
strate original research in a limited subject area. Students may receive up to six hours of credit for the thesis (letter grade only) through MTS502 and the Capstone Course. The thesis must be submitted by the deadline announced by the director of the MTS program (usually during the first week in April).

The thesis must be taken for a letter grade and the minimum passing grade is a B. Students who do not complete the integrative paper but have completed all courses are required to register for MTS999R (MTS Library Use) during the semester they plan to graduate.

Total Credit Hours for the MTS Degree
First-year Advising Sessions: 0 hours
Common Requirements: 21 hours
(History, Scripture and Tradition 9 hours and Religious Thought and Experience—9 hours, including at least 3 hours in of World Religions; Professional Development Elective—3 hours)
Area of Focus: 18–21 hours
(12 hours in Area of Focus, Research Methods Seminar—3 hours, Capstone Course—3 hours, Thesis, if elected, up to 3 hours)
Additional Electives: 6–9 hours
Total: 48 hours

Application for the Degree
Early in the graduating semester, the candidate must submit a formal application for the MTS degree before the deadline stated in the academic calendar. The Application for Degree is available in OPUS during a window of time set by the University Registrar each semester. A separate application is required for each degree and certificate received. Students are required to be enrolled during the semester of graduation.

Residence
Students must complete a minimum of three full-time equivalent semesters in residence and earn at least forty-eight hours of credit with a cumulative grade point average of at least 2.0, and with at least thirty-one credit hours at Candler. A maximum of twelve hours may be earned during the summer term. Students in good standing at other seminaries accredited by the Association of Theological Schools may, with approval, transfer up to seventeen hours. A maximum of nine credit hours taken through cross-registration at Atlanta Theological Association schools may be applied toward the degree, counted as transfer credit. Students who do not complete the integrative paper or thesis but have completed all courses are required to register for MTS999R (MTS Library Use) during the semester they plan to graduate.

Admission
Admission to the MTS degree program requires a bachelor's degree with a grade point average of at least 3.0 from a regionally accredited college or university. For students with other graduate or professional training, the admissions procedure emphasizes the transcript (undergraduate or graduate) most appropriate to course work at Candler.

Students enrolled as MDiv or special students at Candler may apply for admission to the MTS program. A new application, including three letters of recommendation, is required. Current MDiv or special students who wish to apply to the MTS program must do so before beginning the second year of full-time study. Applicants for admission and scholarship will be considered competitively with the full pool of applicants. Up to twenty-six hours of course work completed satisfactorily by an MDiv or special student will be considered toward the MTS program. In such a case, Contextual Education credits will be counted as free elective credit.

Students in good standing at other seminaries accredited by the Association
of Theological Schools may be admitted as transfer students. These students may receive transfer credit approval for up to seventeen credit hours for courses in which they earned a grade of at least 3.0 on a 4.0 scale (84 on a numerical scale). Only one transfer course per area may be applied to meet area requirements. The registrar will determine which credits will be accepted for transfer into the MTS program. See page 104 for detailed MTS transfer credit policy.

**Application Deadline**

Offers of admission to the MTS program are made on a rolling admissions basis. When an application is complete, it will be reviewed by the Admissions Committee. Typically a decision will be reached within two weeks. For early consideration, applications should be submitted by February 1 for the fall semester. The final deadline for admission is July 1 for the fall semester. Applications completed before July 1 but after the class is filled will be reviewed, but applicants may be put on a waiting list pending the opening of a place in the class. Applications for admission received after July 1 will be considered at the discretion of the Admissions Committee. Scholarship review will begin February 1. Applicants seeking scholarship assistance are encouraged to complete the application process by February 1. Applications received after February 1 will be considered for scholarship, based on the availability of funds.

Those admitted who do not matriculate at the time for which they were admitted may request, in writing, a deferral of status for one academic year. All application materials for those who do not matriculate and who do not request an enrollment deferral will be kept on file for one academic year, after which applicants will be expected to submit new admission materials to be considered for study in a future semester.

Applications for the MTS program are not accepted for the spring semester or summer term, although applicants may request admission for the spring semester or summer term as special students.

**Application Procedures**

Applicants should apply online at www.candler.emory.edu/ADMISSIONS/ApplyCandler.cfm. The application for admission also may be downloaded at www.candler.emory.edu/ADMISSIONS/applications.cfm.

To be considered for admission to the MTS degree program, an applicant must supply the admissions office with the following:

1. Application for admission.
2. $50 nonrefundable application fee paid online or by mail (check or money order made payable to Emory University).
3. Résumé.
5. A two- to three-page statement explaining how the applicant’s proposed topic of research is best suited to Candler’s offerings.
6. A sample of recent academic writing.
7. Official transcripts from all colleges, universities, graduate schools, and seminaries must be submitted regardless of when the applicant attended, how many hours completed, and whether a degree was granted. Official transcripts should be sent directly from these institutions or delivered in a sealed and signed envelope. If currently enrolled at an institution, the applicant should send an official transcript of work to date and ask that a transcript be sent promptly following the completion of the term and/or conferral of a degree.
8. Three letters of recommendation from persons who are not family members: two academic references, provided by college or graduate school professors; and one professional reference, pro-
vided by a work supervisor or someone who has known the applicant for three or more years. Applicants who have been out of college for more than five years and are unable to secure an academic reference should submit additional work or character references.

Students who have been enrolled previously at another theological institution must provide a letter certifying that they leave the school as students in good standing.

9. Persons whose first language is not English must furnish, with the application, recent evidence of the Test of English as a Foreign Language (TOEFL) with a score of at least 95 (Internet-based total) with a minimum score of 21 or higher in each of the four sub-areas, 250 (computer-based total), or 600 (paper-based total). The TOEFL results should be submitted directly from TOEFL to Candler (Institutional Code: 5455, Department 01). Applicants whose first language is not English are strongly encouraged to complete an intensive English course, at an institution in your home country, for at least six months prior to enrollment.

10. The Admissions Committee welcomes, but does not require, the Graduate Record Exam (GRE). GRE scores, while not required, may be considered in an application if applicants wish to submit them. Applicants who plan to continue to doctoral
study or who choose to submit the GRE scores as further evidence of their academic potential are encouraged to have these scores included in their admission file. The institution code for Candler is R5158.

In addition to supplying the above documents, international students (persons who are not U.S. citizens or permanent residents) must comply with the following:

Upon admission, and before the visa process can begin, international students must complete the Emory University Financial Certificate, which indicates adequate financial resources to cover tuition, fees, travel, and living expenses for the first year of study in the United States. (An I-20 will not be prepared until this certificate has been approved; it must be approved by the University before July 1 for the fall semester.)

International students will be billed automatically for health insurance through Emory University unless insurance compliance information indicating proof of comparable United States-based coverage is submitted by July 1. Information regarding insurance for international students can be found online at www.emory.edu/ISSP/students/index.htm.

Admission Deposit

A nonrefundable admission deposit of $100 is required of all students enrolling at Candler School of Theology. This deposit is required by May 1 for fall admission, or within three weeks of notification of admission to the degree program, in order to secure the student’s place in the program. The deposit will be posted as a credit to the student’s Emory University account; students who pay the deposit but fail to enroll will forfeit the deposit.

English for Speakers of Other Languages

Students whose first language is not English, regardless of their TOEFL scores, will be required to participate in a written assessment before Candler’s fall orientation. Those whose assessments indicate a need for additional work in written communication will be required to take TESL300, English as a Second Language—Written Skills in the fall semester. An oral assessment also will be required. Those whose assessments indicate a need for additional work in oral communication will be required to take TESL301, English as a Second Language—Oral Skills, in the spring semester. Although offered for credit, TESL courses are graded on an S/U basis and will not be counted toward curriculum requirements for graduation. ESOL tutors are available to meet with students throughout the academic year.
MASTER OF THEOLOGY

The master of theology degree (ThM) is a one-year program of study beyond the master of divinity or other first-level theological master’s degree.

Overview of the Program

The ThM is designed for students who wish to deepen their knowledge in a particular area of study in order to enhance their vocation or ministry. The program is an intensive one-year course of study that focuses on one area of interest. Typically ThM students focus on one of the following courses of study: Bible, preaching and worship, pastoral care, theology and ethics, or religious education. The ThM is intended both for international students who wish to broaden their education through the experience of studying abroad and for domestic students who wish to gain greater expertise in an area of ministry or study.

Through their study for a Master of Theology degree, students will gain:

- Advanced knowledge in a particular area of theological study (e.g., Christian texts, traditions, theologies, ethics, ministerial practice) in the context of a multiethnic, intercultural, ecumenical and religiously diverse world;
- Proficiency in the analysis of a particular area of religious and theological knowledge or practice;
- Advanced skills in critical and imaginative thinking, responsible interpretation, and effective communication; and
- The ability to produce a substantial, summative research project that reflects knowledge of and serious engagement with the present state of the question addressed, supported by appropriate use of primary and secondary sources.

Required Courses

ThM501a
Master of Theology Seminar A (fall semester, two hours)

ThM501b
Master of Theology Seminar B (spring semester, two hours)

Post-MDiv Electives
Two four-hour courses of the student’s choice. Post-MDiv electives may be extensions of Candler courses, directed studies, or Graduate Division of Religion courses.

Electives
Twelve hours total, courses of the student’s choice.

Degree Requirements

To qualify for the ThM degree, a candidate must complete the following requirements:

Credit Hours
In fulfilling the twenty-four credit hours required to complete the ThM degree, students may not exceed the following limits: six credit hours for clinicals and internships, four credit hours for academic courses taken on an S/U basis, three hours for transfer credit (including ATA cross-registration), and nine hours for directed study. Prerequisites for courses in the three areas of study do not apply to ThM students.

ThM Additional Requirements
All ThM students are required to complete the ThM Seminar and a major research paper, both of which will have a focus on the student’s primary area of interest.
ThM Seminar and Major Research Paper

In consultation with the director and one other faculty member, the student must write a major research paper (typically thirty-five pages in length) on work done in the student’s area of concentration. This paper is part of the work of the ThM seminar and must be completed before the deadline in the academic calendar for the semester in which the student expects to graduate. The student will receive four credit hours for the ThM seminar and paper. The paper must be taken for a letter grade and the minimum passing grade is a B.

Application for the Degree

During the semester before graduation, the candidate must make formal application for the ThM degree by the deadline stated in the academic calendar. The Application for Degree is available in OPUS during a window of time set by the University Registrar each semester.

Residence

Each candidate’s program of study is arranged in consultation with the director of general and advanced studies who serves as the academic adviser for ThM students. Two regular semesters of study (twenty-four credit hours) are required. Up to six hours may be credited for clinical or internship work. A minimum of twelve credit hours must be taken at the post-MDiv level, including the required ThM seminars and two four-hour post-MDiv elective courses. Credit hours may be earned from regular courses or directed studies. Students must earn a minimum cumulative grade point average of 3.0. Normally a one-year program, the degree must be completed within a two-year period.

Admission

Admission to the ThM program requires a bachelor’s degree from a regionally accredited college or university, and a master of divinity, or another first-level master’s degree, from a theology school accredited by the Association of Theological Schools (or an equivalent accrediting body outside the United States and Canada) with a grade point average of at least 3.0.

Those admitted who do not matriculate at the time for which they were admitted may request, in writing, a deferral of status for one academic year. All application materials for those who do not matriculate and who do not request an enrollment deferral will be kept on file for one academic year, after which applicants will be expected to submit new admission materials to be considered for study in a future semester.

Application Deadline

Applications for admission to the ThM degree program must be completed by February 15 for admission for the fall semester. Applications are not accepted for the spring semester or the summer term, although applicants may request admission for the spring semester or summer term as special students. Typically a decision will be reached within four weeks of the stated deadline.
Application Procedures
Applicants should apply online at www.candler.emory.edu/ADMISSIONS/ApplyCandler.cfm. The application for admission also may be downloaded at www.candler.emory.edu/ADMISSIONS/applications.cfm. For further information, contact the Office of Admissions and Financial Aid, Candler School of Theology, Emory University, Atlanta, Georgia 30322, telephone 404.727.6326, fax 404.727.2915, email: candleradmissions@emory.edu.

To be considered for admission to the ThM degree program, an applicant must supply the admissions office with the following:
1. Application for admission.
2. $50 nonrefundable application fee paid online or by mail (check or money order made payable to Emory University).
3. Résumé.
5. A two- to three-page statement explaining how the applicant’s proposed topic of research in the area of Bible, preaching and worship, pastoral care, theology, ethics, or religious education is best suited to Candler’s offerings in those areas required.
6. A sample of recent academic writing.
7. Official transcripts from all colleges, universities, graduate schools, and seminaries must be submitted regardless of when the applicant attended, how many hours completed, and whether a degree was granted. Official transcripts should be sent directly from these institutions or delivered in a sealed and signed envelope. If currently enrolled at an institution, the applicant should send an official transcript of work to date and ask that a transcript be sent promptly following the completion of the term and/or conferral of a degree.
8. Three letters of recommendation from persons who are not family members: two academic references, provided by college or graduate school professors; and one professional reference, provided by a work supervisor or someone who has known the applicant for three or more years. Ordained persons should also provide an ecclesial refer-
ence from a bishop, district superintendent, or denominational executive showing support for participation in the program.

Students who have been enrolled previously at another theological institution but have not graduated must provide a letter certifying that they leave the school as students in good standing.

9. Persons whose first language is not English must furnish, with the application, recent evidence of the Test of English as a Foreign Language (TOEFL) with a score of at least 95 (Internet-based total) with a minimum score of 21 or higher in each of the four sub-areas, 250 (computer-based total), or 600 (paper-based total). The TOEFL results should be submitted directly from TOEFL to Candler (Institutional Code: 5455, Department 01). Applicants whose first language is not English are strongly encouraged to complete an intensive English course, at an institution in your home country, for at least six months prior to enrollment.

In addition to supplying the above documents, international students (persons who are not U.S. citizens or permanent residents) must comply with the following:

Upon admission, and before the visa process can begin, international students must complete the Emory University Financial Certificate, which indicates adequate financial resources to cover tuition, fees, travel, and living expenses for the first year of study in the United States. (An I-20 will not be prepared until this certificate has been approved; it must be approved by the University before July 1 for the fall semester.) International students will be billed automatically for health insurance through Emory University unless insurance compliance information indicating proof of comparable United States–based coverage is submitted by July 1. Information regarding insurance for international students can be found online at www.emory.edu/ISSP/students/index.htm.

Admission Deposit
A nonrefundable admission deposit of $100 is required of all students enrolling at Candler School of Theology. This deposit is required by May 1 for fall admission, or within three weeks of notification of admission to the degree program, in order to secure the student’s place in the program. The deposit will be posted as a credit to the student’s Emory University account; students who pay the deposit but fail to enroll will forfeit the deposit.

English for Speakers of Other Languages
Students whose first language is not English, regardless of their TOEFL scores, will be required to participate in a written assessment before Candler’s fall orientation. Those whose assessments indicate a need for additional work in written communication will be required to take TESL300, English as a Second Language–Written Skills in the fall semester. An oral assessment also will be required. Those whose assessments indicate a need for additional work in oral communication will be required to take TESL301, English as a Second Language–Oral Skills, in the spring semester. Although offered for credit, TESL courses are graded on an S/U basis and will not be counted toward curriculum requirements for graduation. ESOL tutors are available to meet with students throughout the academic year.
Doctor of Theology in Pastoral Counseling

Overview of the Program
The doctor of theology in pastoral counseling (ThD) prepares persons for the ministry of pastoral counseling at the doctoral level by combining rigorous academic and theological work with supervised clinical practice. The degree is an equivalent of the PhD and is designed for those whose interest in pastoral counseling is primarily professional.

Emory University also offers a PhD program through its Graduate Division of Religion in the Person, Community, and Religious Life program. Through the PhD, students may pursue advanced studies in pastoral theology as preparation for primarily an academic career of research and teaching. The ThD, by contrast, offers doctoral-level preparation for the full-time professional practice of pastoral counseling.

The ThD helps students gain advanced understanding of appropriate theological and theoretical concepts. Students also learn, under qualified supervision, the application of these concepts in pastoral counseling and how to promote professional integration of theory and skills in both pastoral care and counseling. In addition, each student designs and executes a research project appropriate to the student’s professional practice and gives evidence of creative ability to contribute to the aspect of pastoral counseling that is the focus of the research project.

Administration
The doctoral program is under the immediate direction of the ThD committee of the Atlanta Theological Association. This arrangement enables students to enroll through Candler for courses at Columbia Theological Seminary and the Interdenominational Theological Center. The co-directors of the Atlanta Theological Association’s ThD program are Pamela Cooper-White and Bill Harkins. The Curriculum and Policy Committee of Candler School of Theology oversees Candler’s participation in the program.

Degree Requirements
The program requires fifty-one semester hours. Students must be continuously enrolled. Failure to maintain continuous registration will result in automatic termination from the ThD program. Students must complete the program within six years. Extensions may be granted by the ThD committee only under unusual circumstances. The program comprises the following:

The core seminar sequence (five courses, three semester hours each) is required. Core seminars deal with personality theory and theological anthropology, historical and social dimensions of pastoral counseling, pastoral theology, theories and practices of psychotherapy and pastoral counseling, and the development of professional and multicultural competence.

Elective courses (fifteen semester hours), selected in consultation with a faculty adviser, are required during the first six semesters of study.

Pastoral counseling practicum (seventeen semester hours) is required over the first four semesters of study. The clinical setting for the practicum normally is the pastoral counseling service of the Care and Counseling Center of Georgia, located at 1814 Clairmont Road in Decatur, Georgia.
Research methods seminars (four semester hours) are required and three are normally taken in the second year of study. One credit hour is assigned for an Integrative Colloquy (held each semester). These seminars are designed to assist students in developing their doctoral projects.

Qualifying examinations consist of two major parts: the Clinical Practice (or Performance) Examination and the Comprehensive (or Field) Examination. The Clinical Practice Examination is normally taken towards the end of a student’s fourth semester in the program and is designed to test competence in the clinical practice of pastoral counseling. The Comprehensive Examination takes place after the completion of all course work and the successful completion of the Clinical Practice examination. Following the completion of course work, students must enroll in ATA 497: ThD Exams Process each semester until successful completion of qualifying examinations. Areas of the examination include:

Pastoral Counseling Theory
A. Personal and interpersonal dimensions of pastoral counseling: (1) therapeutic relationship and process in relation to personality, developmental theories, psychopathology, and the psychological understanding of religion; (2) marriage and family theory and therapy, and one of the following: a) social psychological understandings of therapeutic process, b) theory of group process and leadership, c) theory and practice of pastoral consultation and supervision; (3) pastoral theological methodology, theological anthropology and related theological issues, and the relation of theology to the human sciences.
B. Sociocultural dimensions of pastoral counseling: pastoral counseling as a profession in relation to other professions; its relation to class, race, and gender; its relation to contemporary family, work, and religion; and its participation in larger cultural and religious traditions understood through such disciplines as cultural anthropology, cultural criticism, and feminist theory.
C. Ecclesiological and ethical dimensions of pastoral counseling: pastoral counseling as a specialized form of the church’s ministry in relation to a) the history of pastoral care and counseling; b) theological understandings of the church and its mission (ecclesiology); and, c) ethical dimensions of pastoral counseling as a professional practice.

The research project and dissertation are undertaken at the end of the program of study. The student executes an approved research project that demonstrates ability to utilize theological and theoretical knowledge in relation to some problem of professional pastoral care and counseling. The project should contribute useful findings and insights in the student’s area of theological investigation. The student then writes a dissertation, reporting on, analyzing, evaluating, and interpreting the project. Following the successful completion of qualifying examinations, students must enroll in ATA499: ThD Dissertation Research until successful completion of the dissertation.

Advising
ThD students initially are assigned a temporary course adviser. Later, the student works with a dissertation adviser, who chairs an advisory committee selected by the student and approved by the dissertation adviser. The committee consists of at least three persons, ordinarily two Candler faculty members and a member
of another ATA school faculty. The committee is responsible for preparing examinations for the student and functions in an advisory capacity throughout the writing of the doctoral dissertation.

**Grading System**

Grading of student work is based on the following scale: A=4.0, B=3.0, C=2.0, and F=0. Students must maintain a grade average of 3.0 or better to remain in doctoral programs. A grade of B– or lower in a core course or practicum is cause for review of the student’s progress. A course grade of F normally results in termination of the student’s program.

Work extending over two or more semesters, such as practicums or project/dissertation supervision, receives a P (in-progress) at the end of each semester until the work is completed. All Candler students, including ThD students, are subject to Candler’s policy on incomplete course work, which can be found in the Procedures and Regulations section.

**Transfer of Credits**

ThD students may take a maximum of twelve semester hours, including transfer work taken prior to admission, at institutions not related to the ATA.

Students may receive credit for clinical or academic work taken before admission into the program under the following guidelines: it must have been done at the graduate level (but not toward the completion of another degree) within the past five years and have received a grade of B or better. The work must contribute significantly to the student’s projected ThD work.

Students may transfer credit from accredited institutions outside the ATA with the approval of their adviser and the director of the program. The student must pay the fees to the school where such work is done and arrange for transcripts to be sent to Candler’s registrar.

**Directed Study**

ThD students may register for directed studies with members of the ATA faculty for a maximum of nine hours. Prior to registering for directed study work, students must complete a Request for Directed Study form (available from the Candler Registrar Blackboard site) and obtain the instructor’s signature.

**Withdrawal/Leave of Absence**

A ThD student who chooses to withdraw or to take a leave of absence must notify in writing the director of the ATA ThD program and the Candler registrar. In order to be acted upon by the ThD committee, requests for a leave of absence or withdrawal for an upcoming semester must be received by both directors by April 1 for the fall semester or November 1 for the spring semester. In addition, the student must complete an exit interview with the Candler registrar. If the student withdraws during the semester and does not complete an exit interview, an F will be recorded for all courses, and the student will be responsible for any charges incurred.

**Readmission**

Readmission may be granted by the ThD committee upon written request of the student, the recommendation of the primary adviser, and the approval of the director of advanced studies. The request must be received by the director of advanced studies by April 1 for the fall semester or November 1 for the spring semester. Written notification of a readmission decision will be sent to the student by the director of advanced studies. Students with unpaid balances or incomplete course work will not be considered for readmission.
Procedures and Regulations
Candler procedures and regulations are listed on pages 78–106. For a more thorough description of ThD program procedures, consult the Doctor of Theology in Pastoral Counseling Student Handbook, available from the registrar.

Professional Certification
The supervision in pastoral counseling, an integral part of the ThD degree program, is provided according to the standards of the American Association of Pastoral Counselors and the American Association of Marriage and Family Therapists. The supervision may be used, therefore, to meet the requirements for counseling supervision of both the AAPC and the AAMFT.

Admission
Admission to the ThD degree program requires an MDiv degree with a superior academic record from an institution accredited by the Association of Theological Schools (or an equivalent accrediting body outside the United States and Canada); a sense of pastoral identity, preferably in pastoral ministry or grounded in a significant history of service in the church; and significant clinical pastoral education (CPE) experience (usually not less than four consecutive units), although provisional admission may be granted prior to completion of this requirement. Since this program is a joint program of three schools through the Atlanta Theological Association, a student may seek admission through any of the three. Students enroll and pay tuition through the school to which they are admitted.

Application Deadline
Applications for admission to the ThD degree program must be completed by January 15 for admission for the fall semester. Applications are not accepted for the spring semester or the summer term. Typically, a decision of those selected to be interviewed will be reached within four weeks of the stated deadline.

Application Procedures
Applicants should apply online at www.candler.emory.edu/ADMISSIONS/ApplyCandler. The application for admission also may be downloaded at www.candler.emory.edu/ADMISSIONS/
To be considered for admission to the ThD degree program, applicants must supply the following:
1. Application for admission.
2. $50 nonrefundable application fee paid online or by mail (check or money order made payable to Emory University).
3. Personal statement of five to ten double-spaced, typed pages.
4. Official scores on the verbal, quantitative, and analytical reading portions of the Graduate Record Examination (GRE). Educational Testing Services (ETS) administers the GRE and will forward the scores directly to the Admissions Office at Candler (students should not send their own score reports directly to Candler but should instruct ETS to forward official score reports). In completing their registration with ETS to take the GRE, applicants indicate the institution(s) to which they want their scores forwarded by providing a code for each institution. The institution code for Candler is R5158. Applicants who have taken the GRE within the last five years are not required to take the GRE again if they do not desire to do so. They may simply contact ETS directly and request that those scores be forwarded. Applicants should supply any scores received on the GRE within the last five calendar years to Candler. Scores older than five years will not be accepted and students will need to complete the GRE again.
5. Official transcripts from all colleges, universities, graduate schools, and seminaries previously attended must
be submitted regardless of when the applicant attended, how many hours completed, and whether a degree was granted. Official transcripts should be sent directly from the institutions delivered in a sealed and signed envelope. If currently enrolled at an institution, the applicant should send an official transcript of work to date and ask that a transcript be sent promptly following the completion of the term and/or conferral of a degree.

6. Three letters of recommendation from persons who are not family members: one each from a professor, a minister, and a layperson.

7. A sample of recent academic writing.

8. A copy of CPE assessment (normally four consecutive units).

9. Persons whose first language is not English must furnish, with the application, recent evidence of the Test of English as a Foreign Language (TOEFL) with a score of at least 95 (Internet-based total) with a minimum score of 21 or higher in each of the four sub-areas, 250 (computer-based total), or 600 (paper-based total). The TOEFL results should be submitted directly from TOEFL to Candler (Institutional Code: 5455, Department 01). Applicants whose first language is not English are strongly encouraged to complete an intensive English course, at an institution in your home country, for at least six months prior to enrollment.

10. The items listed above will comprise an application file. The Admissions Committee will consider each of these items in its deliberations but Candler has no minimum requirements in regard to GRE scores or grade point averages on transcripts. That information will be considered in conjunction with other components of each applicant’s file.

11. A criminal background check is required after admission and prior to enrollment. Upon making a non-refundable admission deposit, all ThD students enrolling at Candler School of Theology will be provided information regarding the process of securing the required checks (see page 80).

In addition to supplying the above documents, international students (persons who are not U.S. citizens or permanent residents) must comply with the following:

Upon admission, and before the visa process can begin, international students must complete the Emory University Financial Certificate, which indicates adequate financial resources to cover tuition, fees, travel, and living expenses for the first year of study in the United States. (An I-20 will not be prepared until this certificate has been approved; it must be approved by the University before July 1 for the fall semester.)

International students will be billed automatically for health insurance through Emory University unless insurance compliance information indicating proof of comparable United States–based coverage is submitted by July 1. Information regarding insurance for international students can be found online at www.emory.edu/ISSP/students/index.htm.

Admission Deposit
A nonrefundable admission deposit of $100 is required of all students enrolling at Candler School of Theology. This deposit is required by May 1 for fall admission, or within three weeks of notification of admission to the degree program, in order to secure the student’s place in the program. The deposit will be posted as a credit to the student’s Emory University account; students who pay the deposit but fail to enroll will forfeit the deposit.
JOINT-DEGREE PROGRAMS

MDiv/JD

A joint Master of Divinity/Juris Doctor (MDiv/JD) degree program allows students to combine training in law with training in ministry. A student in this program applies to each school separately but concurrently and matriculates concurrently in the School of Law and Candler. Candidates for the joint-degree program must apply to and be accepted by both Candler and the School of Law. The schools maintain independent application procedures.

Requirements for both degrees are completed in five years instead of the six required to attain the degrees separately. Typically, the first year is spent at Candler and the second year is spent at Law. During the remaining three years, the student must register and pay tuition for three semesters in each school but may take courses in either school. Candler scholarships and grants are applicable only to those semesters in which students are in residency at the School of Theology.

In order to meet degree requirements for the MDiv, the student must complete a minimum of 75 hours at Candler. All requirements are the same as a traditional MDiv student but with fewer elective hours. In order to meet degree requirements for the JD, the student must complete a minimum of 79 hours at the School of Law.

For additional information about the JD portion of the MDiv/JD, contact Celeste Katz at ckatz@emory.edu. For information on the MDiv portion of the MDiv/JD, contact the Candler registrar’s office at candlerregistrar@emory.edu.

MTS/JD

A joint Master of Theological Studies/Juris doctor (MTS/JD) degree program allows students to combine training in law with training in religious studies. The program emphasizes scholarly rather than clinical and ministerial aspects of law and religion. A student in this program matriculates concurrently in the School of Law and Candler and may complete requirements for both degrees in four years (instead of the five required to attain the degrees separately). Candidates for the joint-degree program must apply to and be accepted by both Candler and the School of Law. The schools maintain independent application procedures.

Typically, the first year is spent at Candler and the second year is spent at the School of Law. The student must register and pay tuition for five semesters in the School of Law and three semesters in Candler but may take courses in either school. Candler scholarships and grants are applicable only to those semesters in which students are in residency at the School of Theology.

In order to meet degree requirements for the MTS, the student must complete a minimum of 39 hours at Candler, including either the MTS Thesis (MTS502) or MTS Integrative Paper (MTS503). All requirements are the same as a traditional MTS student but with fewer elective hours. In order to meet degree requirements for the JD, the student must complete a minimum of 79 hours at the School of Law.

For additional information about the JD portion of the MTS/JD, contact Celeste Katz at ckatz@emory.edu. For information on the MTS portion of the MTS/JD, contact the Candler registrar’s office at candlerregistrar@emory.edu.

MDiv/MBA

A joint Master of Divinity/Master of Business Administration (MDiv/MBA)
is offered in cooperation with Emory’s Goizueta School of Business. This program allows the MBA and MDiv degrees to be earned in four years instead of the usual five. Candidates for the joint-degree program must apply to and be accepted by both Candler and the Goizueta School of Business. The schools maintain independent application procedures.

Typically, the first year is spent at Candler and the second year is spent at Goizueta. The student must register and pay tuition for five semesters at Candler and three semesters at Goizueta, but may take courses in either school. Candler scholarships and grants are applicable only to those semesters in which students are in residency at the School of Theology.

In order to meet degree requirements for the MDiv, the student must complete a minimum of 75 hours at Candler. All requirements are the same as a traditional MDiv student but with fewer elective hours.

For information on the MDiv portion of the MDiv/MBA, contact the Candler registrar’s office at candlerregistrar@emory.edu. For information on the MBA portion of the MDiv/MBA, contact Harriet Ruskin at Harriet_Ruskin@bus. emory.edu

MTS/MBA
A joint Master of Theological Studies and Master of Business Administration (MTS/MBA) is offered in cooperation with the Goizueta School of Business. This program allows the MTS and
MBA degrees to be earned in three years (instead of the usual four to attain the degrees separately). Candidates for the joint-degree program must apply to and be accepted by both Candler and Goizueta. The schools maintain independent application procedures.

Typically, the first year is spent at Candler and the second year is spent at Goizueta. The student must register and pay tuition for three semesters in Goizueta and three semesters in Candler but may take courses in either school. Candler scholarships and grants are applicable only to those semesters in which students are in residency at the School of Theology.

In order to meet degree requirements for the MDiv, the student must complete a minimum of 39 hours at Candler, including either the MTS Thesis (MTS502) or MTS Integrative Paper (MTS503). All requirements are the same as a traditional MTS student but with fewer elective hours.

For information on the MTS portion of the MTS/MBA, contact the Candler registrar’s office at candlerregistrar@emory.edu.

**MDiv/MPH**

A joint Master of Divinity and Master of Public Health (MDiv/MPH) is offered in cooperation with the Rollins School of Public Health. This program allows the MDiv and MPH degrees to be earned in four years (instead of the usual five to attain the degrees separately). Candidates for the joint-degree program must apply to and be accepted by both Candler and Rollins. The schools maintain independent application procedures.

Typically, the first year is spent at Candler, the second year is spent at Rollins, and the third and fourth years are spent at Candler. The student must register and pay tuition for six semesters in Candler and two semesters in Rollins but may take courses in either school. Candler scholarships and grants are applicable only to those semesters in which students are in residency at the School of Theology.

In order to meet degree requirements for the MDiv, the student must complete a minimum of 84 hours at Candler. All requirements are the same as a traditional MDiv student. In order to meet degree requirements for the MPH, the student must complete a minimum of 32 to 35 hours at Rollins, including the practicum and special studies project or thesis. Specific MPH degree requirements depend on the department. Rollins offers the dual-degree program in seven departments (Behavioral Sciences and Health Education, Environmental and Occupational Health, Epidemiology, Global Environmental Health, Global Epidemiology, Global Health, and Health Policy and Management). MDiv/MPH dual-degree students may complete the MPH practicum requirement through completion of a clinical Contextual Education placement.

For additional information about the MPH portion of the MDiv/MPH, contact Kathy Wollenzien at kwollen@sph. emory.edu. For information on the MDiv
portion of the MDiv/MPH, contact the Candler registrar’s office at candlerregistrar@emory.edu.

**MTS/MPH**

A joint Master of Theological Studies and Master of Public Health (MTS/MPH) is offered in cooperation with the Rollins School of Public Health. This program allows the MTS and MPH degrees to be earned in three years (instead of the usual four to attain the degrees separately). Candidates for the joint-degree program must apply to and be accepted by both Candler and Rollins. The schools maintain independent application procedures.

Typically, the first year is spent at Candler, the second year at Rollins, and the third year at Candler. The student must register and pay tuition for four semesters in Candler and two semesters in Rollins but may take courses in either school. Candler scholarships and grants are applicable only to those semesters in which students are in residence at the School of Theology.

In order to meet degree requirements for the MTS, the student must complete a minimum of 48 hours at Candler. All requirements are the same as a traditional MTS student. In order to meet degree requirements for the MPH, the student must complete a minimum of 32 to 35 hours at Rollins, including the practicum and special studies project or thesis. Specific MPH degree requirements depend on the department. Rollins offers the dual-degree program in seven departments (Behavioral Sciences and Health Education, Environmental and Occupational Health, Epidemiology, Global Environmental Health, Global Epidemiology, Global Health, and Health Policy and Management). MTS/MPH dual-degree students may complete the MPH special studies project or thesis in conjunction with the MTS integrative paper or thesis.

For additional information about the MPH portion of the MDiv/MPH, contact Kathy Wollenzien at kwollen@sph.emory.edu. For information on the MDiv portion of the MDiv/MPH, contact the Candler registrar’s office at candlerregistrar@emory.edu.

**MTS/MA-Bioethics**

A joint MTS/MA-Bioethics (Master of Arts in Bioethics) is offered in conjunction with the Laney Graduate School and the Center for Ethics. This degree allows students to earn both the MTS and MA-Bioethics in two years rather than in the usual three. Candidates for the joint degree program must apply to and be accepted by both Candler and Laney. The schools maintain independent application procedures.

Typically, the first year is spent at the Center for Ethics and the second year at Candler. Students must register for and pay tuition for two semesters at Laney and two semesters at Candler but may take courses in either school. Candler scholarships and grants are applicable only to those semesters in which students are in residence at the School of Theology.

In order to meet degree requirements for the MTS, students must complete a minimum of 18 hours at Candler, including either the MTS Thesis (MTS502) or MTS Integrative Paper (MTS503). In addition, students enroll in the joint interdisciplinary seminar offered by Candler and the Center for Ethics. Joint-degree students also enroll in ES501 and in a seminar that address issues of life, death, and/or health and theology (e.g., NT629). The MTS professional elective will be fulfilled by BIOETH601, the Bioethics Service Learning Practicum.

For information about the MTS portion of the MTS/MA-Bioethics, please contact Steve Kraftchick at skraftc@emory.edu.
SPECIAL STUDENTS

Ministers in active service, missionaries on furlough, persons in training for mission service, persons preparing for United Methodist certification or ordination as a deacon in The United Methodist Church (UMC) through completion of Basic Graduate Theological Studies (BGTS), and other qualified persons who desire to enroll in a nondegree program may be admitted as special students.

Students may be admitted to Candler as special students rather than as degree candidates for various reasons, including the opportunity to strengthen the academic background necessary for admission to a degree program. Students who later begin a degree program at Candler are required to complete degree requirements effective the semester they enter as degree-seeking.

Classification as a special student applies only to the academic year for which admission is approved. Once admitted, the initial admission may be deferred one academic year. For continuation beyond one academic year, special students are required to submit an application for readmission form and a written statement. Special students are required to be readmitted at the start of each academic year, regardless of when they were admitted originally.

Institutional and federal scholarships and loans are not available to special students. External scholarships or private loans may be available; it is the responsibility of the student to secure funding from possible sources.

Admission

Admission as a special student requires a bachelor’s degree from a regionally accredited college or university, with a grade point average of 2.50 or better out of 4.0. All applications, regardless of the GPA of the applicant, will be fully reviewed by the admissions committee.

Application Deadline

Offers of admission are made on a rolling admissions basis. When an application is complete, it will be reviewed by the Admissions Committee. Typically, a decision will be reached within two weeks. Applications for admission must be submitted by May 1 for the summer term, July 1 for the fall semester, and November 1 for the spring semester.

Application Procedures

The application for admission may be downloaded at www.candler.emory.edu/ADMISSIONS/applications.cfm. For further information, contact the Office of Admissions and Financial Aid, Candler School of Theology, Emory University, Atlanta, Georgia 30322, telephone 404.727.6326, fax 404.727.2915, email: candleradmissions@emory.edu.

To be considered for admission as a special student, an applicant must supply the admissions office the following:

1. Application for admission.
2. $50 nonrefundable application fee paid online or by mail (check or money order made payable to Emory University).
3. Official transcript (conferring at least a bachelor’s degree). Official transcripts should be sent directly from the institutions delivered in a sealed and signed envelope. If currently enrolled at an institution, the applicant should send an official transcript of your work to date and ask that a transcript be sent promptly following the completion of the term and/or conferral of a degree.
4. Persons whose first language is not English must furnish, with the application, recent evidence of the Test
of English as a Foreign Language (TOEFL) with a score of at least 95 (Internet-based total) with a minimum score of 21 or higher in each of the four sub-areas, 250 (computer-based total), or 600 (paper-based total). The TOEFL results should be submitted directly from TOEFL to Candler (Institutional Code: 5455, Department 01). Applicants whose first language is not English are strongly encouraged to complete an intensive English course, at an institution in your home country, for at least six months prior to enrollment.

In addition to supplying the above documents, international students (persons who are not U.S. citizens or permanent residents) must comply with the following:

Upon admission, and before the visa process can begin, international students must complete the Emory University Financial Certificate, which indicates adequate financial resources to cover tuition, fees, travel, and living expenses for the first year of study in the United States. (An I-20 will not be prepared until this certificate has been approved; it must be approved by the University before July 1 for the fall semester.)

International students will be billed automatically for health insurance through Emory University unless insurance compliance information indicating
proof of comparable United States–based coverage, is submitted by July 1. Information regarding insurance for international students can be found online at www.emory.edu/ISSP/students/index.htm.

**Admission Deposit**

A nonrefundable admission deposit of $100 is required of all students enrolling at Candler School of Theology. This deposit is required within three weeks of notification of admission to the degree program, in order to secure the student’s place in the program. The deposit will be posted as a credit to the student’s Emory University account; students who pay the deposit but fail to enroll will forfeit the deposit.

**English for Speakers of Other Languages**

Students whose first language is not English, regardless of their TOEFL scores, will be required to participate in a written assessment before Candler’s fall orientation. Those whose assessments indicate a need for additional work in written communication will be required to take TESL300, English as a Second Language–Written Skills, in the fall semester. An oral assessment also will be required. Those whose assessments indicate a need for additional work in oral communication will be required to take TESL301, English as a Second Language–Oral Skills, in the spring semester. Although offered for credit, TESL courses are graded on an S/U basis and will not be counted toward curriculum requirements for graduation. ESOL tutors are available to meet with students throughout the academic year.
Anglican Studies

The Anglican Studies program at Candler School of Theology is a fellowship dedicated to equipping students for ministry in the Episcopal Church and all the churches in the Anglican Communion. We are a community of learning, worship, and service within the wider Candler ecumenical community, and we include faculty, staff, and students of all degree programs, ordained and lay, those preparing for parish ministry and those seeking to pursue God’s call to ministry outside the parish.

Our primary gathering is the weekly Solemn Evensong and Holy Eucharist, held in Cannon Chapel every Wednesday of the school year at 5:30 p.m.; the liturgy is followed by refreshments in the Formal Lounge and is open to the entire Emory community. Other events include guest lectures by important figures in Anglicanism such as Visiting Professor of Theology Archbishop Desmond Tutu, periodic meetings of all Anglican and Episcopal students at Candler for discussion and fellowship, and courses taught by world-class scholars and teachers on the Candler faculty who are also active communicants of the Episcopal Church.

Those preparing for ordained parish ministry under the supervision of a bishop may enroll in the Anglican Studies Certificate program in conjunction with the MDiv degree; the certificate is 30 hours in length and includes academic work in liturgical studies, Anglican theology, church polity, and Anglican spiritual practices, as well as supervised parish ministry experience each semester. All academic courses in the program are open to any Candler student.

For further information, contact William Shepherd, director of Anglican studies, at 404.727.4188 or wshephe@emory.edu.
Baptist Studies

Baptist students at Candler come from all the major branches of the Baptist family: Alliance of Baptists, American Baptists, Cooperative Baptists, the National Baptists, Progressive Baptists, and Southern Baptists—not to mention smaller Baptist groups. Baptists at Candler include women and men, people from all parts of the country, and students from diverse ethnic backgrounds. In addition to the core classes, the Baptist Studies Program includes opportunities for Baptist students to get to know one another and work together, typically in conjunction with a Baptist faculty member. Camaraderie, collegiality, and shared learning are thus important and exciting aspects of the program. For further information, contact David W. Key, director, at 404.727.6350 or david.key@emory.edu.

Black Church Studies

Candler’s Program of Black Church Studies prepares men and women to provide learned, prophetic, and compassionate leadership in black and multiracial churches; and, educates the entire Candler community about the origins, development, and contemporary diversity of the black church tradition. The program also explores religious traditions among peoples of African descent across Africa and the diaspora. The program seeks to integrate black church studies into foundational courses at Candler and to expand and deepen black church studies courses. The program also seeks to respond to the need for literature in black religion, in particular the need for primary field research on black congregational life. The Program of Black Church Studies also sponsors chapel worship, orientation, and support events as well as an annual series of lectures on black religious life that include the Howard Thurman Lecture, the Anna Julia Cooper Lecture, and the Bishop James S. Thomas Lecture. For further information, contact Teresa Fry Brown, director, at 404.727.4180 or teresa.brown@emory.edu.

Methodist Studies

Methodist Studies at Candler promotes the ethos of the Wesleyan heritage through the encouragement of denominational and conference relations, course offerings, mentoring for candidates seeking ordination, and denominationally based and Pan-Methodist activities. For further information, contact Anne Burkholder, Associate Dean of Methodist Studies, adanie6@emory.edu or 404.727.1351.

Ordination in The United Methodist Church

As noted in The Book of Discipline, “within the church community, there are persons whose gifts, evidence of God’s grace, and promise of future usefulness are affirmed by the community and who respond to God’s call by offering themselves in leadership as ordained ministers.” Ordained deacons are called to ministries of word and service for the purpose of leading and equipping others through “teaching, proclamation, and worship” and assisting the elders in the administration of the sacraments and the order of the church. Those called to ministry of service, word, sacrament, and order serve as elders; they are “authorized to preach and teach the Word of God, to administer the sacraments of baptism and Holy Communion, and to order the life of the church for mission and ministry.

Inquiry and Candidacy for United Methodist Ordination

Those preparing for ordination in The United Methodist Church formally
explore the call to ministry through a process of inquiry and candidacy as required in *The Book of Discipline*. Students interested in exploring the call to ministry are encouraged to begin the process before starting seminary by contacting the pastor of their local church, another ordained deacon or elder, or their district superintendent. Courtesy mentors and a Vocational Discernment course (MIN 510) are available to students upon the written approval of their district superintendents and home conference mentors. (Note: Students must have begun the candidacy process to be eligible for some United Methodist scholarships.)

**Mentoring and Support for Discernment and Preparation for Ordination**
Support for students working through the process of inquiry, candidacy, and application for commissioning is provided through one-on-one consultation with the Associate Dean of Methodist Studies and through a variety of programs tailored to address the issues that arise at each of the stages of the process.

**Course Requirements for Ordination in the United Methodist Church**
*The Book of Discipline* requires specific courses in United Methodist history, doctrine, and polity. In addition, *The Book of Discipline* requires courses in evangelism, mission, and worship. Some conferences require specific courses of their students. Students are responsible for being aware of their own conference requirements. Preparation for ordination as a deacon can be gained Basic Graduate Theological Studies, taken as a special student. Basic Graduate Theological Studies is available to students who already have a Masters degree in an area relevant to the specialty they wish to pursue as a deacon. Persons preparing for elders orders take the Basic Graduate Theological Studies courses as a part of the MDiv degree.

**Basic Graduate Theological Education**

*The Book of Discipline 2008 ¶324.4.a* The Book of Discipline requires courses in ten subjects basic to graduate theological studies in preparation for ordination. Some annual conference Boards of Ordained Ministry expect candidates to take an introductory survey course covering a particular subject, especially if the candidate does not have previous background in that subject. Other boards will accept any course within a particular subject (as indicated by the course prefix, such as M for missions). Students are responsible for consulting with their board to be certain of its policy. The following courses in Candler’s curriculum meet the basic requirements (depending on your board’s policy):

**Old Testament**
Credit, three hours.
OT501. Interpretation of the Old Testament or any course with OT course number

**New Testament**
Credit, three hours.
NT501. Interpretation of the New Testament or any course with NT course number

**Theology**
Credit, three hours.
ST501. Systematic Theology or any course with ST (systematic theology) or HT (historical theology) course number

**Church History**
Credit, three hours.
HT501. Introduction to the History of Christian Thought I, or HT503, or any course with HT or CH (church history) course number.
Mission of the Church in the World
Credit, three hours.
M603. The Church’s Mission in a Pluralistic World or any course with M or CC (Church and Community) course number.

Evangelism
Credit, three hours.
EV501. Enabling an Evangelizing Church or any course with EV course number.

Worship/Liturgy
Credit, three hours
W501. Public Worship or any course with W course number.

Courses in United Methodism:
the minimum two hours as stated in Discipline ¶335.d.

United Methodist History
Credit, two hours.
DS511. History of Methodism

United Methodist Doctrine
Credit, two hours.
DS512. Theology of Wesley and Methodism

United Methodist Polity
Credit, two hours.
DS513. Polity of The United Methodist Church

Total 27 hours

Annual Conference/Jurisdictional Clubs
United Methodist students represent more than forty annual conferences from throughout the world. Conference/Jurisdictional clubs meet for social, educational, and supportive reasons. Students cultivate networks that not only provide them with community while in seminary but also will last throughout their ministries.

Annual Conference Visits
Bishops, district superintendents, and Board of Ordained Ministry representatives from many annual conferences visit Candler each year. These visits strengthen relationships between students and their annual conferences and also provide an opportunity for students to get acquainted with conferences in which they might be interested in serving. Students are encouraged to make appointments or join in meals with the visitors.

Teaching Parish Program
The Teaching Parish Program offers mentoring and support for students serving as local pastors while in seminary. See pages 29–30 for more information.

United Methodist Certification Studies
Professional certification is The United Methodist Church’s recognition that an individual has been called, made a commitment to serve and has fulfilled the required standards for academic training, experience, and continuing study to serve with excellence in an area of specialized ministry. The church certification in specialized ministry offered by the General Board of Higher Education and Ministry was born of a desire on the part of individuals to serve the church with excellence and to serve more effectively. Candler offers certain courses which fulfill the various requirements for certification studies in the UMC. Professional certification provides biblical and theological training, knowledge of The United Methodist Church structure and resources, skill development, support, and accountability. Professional certification is available to lay persons, ordained deacons and elders, and diaconal ministers who meet the standards set by the General Board of Higher Education and Ministry. The cost of taking graduate theological studies courses is $735 per semester hour plus activity fees, which vary depending on the course enrollment. All nondegree certification and graduate theological studies students who register with the Board of Higher Education and Ministry may be eligible for scholar-
ship assistance from the board. For more information contact the director of lifelong learning, Bob Winstead, at 404.727.0714 or bob.winstead@emory.edu.

Course of Study School for Licensed Local Pastors: July 9–August 3, 2012
The Course of Study School educates and trains local pastors in The United Methodist Church. The Course of Study School at Candler is sponsored by The United Methodist Church General Board of Higher Education and Ministry and Candler School of Theology. To be admitted to the Course of Study, a student must be a certified candidate for ministry, must have completed the requirements for license as a local pastor, have been tested in language skills proficiency through a process determined by the annual conference, and received endorsement of the annual conference Board of Ordained Ministry. The five-year Course of Study School is conducted in two, two-week modules each summer for part- and full-time pastors. Successful completion of both modules fulfills one year of study. Candler also offers a Saturday Course of Study program for part-time local pastors only. The Saturday School module consists of three Saturday sessions over a six-week period, and the successful completion of all three sessions equals one course. After completion of the basic program, students are eligible for the advanced Course of Study School. Students interested in Advanced Course of Study must complete the application processes for ACOS prior to enrolling in course work. The application for this program can be found on the Course of Study website or requested by contacting the Course of Study Office. For further information about basic or Advanced Course of Study please see http://www.candler.emory.edu/programs/COS/index.cfm, or contact Michelle Levan, assistant director, at dlevan@emory.edu or 404.727.4587.

Religious Education
The Program in Religious Education coordinates Candler School of Theology efforts to equip students to teach in faith communities and school settings, to provide leadership for educational ministries, to advocate for the strengthening of education in religious communities and society, and to facilitate conversations on religious education in and among academic and ecclesial contexts. The program includes courses that meet requirements of The United Methodist Church for certification in youth ministry and in Christian education. Students seeking UMC certification should consult with the program director about meeting these requirements in conjunction with the Candler Certificate in Religious Education Ministries. Through the Center for Ecumenical and Multicultural Education, the program maintains a collection of curriculum resources for use in United Methodist congregations and with culturally diverse constituencies. For more information, contact the program director, Jennifer Ayres, at 404.727.4160.

Women, Theology, and Ministry
Candler’s Women, Theology, and Ministry Program educates women and men to be transformative leaders and advocates for the well being of girls and women in the church and in the world. The WTM Program seeks to fulfill this vision by offering opportunities to the entire Candler community for the academic study of women and religion, gender and culture, and womanist and feminist theologies; fostering vocational discernment and formation for women students; promoting research on women, gender theology, and religion; advocacy
and activism to promote women’s well-being in the church and society.

Academic Study
A range of courses provides students in all degree programs opportunity for the academic study of women and religion and the interactions between gender, Christian theology, history, and practices of ministry. Students may pursue focused study of these issues or through the concentration in Women and Religion or through the the Women, Theology, and Ministry Certificate. The concentration, an optional component of the Master of Divinity program, provides for academic study of issues regarding women and Christianity, women in other religious traditions, and introductory proficiency in one form of gender analysis. (See page 21 for more information on MDiv concentrations.) The Certificate program builds on the academic offerings of the concentration and also includes structured opportunities for vocational discernment and professional development. (See page 67 for additional information on the WTM certificate.)

Vocational Formation
Formal and informal mentoring is provided through opportunities for conversation with the WTM director, other women faculty, area clergy and alumna. Through these opportunities the WTM program seeks to help women discern their call, make an effective transition from seminary to the practice of ministry, and prepare them for the joys and challenges of ministry.

Research
The WTM program promotes faculty and student research relevant to its mission through a variety of lectures and workshops. The Women’s Forum Lectures brings outstanding women scholars to campus to address emerging issues in theology and religion relevant to women’s lives and well-being. The Sharing Women’s Wisdom Conversations provides opportunity for conversations between students, women faculty, alumni, and community members on a broad range of topics. WTM also sponsors research forums for women faculty.

Advocacy
The WTM program works in collaboration with other programs at Candler and Emory University, as well as in the church and community, to engage students in advocacy, service, and leadership on local and global issues that affect women’s well-being, such as women’s ordination, women’s leadership in the church, violence against women, women’s health, and economic development. For additional information, contact Karen Scheib at kscheib@emory.edu or 404.727.4160.
**Certificates**

*All Candler certificates are awarded in conjunction with a Candler degree. Non-degree/special students are not eligible to participate in Candler certificate programs.*

**Certificate in Anglican Studies**

The Certificate in Denominational Studies: Anglican Studies enables MDiv students seeking ordination in the Episcopal Church or another church in the Anglican Communion to certify their preparation for ordination. Participation in the certificate program requires that a student be a postulant or have the written permission of his or her bishop. The certificate is thirty hours in length, and certification requires the following:

**Academic**
- DS531. History and Polity of the Episcopal Church (3 hours)
- DS533. Anglican Theologians (3 hours)
- DS534. Episcopal Prayer Book (3 hours)
- W622. Practica in Liturgical Leadership: Services of the Word and Baptism (1 hour)
- W623. Practica in Liturgical Leadership: Eucharist (1 hour)
- W624. Practica in Liturgical Leadership: Weddings, Funerals and Services of Confirmation (1 hour)
- Course in Liturgical/Sacramental Theology (3 hours), as determined by the Director of Anglican Studies (Example: HT669)
- Course in Pre-Reformation Theology (3 hours), as determined by the Director of Anglican Studies (Examples: HT609, HT623 or HT625)

**Placement/Integrative Seminar**
- supervised placement each semester in a local Anglican/Episcopal parish church
- CE551ANGa/b, CE552ANGa/b, CE553ANGR (2 hours each, all semesters): participation by students, faculty, and supervising parish priests in a weekly reflection seminar

Those wishing to enroll for the Anglican Studies certificate must first be accepted and registered for classes in Candler’s MDiv degree program, plus be a postulant under the supervision of a bishop or obtain the written permission of a bishop (students should consult with a bishop before applying to Candler). For further information contact the director of Anglican studies, William Shepherd, at 404.727.4188.

**Certificate in Baptist Studies**

Through the Baptist Studies Program described above, students may earn a certificate in Baptist studies, which prepares students for ordination in Baptist churches. Students should declare their interest upon matriculation, or as soon as decided, to the director of Baptist Studies and the registrar. The certificate is eleven hours in length, and the requirements include:

**Academic**
- DS522. Systematic Theology in Baptist Perspective (2 hours)
- DS521. The Baptist Tradition: History and Theology (2 hours)
- DS523. Baptist Traditions and Church Praxis (2 hours)

**Placement**
- a placement in a Baptist setting for Contextual Education II (4 hours)
- BAPS500. Baptist Studies Reflection Seminar during the Contextual Education II year (0 hours, both fall and spring semesters of Con Ed II enrollment)
Integrative Colloquy/Formation
- a fifth semester evaluation by the director of Baptist studies
- BAPS501. Baptist Studies Colloquy in the final semester of coursework (1 hour).

For further information contact David W. Key, director, at 404.727.6350 or david.key@emory.edu.

Certificate in Black Church Studies
Candler students who desire to expand their knowledge of the black church may earn a certificate in black church studies in conjunction with the MDiv or MTS degree programs. The Black Church Studies (BCS) certification process provides an opportunity to develop theoretical and practical knowledge about black religion and black church studies. Certification requirements include:
- BCS504, Black Church Studies Retreat (no credit) at least once
- BCS505, Black Church Studies Portfolio (no credit)
- Seventeen hours of course credit, including:
  1. BCS501, Introduction to Black Church Studies (3 hours)
  2. Contextual Education II, in an approved ecclesial setting (4 hours) or other contextual experience taken for credit
  3. BCS500, Black Church Studies Reflection Seminar (no credit, must register both fall and spring semesters of Con Ed II)
  4. BCS502, Black Church Studies Colloquy, in the final semester (1 hour, graded S/U)
  5. Nine additional hours in approved BCS course work

Additional details about the BCS Certificate including an updated list of approved courses is available online at http://www.candler.emory.edu/ACADEMIC/BCSP/requirements.cfm.

To participate in the program, interested students must submit an Application for Certificate Enrollment Form to the Candler Registrar. For further information, contact Teresa Fry Brown, director, at 404.727.4180 or teresa.brown@emory.edu.

Certificate in Faith and Health
The certificate in Faith and Health provides an opportunity for the interdisciplinary study of health and health promotion practices as they intersect with various religious or spiritual traditions and practices. Through the integration of perspectives from a variety of disciplines in the health and social sciences, particularly those in nursing, public health, theology, and religion, students will develop theories and practices in which the personal, communal, and social dimensions of health intersect. This interdisciplinary perspective will provide students with resources to analyze the way in which faith, understood as constituted by a set of religious and/or spiritual beliefs and practices, may contribute to the promotion or inhibition of health of persons and communities from various religious traditions.

Students in the MDiv and MTS programs wishing to complete the certificate must meet the following academic requirements:
- One of the following courses:
  CC/SR650. Faith and Health: Transforming Communities (3 hours), or SR658. Health and Healing: Understanding the Role of Religion (3 hours)
- FH503. Faith and Health Integrative Paper (1 hour)
- Nine additional hours of Faith and Health approved electives. Students are encouraged to take at least two elective courses either cross-listed outside of Candler or outside of Candler.
- MDiv students must participate in a Contextual Education I or II site which...
allows the student to address issues of faith and health and actively engage these issues.

For further information, please refer to http://www.rhcemory.org/certificate-program/, or contact Emmanuel Lartey, coordinator, at elartey@emory.edu.

**Emory Graduate Certificate in Human Rights**

The Emory Graduate Certificate in Human Rights is an integrated, innovative, and cooperative approach to human rights scholarship and training. The certificate combines the teaching and research strength of Emory University with the applied programs of Emory’s professional partners, including CARE USA, The Carter Center, and the U.S. Centers for Disease Control and Prevention among others. The Certificate is available to students in all of Emory’s professional schools, pending approval by each school, and is awarded by each professional school.

The Human Rights Certificate is overseen by the Executive Director of the Emory Institute for Human Rights, Dabney Evans, a faculty member at the Rollins School of Public Health. The certificate is available to students in all of Candler’s degree-seeking programs and only awarded in conjunction with a Candler degree.

Students are required to complete 3 courses and a practicum or final paper. The director approves the available courses and the practicum, and confirms that requirements have been met.

For additional information, refer to http://humanrights.emory.edu/sub-educational.htm or contact Dabney Evans, Director, at dabney.evans@emory.edu.

**Certificate in Religious Education Ministries**

The Certificate Program in Religious Education Ministries seeks to equip persons for ministries related to teaching and learning in faith communities, schools, and the wider society. It is designed for Candler MDiv and MTS students who see some aspect of Christian religious education as central to their vocational identity, primarily in relation to three distinct but related tracks: (1) Christian Congregational Education; (2) Christian Ministries with Youth; or (3) Religion and Academy.

The first track includes students seeking to complete the academic requirements of The United Methodist Church for certification in Christian education, as well as students desiring to prepare more generally for the educational dimensions of congregational ministry. The second track, Ministries with Youth, enables students to meet United Methodist Church requirements for the youth ministry certificate and/or to prepare for a range of ministries with youth in and beyond the congregation. The third track, Religion and Academy, prepares students for campus ministry, academic teaching, or other ministries in academic contexts.

Requirements for the Certificate may be met within a student’s program of study. For MDiv. students, they can be taken as part of an optional concentration and do not need to add an extra course burden. For all tracks, they include:

- participation in at least one professional conference (RE507, 0 credit hours) sponsored or approved by the Religious Education Program
- participation in at least one Religious Education Program retreat (RE504, 0 credit hours)
- nineteen credit hours, allocated as follows:
  1. RE501/501CE, (Contextualized). Religious Education as Formation and Transformation (3 credit hours);
  2. Contextualized educational
ministry experience: Contextual Education II for M. Div students; placement approved by Religious Education Program Director for MTS students. This placement may include serving on the staff of the Youth Theological Initiative Summer Academy. (4 credit hours).

3. Additional course requirements according to focus listed below.

Christian Congregational Education Track:

- RE/NT540(CEE): Teaching the Bible or RE621 Creativity and Pedagogy (3 hours)
- Any course in Leadership and Administration (LA501. Introduction to Church Administration & Leadership, LA503(CE). Leading the Congregation; LA505. Leading the Small Membership Church; LA612. Leadership & Administration in Black Church Traditions; LA613. Women in Religious Leadership & Administration; LA645. Nonprofit Leadership & Management; or LA698. Special Topics in Leadership & Administration) (3 credit hours)
- Two elective courses in Religious Education. One of these may be from list of approved courses in other areas of the curriculum that relate to Religious Education. Refer to the approved elective list for options. Contact candlerregistrar@emory.edu with any questions.

Christian Ministries with Youth Track

- 6 credit hours in Youth Ministry courses, including RE619. Modernity, Meaning and Youth Ministry; RE525R. Issues in Educational Ministries with Youth; RE698Y. Youth Ministry from the Ground Up (1 credit hour course); and RE658R. YTI Fall Internship
- PC501(CE). Introduction to Pastoral Care and Counseling; PC610. Crisis Ministry; PC628. Care for Marginalized Populations; or a Pastoral Care elective approved by Religious Education Program Director as relevant for ministries with youth. (3 credit hours)
- Other elective course or internship in Religious Education or from list of approved electives. Refer to the approved elective list for options. Contact candlerregistrar@emory.edu with any questions. Contact the Director of the Religious Education Certificate for internship site approval. The internship can include serving as staff for YTI Summer Academy. (3 credit hours).

Religion and the Academy Track

- Course in pedagogy or educational theory (3 credit hours). Choose from: RE/CC632. Community Ministries as Religious Education; RE605. Dynamics of Difference; RE/NT540(CEE). Teaching the Bible; RE619. Meaning, Modernity, and Youth Ministry; RE621. Creativity &
Pedagogy; RE525R. Issues in Youth Ministry; ES671. Skills in Conflict Transformation; or HT634CEE. Teaching Spiritual Classics.

- Comparative religion or study of at least one religious tradition other than Christianity. World Religions (WR) courses will meet this requirement. (3 credit hours) (May be taken in the Emory College Department of Religion, refer to the Candler policy regarding enrollment in undergraduate courses on page 105 of the Candler catalog.

- PC501(CE). Introduction to Pastoral Care and Counseling or Pastoral Care and Counseling (PC) Elective (3 credit hours)

- Other elective course or internship in Religious Education or from list of approved electives. Refer to the approved elective list for options. Contact candlerregistrar@emory.edu with any questions.

To participate in the program, interested students must submit an Application for Certificate Enrollment with the Candler Registrar. Additional details about the RE certificate including a list of approved classes can be found at http://www.candler.emory.edu/ACADEMIC/RE/requirements.cfm. For additional information, contact Certificate Director Jennifer Ayres at 404.727.4160.

Certificate in Women, Theology, and Ministry*

MDiv and MTS students who desire to focus attention on women in theology and ministry may enroll in Candler's Women, Theology, and Ministry (WTM) Certificate Program. This program integrates required and elective work and seeks to (1) create an intellectual and supportive community focused explicitly on women in theology and ministry; (2) explore critical issues and enlarge perspectives on women and religion; and (3) nurture students’ professional identities and assist vocational discernment. Students in the MDiv and MTS degree programs may enroll in the WTM Certificate Program. Requirements for all students include:

- WTM 504 Retreat (0 credit)
- A contextual experience appropriate to the degree program (Contextual Education II for MDiv students)
- Concurrent enrollment in WTM 500 Reflection seminar (0 credit, taken during fall and spring of the contextual experience)
- Twelve hours of courses selected from courses approved for the Women and Religion Concentration, three hours of which must be in a course on womanist and/or feminist theology,
- WTM501 WTM Colloquy (1 credit s/u) taken in the final semester of one’s master’s program.
- MTS students enrolled in the certificate are expected to pursue related research.

The WTM program provides vocational formation through an annual retreat (WTM504), the reflection seminar, colloquy (WTM500, 501), lectures, and workshops. Additional details about the WTM Certificate including an updated list of approved courses is available online at http://www.candler.emory.edu/ACADEMIC/WTM/requirements.cfm. To participate, interested students must submit an Application for Certificate Enrollment Form to the Candler Registrar. For additional information, contact Karen Scheib at kscheib@emory.edu or 404.727.4160.

*Certificate requirements were under review at time of publication. Please contact the Candler Registrar for the most current requirements.
Internships

Internships are a student-initiated practical experience for which academic credit is given. Students may intern with a church, an agency, or an existing internship program. Internships provide students with an opportunity to tailor their course of study by meeting the specific ministry-learning goals they have, to enrich and/or complement their courses, to provide more depth to a particular aspect of ministry, or to obtain greater exposure to a broader range of ministry, for instance. To get ideas for an internship opportunity, visit http://www.candler.emory.edu/coned/internship.cfm. It also can be an important avenue for discernment of the student’s professional ministry and calling. Internships may be taken for variable credit hours, with no more than six hours granted toward the MDiv or MTS degree. To be eligible to participate in internships, students must be certified to be in good academic standing by the Candler Registrar. P. Alice Rogers coordinates the internship program. To learn more about internships, students can contact the Office of Contextual Education at 404.727.4178.

Clinical Pastoral Education

Basic Clinical Pastoral Education (CPE) is available to seminarians during the fall, spring, and summer of each year at sites accredited by the national CPE association. CPE is most often located in hospitals, clinics, and community agencies, and the program has a concentrated focus on pastoral care, counseling, and relational skills development. Some traditions (e.g., UM Conferences) require CPE for ordination; students need to determine those specific requirements. CPE can be a part of a person’s preparation for parish, chaplaincy, lay ministry, teaching, and counseling. Students apply directly to the site where they would like to do CPE. Once accepted into a particular CPE program, students can apply for Candler academic credit for CPE through the Office of Contextual education. Students may be awarded variable credit hours for CPE, with no more than six hours granted toward the MDiv degree as elective credit.

To learn more about Clinical Pastoral Education, visit http://www.candler.emory.edu/ConEd/CPE.cfm.

International Educational Opportunities

Candler offers many opportunities for international involvement. In addition, Emory’s campus-wide international programs offer exposure to other cultures and discussion of current international issues through speakers, forums, films, and festivals.

Candler organizations, including the Candler International Student Association (CISA), the Candler African Theological Students Association (CATSA), and the Emory Korean Graduate Student Association, also sponsor internationally focused programs. Students may study with visiting professors from other nations and may participate in courses with short-term international study components. Listed below are Candler’s regular offerings for short- and long-term theological study abroad. Registration, leave of absence, financial aid, and approval of transfer credit for study abroad programs must be arranged prior to study. To be eligible to participate in courses and programs that require significant travel students must be certified to be in good academic standing by the Candler Registrar. This includes all Candler-sponsored international pro-
grams. For further information, contact the director of student life and spiritual formation, Ellen Echols Purdum, at 404.727.4538 or ellen.echols.purdum@emory.edu.

Africa University
http://www.africau.edu/faculties/theology/about.htm
Located just outside the eastern highlands city of Mutare in Zimbabwe, Africa University is a private, international higher education institution with both undergraduate and graduate programs, founded in March 1992 by the United Methodist Church. The faculty of theology offers seminars in major and minor areas in the following theological disciplines: Old Testament, New Testament, Church History, Theology, and Ethics and areas in Applied Theology. Africa University is an English-speaking institution.

Instituto Superior Evangelico de Estudios Teologicos (ISEDET)
http://www.isedet.edu.ar/quienes_somos/brief.html
The Evangelical High School of Theological Studies or University Institute ISEDET is an ecumenical center of higher education located in Buenos Aires, Argentina. Its aim is the theological education and the formation of those people devoted to the work of the church, both in practical training as well as in the field of research.

Georg-August Universität
http://www.uni-goettingen.de/en/19855.html
The Theology School at Georg-August Universität, in Göttingen, Germany, is committed to the legacy of the Enlightenment. In addition to the traditionally strong disciplines of biblical studies and church history in the combination of systematic and practical
theology in recent years, another focus emerged: the study of specific self-understanding and social perception of the Christian religion in the last two centuries. Most courses are taught in German, but there are summer institute scholarships available for immersion in German language. Students live in community with other German theology students and within walking distance of the city center and the university.

**Ludwig-Maximilians-Universität**
http://www.en.evtheol.uni-muenchen.de/faculty/index.html
Ludwig-Maximilians-Universität is in Munich, Germany, and offers studies in Protestant, Catholic, and Orthodox Theology. Today the faculty of Protestant Theology at LMU Munich has seven departments comprising twelve professorships: Old Testament Studies and New Testament Theology, Church History, Systematic Theology, Fundamental Theology and Ecumenics, Practical Theology, and Missiology and Studies of Religion. All lectures and seminars at the faculty are held in German. Budget accommodations in convenient locations are available at the international “Collegium Oecumenicum” and in several Protestant halls of residence.

**Regent’s Park College**
http://www.rpc.ox.ac.uk
Regent’s Park College is a Christian foundation situated in the centre of Oxford, and is one of the forty-four colleges and halls of the University of Oxford in the United Kingdom. The college has recently focused concern in the founding of a Centre for the Study of Christianity and Culture, which is concerned to explore the relationship of theology and faith to the arts, the law, and social issues.

**St. Paul’s University**
http://www.stpaulslimuru.ac.ke/
St. Paul’s is an ecumenical private char-tered university founded in 1903 and located in Kenya, 30 kilometers from Nairobi. The university offers graduate degrees in Community Pastoral Care and HIV/AIDS, Theology, and Islam and Christian-Muslim Relations. The university provides accommodation for single students as well as married students who wish to bring their families with them.

**Seminario Evangélico de Puerto Rico**
http://www.se-pr.edu/
The Evangelical Seminary of Puerto Rico is located in San Juan, Puerto Rico. The seminary is known throughout Latin America and the Caribbean as a progressive center of theological study and a center for the study of politics and religion. All courses are taught in Spanish, although students have the option of writing their papers in English. Half of the required reading is in English. There are housing options on the seminary’s campus in dormitories and apartments, as well as with families.

**Stockholm School of Theology**
http://www.ths.se/site/index.php/in-english.html
Located in Bromma (a few kilometers from Stockholm) and close to the Castle of Åkeshof and its surroundings, Stockholm School of Theology (THS) is a place for intensive studies and reflection. THS provides graduate education in theology and offers a strong program in human rights. Most programs are in Swedish, but periodically courses or seminars are offered in the English language, according to need and interest. Scholarships are available from THS for Candler students; they help to offset costs for study in the Middle East.

**Tamil Nadu Theological Seminary**
For more information, contact the Office of Student Programming at 404.727.4430.
United Theological College  
http://www.utcbangalore.in/  
United Theological College is located in Bangalore, the capital of Karnataka State, which is known as the “Garden City” of India. Separate hostels for men and women and quarters for married students are provided with all amenities to ensure comfortable stay.

Uniting Church Theological College  
www.uft.edu.au  
The United Theological Faculty is a part of the Melbourne College of Divinity in Melbourne, Australia. The program can be either a semester or year long. Both undergraduate and graduate programs are offered in theology, pastoral care, and divinity.

Universidade Metodista de São Paulo  
http://www.metodista.br/  
For more information, contact the Office of Student Programming at 404.727.4430.

University of Helsinki  
http://www.helsinki.fi/rre/research/areas.htm  
The Faculty of Theology is one of many undergraduate and graduate schools at the University of Helsinki in Helsinki, Finland. UH offers a unique masters program in RRE, Religious Roots of Europe.

University of KwaZulu-Natal  
http://sorat.ukzn.ac.za/Homepage.aspx  
Located in South Africa, SORAT strives to create dialogue between academic reflection and social and community engagement on the African continent. There are programs in African theology, biblical studies, Catholic theology and Christian spirituality, comparative religion, gender and religion, Hindu studies, history of Christianity, Islamic studies,
ministerial studies, religion and social transformation, religious education, systematic theology, and theology and development.

**Wesley House**
http://www.wesley.cam.ac.uk

The Wesley House is a Methodist theological college that has access to and is affiliated with the University of Cambridge. Its program emphasizes formation of lay and ordained leaders through a community of scholarship and discipleship. Students at Wesley House live alongside students of the Centre for Jewish-Christian Relations and the Institute for Orthodox Christian Studies near the centre of the city of Cambridge.

**Yonsei University**

The College of Theology was first established in 1915 as the Department of Theology in Chosun Christian College. Since 1945 the department has developed into a leading theological institution, known as the first college of theology located in a Korean university. The College of Theology is part of a larger university in Seoul. The college runs an affiliated center called the Institute of Christianity and Korean Culture. Yonsei University offers many courses in Korean language training: evening, summer, intensive, and regular term. Yonsei International House provides a home-away from home up to an international service standard. It provides a twenty-four hour front desk operation and security system, which ensures living convenience and security.

**Middle East Travel Seminar**

Candler participates with five other theological schools in an annual travel seminar to the Middle East (Syria, Jordan, Sinai, and Israel). This is an intensive three-week program. Selection involves a student application, Candler nomination, and an interview with the selection committee.

**New Opportunities**

New opportunities for academic exchange and pastoral internships are being developed. For information regarding pastoral internships, contact Alice Rogers, director of contextual education II, proge01@emory.edu or 404.727.3006. For information on international opportunities, contact David Jenkins, director of international initiatives, at dojenki@emory.edu or 404.727.4161. For information regarding student exchanges, contact Ellen Echols Purdum, director of student life and spiritual formation, at ellen.echols.purdum@emory.edu or 404.727.4538.

**Candler Writing Program**

This program provides academic support to students at all skill levels. Workshops assist students returning to school after a long absence and all desiring assistance with study habits and academic writing. Individual assistance is also available. Additional workshops are offered sporadically on various topics related to writing and theology. For further information and resources, see www.candler.emory.edu/life/academic-development/index.cfm or contact the Office of Student Programming at 404.727.4430.

**English for Speakers of Other Languages**

Students whose first language is not English, regardless of their TOEFL scores, will be required to participate in a written assessment before Candler’s fall orientation. Those whose assessments indicate a need for additional work in written communication will be required to take TESL300, English as a Second Language–Written Skills, in the fall semester. An oral assessment also will
be required. Those whose assessments indicate a need for additional work in oral communication will be required to take TESL301, English as a Second Language–Oral Skills, in the spring semester. Although offered for credit, TESL courses are graded on an S/U basis and will not be counted toward curriculum requirements for graduation. ESOL tutors are available to meet with students throughout the academic year.

**Study in Other Divisions of the University**

Candler students may enroll in courses at other Emory schools with instructor permission. The student must obtain approval via email from the course instructor and forward the permission to candlerregistrar@emory.edu for enrollment to be process in OPUS.

**Emory College**

With the exception of modern language study, MDiv, MTS, and ThM students who take a course at the undergraduate level through Emory College require additional work agreed upon by the student and instructor to meet graduate level course requirements. Permission of the instructor and the contract form found at www.candler.emory.edu/academics/registrar/forms.cfm are required for enrollment in the course.

**Graduate Division of Religion**

Students whose aptitude in a given field of study qualifies them for advanced work may register for graduate seminars in the Graduate Division of Religion with the approval of the instructor. Permission must be obtained via email from the instructor and forwarded to candlerregistrar@emory.edu for processing. Emory’s Graduate Division of Religion offers the doctor of philosophy (PhD) in religion in the areas of American religious cultures; ethics and society; Hebrew Bible; historical studies in theology and religion; Jewish religious cultures; New Testament; person, community, and religious life; theological studies; and West and South Asian religions. This program is oriented toward teaching and research, and admission generally presupposes a master’s-level theological degree or equivalent. For further information, refer to www.gdr.emory.edu.

**Master of Sacred Music Degree Program**

The Emory University Department of Music offers a joint music and theology program leading to a master of sacred music (MSM) degree. This degree allows students to specialize in the applied areas of choral conducting or organ performance and is an outstanding program for students interested in careers in sacred music or in the church. The curriculum integrates academic study in theology, worship, and biblical studies with appropriate courses in music history, theory, and literature. Students in the MSM program participate in a supervised music ministry internship, which is fulfilled within the context of a professional position in a church or synagogue. For further information, contact Lynn Bertrand, director of graduate studies in music, at 404.727.6445.

**Centers, Institutes, and Affiliates**

**Aquinas Center of Theology**

An affiliate of Emory University, the Aquinas Center is a Dominican-inspired, lay-funded center whose mission is to assist inquiring persons to enhance their knowledge of the living Catholic tradition so they can better engage the spiritual and moral life of the Church. More specifically, the Aquinas Center collaborates with other sponsors on campus to present or support lectures, lifelong learning classes, the major Catholic Speaker
Series, the Catholic Studies Minor, and lectures by Emory professors in the parishes of the Archdiocese of North Georgia. The center also endows the Aquinas Professor of Historical Theology in the Candler School of Theology. For further information contact the executive director, Phillip M. Thompson, at 404.727.8860, 404.727.8862 (fax), or www.aquinas.emory.edu.

**Center for the Study of Law and Religion**

A University-wide Law and Religion program is available for students to explore the religious dimensions of law, the legal dimensions of religion, and the interaction of legal and religious ideas and institutions. The program offers courses, several joint-degree programs, and clinical programs. The program also sponsors conferences and lectures on the interaction of law and religion.

The program offers courses in law and religion open to MDiv candidates, MTS candidates, and students in the law school, Emory College, and the Laney Graduate School. Courses include Western Legal Tradition, Law and Theology: Problems in Moral Accountability, History of Church-State Relations in the West, Jewish Law: Background and Process, and American Constitutional Law: Church and State. For additional information on the Center for the Study of Law and Religion see www.law.emory.edu/cslr. For information on joint-degree programs offered through Candler and the School of Law, see page 50.
Rollins Center for Church Ministries
The guiding purpose of the Rollins Center for Church Ministries is the integration of theological education and the ministries of Christian congregations. The center promotes research on congregational life and mission and provides opportunities for students to learn methods of congregational study. Considerable support from foundations has enabled the center to sponsor regional and national consultations on the life of the local church and to promote scholarly dialogue about the relationship of theological curriculum to the ministry and mission of congregations. The Rollins Center for Church Ministries was given by O. Wayne Rollins in memory of his mother, Claudia A. Rollins.

World Methodist Evangelism Institute
A cooperative ministry of the World Methodist Council and Candler School of Theology, the World Methodist Evangelism Institute offers study and research in the nature and practice of evangelism. Using a multiracial and multinational faculty, the institute brings world evangelism leaders, faculty, and students together at Candler and at other places around the world, and sends faculty to different countries to share insights and learn from the experience of others. Annually, Candler students in good academic standing and students from other seminaries are permitted to enroll in the institute’s international and regional evangelism seminars for academic credit. Located on the Emory University campus, the institute provides opportunities for pastors and lay persons to gain continuing education credits while gaining experience in evangelism in other cultures, offers training in faith-sharing in a non-confrontational approach, and provides opportunities for seminary students to have a dialogue with students of other seminaries across the world. For further information, contact Winston O. R. Worrell, director, at 404.727.6344 or wmei@emory.edu.

Youth Theological Initiative
The Youth Theological Initiative (YTI) is a center of research and teaching dedicated to the theological education of youth for the benefit of church and society. The program strives to:

- foster recognition among youth and adults of the theological abilities of youth
- equip youth to engage in theological reflection and to bring theology into action for the betterment of church and society
- promote a vision of youth ministry that takes the theological abilities and questions of youth seriously
- equip lay and ordained youth leaders to engage in such forms of youth ministry

YTI hosts a Summer Academy for rising high school juniors and seniors that helps young women and men engage in faithful and critical theological reflection on social and public issues. The research arm of YTI studies the theological perspectives and practices of adolescents, practices of youth ministry, and theological pedagogies. YTI offers training in youth ministry to lay and ordained youth leaders through partnerships with regional and national denominational judicatories, conferences for scholars and practitioners, and courses at Candler School of Theology.

YTI is funded by Lilly Endowment Inc., the Frank Sherman Fund for the Ministry of the Church and Society, individual donors, and other foundations. For further information, contact the director, Beth Corrie, at 404.712.9160 or yti@emory.edu.
Associated Organizations

Atlanta Theological Association
Through the Atlanta Theological Association, Candler School of Theology is affiliated with Columbia Theological Seminary, Erskine Theological Seminary, the Interdenominational Theological Center (ITC), Lutheran Theological Southern Seminary, and the McAfee School of Theology. The association coordinates the educational programs and resources of these member institutions, which include over twelve hundred students, one hundred faculty, and six hundred thousand library volumes. A cooperative doctor of theology degree program is sponsored by Candler, Columbia, and ITC. Other cooperative endeavors include cross-registration; sharing of faculty, library, and lectureship resources; interseminary courses; experimental programs in various academic disciplines and professional specializations; and joint participation in Faith and the City.

Care and Counseling Center of Georgia
The mission of the Care and Counseling Center of Georgia is to offer healing, hope, and education in the pastoral tradition. CCCG provides counseling and pastoral care to individuals, couples, and families, and clinical education in pastoral care and counseling for theological students and ministers.

Candler School of Theology is one of the founders of the CCCG and is represented on its governing Board of Directors along with representatives from with Columbia Theological Seminary, the Interdenominational Theological Center, and local church and community members.

Pastoral counseling and referral services are offered at a number of affiliated pastoral counseling centers in the area, including the CCCG office near Emory at 1814 Clairemont Road. All CCCG pastoral counseling supervisors are state licensed and most are also approved as supervisors by the American Association of Marriage and Family Therapists.

CCCG is an accredited training center of the Association for Clinical Pastoral Education and sponsors chaplaincy and Clinical Pastoral Education programs (CPE) at multiple sites.

Programs available at the Grady Health System site (Grady Memorial Hospital) include CPE internships, residency programs, and supervisory training.

CCCG is also affiliated with the American Association of Pastoral Counselors and provides the clinical training for students in the ThD program in pastoral counseling. ThD students normally meet the requirement of two years of supervised experience in pastoral counseling through CCCG’s Clinical Counseling Practicum. Much of this course work meets the requirements for licensure in the state of Georgia in marriage and family therapy.

For information about any of CCCG’s programs, contact CCCG at 404.636.1457.

Association for Clinical Pastoral Education
In addition to its relationship to the Care and Counseling Center of Georgia, Candler is a member seminary in the Association for Clinical Pastoral Education, a national organization with centers in hospitals, parishes, correctional institutions, community mental health centers, and a variety of other community agencies and institutions. Through this relationship, Candler students may complete basic credits for CPE concurrent with their enrollment or during the summer. CPE may be taken for academic credit (one to six hours) or without credit.
Hispanic Theological Initiative Consortium

Candler School of Theology is a member of the Hispanic Theological Initiative Consortium (HTIC), a consortium comprised of eighteen PhD-granting institutions seeking to support and advance the work of Latina/o scholars in order to address the need for more representation of Latina and Latino students and faculty in higher theological and religious studies education. Candler supports the mentoring and networking costs for HTIC scholars. Additionally, Candler recognizes that pooling resources and building communities are essential elements for securing a stronger and more diverse scholarly theological body.

Hispanic Summer Program

Candler is a participating member of the Hispanic Summer Program (HSP), an ecumenical program in theology and religion, which sponsors a two-week academic program mainly designed for Latina/o seminarians hosted by participating seminaries in July. Hispanic and non-Hispanic students enrolled in seminaries and departments of religion, Hispanic seminary graduates seeking continuing education, and other students interested in Hispanic ministries are welcome and encouraged to apply. Students are able to enroll in a course taught in Spanish by Hispanic faculty. Courses cover a wide range of topics in the theological curriculum and course credits are transferable to Candler. HSP offers study and fellowship with Hispanic peers, Hispanic professors and leadership, experience in prayer and celebration, and enhanced cultural awareness. HSP also offers Through Hispanic Eyes, an annual seminar open to non-Hispanic faculty only. For further information, go to www.hispanicsummerprogram.org, or contact L. Wesley de Souza, Candler’s liaison for the HSP Governing Board, at ldesouz@emory.edu.
Absences
If a student is absent from class due to illness or other unforeseen circumstances, he/she should contact professors directly to notify them of the absence and to make up missed assignments. If a student is unable to contact professors and/or anticipates an extended absence from classes, he/she (or an emergency contact) should be in communication with the Director of Student Life and Spiritual Formation and the Registrar, who will contact professors on his/her behalf.

Academic Review Board
The Academic Review Board comprises the associate dean of faculty and academic affairs in conjunction with the associate dean of admissions and student services, the registrar, the chair of the Admissions, Scholarship, and Honors Committee, the director of contextual education, the director of the Teaching Parish program, and two area chairpersons.

Academic Standing
At the conclusion of each semester, Candler’s Academic Review Board reviews the academic progress of all MDiv, MTS, and ThM students. ThD student academic standing is determined by the ATA ThD Committee.

MDiv and MTS students whose term or cumulative grade point average falls below 2.0; ThM students whose term or cumulative grade point average falls below 3.0; and students who receive an F or U in any course normally are placed on probation. Those who routinely withdraw from courses and those who receive a grade of C- or lower in a course taken to fulfill a degree requirement will be placed on probation.

Students placed on probation must reduce their academic course load. Students on probation cannot take letter-grade courses on an S/U basis, enroll in directed studies, or receive an incomplete grade the following semester. Students may be on probation for no more than three semesters.

Failure of MDiv students to achieve a 2.0 term average for three semesters, MTS students to achieve a 2.0 term average for two semesters, and ThM students to achieve a 3.0 term average, and those who fail to make satisfactory academic progress may result in discontinuance. Discontinuance also may result from failure to complete courses taken to fulfill degree requirements with a C grade or better after more than one attempt, and failure to make satisfactory academic progress.

To serve on standing committees at Candler, students must be in good academic standing at the time of their election and during the period of their service. Serving on committees, while an important contribution to the life of Candler, should neither interfere with class attendance nor adversely affect academic work in other ways. To be eligible for selection for courses and programs that require significant travel, students must be certified to be in good academic standing by the Candler Registrar. This includes all Candler-sponsored international programs and Candler-sponsored internships.

Americans with Disabilities Policy
It is the policy of Emory University to ensure that all of its goods, services, facilities, privileges, advantages, and accommodations are accessible to persons with disabilities in accordance
Application for Degree

Students must apply formally for their degrees before the deadline stated in the academic calendar. Candler’s Office of the Registrar maintains the necessary forms.

Students who file an application after the deadline must pay a special processing fee of $25. These students cannot be assured that their names will appear in the commencement program or that their diplomas will be available at commencement.

Candidates who will not be attending the Candler diploma ceremony must notify the Candler registrar at candler.registrar@emory.edu.

Change of Address

Students with name, address, or telephone number changes are required to update their information via OPUS (Online Pathway to University Students). Candler and the University use the contact information in OPUS for billing and other important matters.

Completion of Studies

MDiv, MTS, and ThD students must complete their programs of study within six calendar years. The ThM degree must be completed in no more than two years. Continuation beyond that time is permitted only by approval of special petitions based on extraordinary circumstances.

Course Load

During the academic year, enrollment of twelve hours per semester is considered full time for MDiv, MTS and ThM students. Enrollment of nine hours per semester is considered full time for ThD students. Students in the first semester of the MDiv program may enroll in a maximum of fifteen hours. The maximum course load in the school of theology for all other students (i.e., MTS, ThD, MTh, and MDiv students from their second...
semester onward) is sixteen hours per semester. The only exception to the sixteen hour credit limit is for those students who enroll in a January/August course. Students enrolling in January/August courses who also are enrolled in Con Ed may take a maximum of 17 credit hours.

During the summer term, the maximum course load for MTS, MDiv, and special students is twelve credit hours. Generally, MTS or MDiv students may not register for more than one three-hour course per term for the summer semester. Credit hour overloads may be granted only to final semester students who need additional credits in order to graduate. All requests for credit hour overload should be made via email to candlerregistrar@emory.edu.

Students with extensive outside employment, students on academic probation, students who repeatedly withdraw from classes, and students with incomplete course work from previous semesters may be required to reduce their course loads.

Criminal Background Checks
Candler School of Theology will screen those admitted to programs requiring field placement by requiring and facilitating a criminal background check at the expense of the student.

In order to meet the requirements of many Contextual Education and other clinical sites, students must submit to a criminal background check through the vendor designated by the school. The criminal background check includes a residency history for all states, criminal records check for all states, and a nationwide database sex offender search.

Conducting criminal checks will endeavor to take into consideration unacceptable behavior, prior efforts towards rehabilitation and on-going counseling or treatment. Detection and disclosure will serve as a means of opening conversation and opportunity for healing for potential students.

Adverse results of the background check may prevent Candler School of Theology from securing suitable clinical placement for the student and may result in either the revocation of admission prior to matriculation or inability of the student to complete the degree program, resulting in dismissal from the program for enrolled students.

Cross-registration in Other Schools
Where appropriate, degree-seeking students may register for courses (usually without extra cost) at schools of the Atlanta Theological Association (ATA) and at nearby colleges and universities. Except for courses taken toward the ThD degree, courses taken at institutions other than Emory, including ATA institutions, are counted as transfer credit.

Students cannot take courses outside Candler during their final/graduating semester unless the host school guarantees grade submission by Candler’s due date prior to the start of the final/graduating term.

- An MDiv candidate may cross-register for a maximum of eighteen semester hours in institutions other than Emory, with no more than six taken in any single semester and no more than twelve hours from any one ATA institution.
- An MTS candidate may cross-register for a maximum of nine semester hours in institutions other than Emory, with no more than six taken in any single semester, when justified by the student’s area of interest and in consultation with the director of the program.
- A ThM candidate may cross-register for no more than three credit hours in institutions other than Emory.
Schools of the Atlanta Theological Association (ATA) include Candler, Columbia Theological Seminary (Decatur, Ga.), Erskine Theological Seminary (Due West, S.C.), the Interdenominational Center (Atlanta), Lutheran Theological Southern Seminary (Columbia, S.C.), and McAfee School of Theology, Mercer University (Atlanta).

Directed Study

Directed studies may not be offered on courses regularly taught and may not be used to fulfill area requirements. Prior to registering for directed study work, students must complete a request for directed study form (available from the registrar) and obtain the signatures of the instructor and faculty adviser. Directed studies may be taken on either an S/U or a letter grade basis.

MDiv and MTS students who have completed at least two semesters of academic work with a current grade point average of at least 3.0 on a 4.0 scale may request permission to register for directed studies. No more than three credit hours may be taken in one semester, and no more than six credit hours may be applied to the MDiv degree.

MTS students may take up to twelve hours of directed study, provided that at least six are extensions of regular offerings. In consultation with the director of advanced studies, ThM students may elect units of individual directed study to be used toward the completion of their degrees. ThD students may register for directed studies with members of the ATA faculty for a maximum of nine hours.

Students on academic probation, regardless of grade point average, are not eligible to enroll for directed studies.

Discontinuance

A student may be discontinued at any time. A student must be discontinued after three consecutive semesters on probation. Discontinuance, in contrast to dismissal, implies no irregularity of conduct or infringement of discipline. A student also may be discontinued for medical reasons. Readmission cannot be considered until three semesters have elapsed after discontinuance. When requesting readmission, the student must present satisfactory evidence that the difficulty, academic or otherwise, has been removed and that the requirements for graduation from the school of theology can now be met. ThD students should consult the program handbook for additional information regarding discontinuance.

Dismissal

Any breach in discipline, moral lapse, insubordination to authority, or action contrary to the best interests of the University or the school of theology may lead to probation, and, if serious enough, to immediate dismissal. The dean of the school of theology is responsible for administering discipline within the school.

Emory Email

Email is the primary medium for official communication with students at Emory University. All students are assigned an Emory email address by the University and this address is used for all University and Candler communications sent via email. Students are expected to maintain their accounts and check their email regularly so that new mail will be properly received and read. Certain communications may be time-critical. While students may forward their email from their official Emory email address to another address (e.g., @hotmail.com, @aol.com), the University and Candler are not responsible for the delivery of email by other service providers. In addition, emails sent to Emory addresses from
non-Emory addresses are not guaranteed to be delivered. All University and Candler-related emails are sent to Emory email accounts, regardless of the preferred email address indicated in OPUS.

To verify or update your email address, log-in to OPUS, go to the “Personal Information” section, and select “Email Addresses” from the drop-down menu.

**Emory University Policy Statement on Discriminatory Harassment**

In keeping with its commitment to maintaining an environment that is free of unlawful discrimination and in keeping with its legal obligations, Emory maintains a policy prohibiting unlawful harassment (and discouraging conduct that, while not unlawful, could reasonably be considered harassment as defined below). Discriminatory harassment of any kind is not appropriate at Emory, whether it is sexual harassment or harassment on the basis of race, color, religion, ethnic or national origin, gender, age, disability, sexual orientation, veteran’s status, or any factor that is a prohibited consideration under applicable law. At the same time, Emory recognizes the centrality of academic freedom and the University’s determination to protect the full and frank discussion of ideas. Thus, discriminatory harassment does not refer to the use of materials about or discussion of race, color, religion, ethnic or national origin, gender, age, disability, sexual orientation, etc. for scholarly purposes appropriate to the academic context, such as class discussions, academic conferences, or meetings. Please note: This is excerpted from the Equal Opportunity and Discriminatory Policy. For the full policy, go to www.emory.edu/EEO. Inquiries regarding either this policy statement or a specific fact situation should be addressed to the Emory University Office of Equal Opportunity Programs at 404.727.6016. For the most complete and updated version of the Discriminatory Harassment Policy please refer to http://policies.emory.edu/1.3.

**Financial Requirements for Graduation**

All financial obligations to the University must be satisfied before a student can graduate. In the case of outstanding loans not yet due and payable, satisfactory loan documents must have been executed and delivered to the University and all payments must be current.

**Grade Access**

Grades are available in OPUS within two weeks after the end of the each semester. Official transcripts also may be ordered from the University registrar’s office online through OPUS. For additional information on ordering transcripts, refer to http://www.registrar.emory.edu/transcripts/transcriptinfo.htm.

**Grade Appeals**

Each student has the right to appeal a grade after every attempt has been made to resolve such grievances directly among the persons involved. If those parties cannot achieve a satisfactory resolution, an appeal may be submitted in writing to the academic dean within six months of the assignment of the grade.

If the academic dean and the student
cannot reach a satisfactory resolution, the student may request that the academic dean convene a committee to hear the appeal. This ad hoc committee will be comprised of the following: one area chair member of the Academic Review Board (appointed by the academic dean), the student’s faculty adviser, one student who sits on the Personnel and Academic Policy Committee (selected by the academic dean), one student at large (selected by the academic dean in consultation with the associate dean of admissions and student services and the student making the appeal), and the academic dean, ex officio. In all cases, students serving on this ad hoc committee must be in good standing with Candler. The area chair selected will serve as the chair of this committee and shall not be the student’s adviser.

The student making the appeal has the right to appear personally before the committee to state his or her case. The committee may also ask other persons relevant to the case under appeal to appear and/or submit appropriate documentation. A majority vote of the committee will constitute the action of the committee. It is the committee’s prerogative to sustain, raise, or lower the grade. After receiving the committee’s decision, the academic dean will notify the student.

Grading System

Grades are based on the student’s actual performance in a course judged against the criteria for grading stated in the course syllabus. The following letter grades and the accompanying descriptions are used:

A–Reserved for outstanding work of exceptionally high quality that reflects a creative appropriation of course materials and practices.

B–Work that meets all of the stated course requirements and reflects a firm grasp of course materials and practices.

C–Work that shows a basic grasp of the course materials and practices.

D–Work that shows serious deficiencies but meets the minimal requirements of the course.

F–Work that fails to meet the minimal requirements of the course. No credit is given.

The letter grades A, B, and C can receive a “minus” designation to indicate work that falls just short of their stated descriptions. The letter grades B, C, and D can receive a “plus” designation to indicate work that slightly exceeds their stated descriptions.

For each semester hour of credit, each grade is worth the following quality points:

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<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
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All courses taken to meet MDiv and MTS Common Course requirements must earn a letter grade of at least C (i.e. 2.0 on a scale of 4.0). The grade of P (in-progress) is assigned at the end of the first semester for courses that continue beyond one semester.

Students may enroll in courses on S/U (satisfactory/unsatisfactory) basis with prior permission of the professor in courses not being taken to satisfy Common Course requirements. MDiv students may apply up to fifteen hours of electives on a S/U basis toward the degree. MTS students may apply up to ten hours of electives on a S/U basis toward the degree. ThM students may apply up to four hours of electives (not including post-MDiv electives) on a S/U basis toward the degree.

Grading preferences of letter grade,
satisfactory/unsatisfactory (S/U), or audit (AU) must be indicated at the time of course registration. Changes to grading status must be requested prior to the deadline for each semester as noted in the academic calendar. Students do not receive quality points for AU, S, U, P, or F grades.

Common Course Sequence Grade Average Requirement (MDiv Students only)
Students making a C-, D+, or D in the first semester of one of the Common Course sequences (OT501, NT501, HT501 or MDIV510) may enroll in the second semester of the sequence (OT502, NT502, HT503 or MDIV511) and will have fulfilled the sequence requirement, provided the grade in the second part of the sequence brings the average for the two-course sequence to at least a grade of C. Students with a sequence average (OT501/502, NT501/502, HT501/503 or MDIV510/511) of less than C will normally repeat the course or sequence; they also may satisfy sequence requirements with alternate courses upon the advice and consent of the Academic Review Board and sequence instructors.

Satisfactory/Unsatisfactory (S/U)
Instructor permission is required in order to take a class S/U. Permission must be obtained via email from the course instructor and sent to the Candler registrar for processing. MDiv students are allowed to apply up to fifteen hours of electives on a satisfactory/unsatisfactory (S/U) basis toward a degree. MTS students are allowed to apply up to ten hours of electives on a satisfactory/unsatisfactory (S/U) basis toward a degree. ThM students are allowed to take up to four hours of electives (not post-MDiv electives) on an S/U basis. Contextual Education courses, internships, Chapel Choir, and Teaching Parish are available only on the S/U grading basis. Directed studies may be taken on an S/U basis.

Courses taken to meet MDiv and MTS Common Course requirements may not be taken for an S/U grade, nor may ThM501a/b, ThM post-MDiv electives, MTS502, or MTS503. Students on academic probation are not eligible to register for courses on an S/U basis. Course work that would receive a grade of A, B, or C under the regular letter-grade system receives an S (satisfactory). Work that would regularly receive a grade of C– or below receives an U (unsatisfactory). After the grading change period, it is not permissible to change the grading basis of a course.

Auditing (AU)
Persons who wish to audit a course must be admitted to a degree program or to special student status. Students must have permission of the instructor to audit the course and may not be allowed to audit if the class is full or if there is a waiting list of students who wish to enroll for credit. Permission must be obtained via email from the course instructor and sent to the Candler registrar for processing. Attendance at classes is required. A grade of AU (audit) is recorded on the student’s transcript.

Students pay for audited courses at the same rate as courses taken for credit and those students already carrying a course load of fifteen hours will not be permitted to audit a course. An officially audited course is not counted in determining full-time or part-time status by the University nor is it counted toward federal loan eligibility.

Concentration Course Policies (MDiv students only)
All concentrations have the option for directed studies, internships, and the MDiv thesis. These cannot be substituted for the capstone courses (where applicable), but can be substituted for other requirements with the approval
of the concentration coordinator(s). Within each concentration, a maximum of one concentration course may be taken S/U, in accordance with Candler’s policy regarding S/U courses. Capstone courses cannot be taken S/U. All other concentration courses must receive a grade of C or above in order to fulfill concentration requirements. With permission of the instructor, capstone courses are open to nonconcentrators in all Candler degree programs as a general elective during the student’s final year.

Incomplete Work
In clearly exceptional cases, such as illness or family emergency, a student may request an incomplete grade from an instructor. If approved, the instructor sends approval via email to the Candler registrar. Course work for an approved incomplete must be completed and submitted no later than thirty days after the last day of the semester for MDiv, MTS, ThM, and special students. ThD students have sixty days to submit incomplete course work. The student is responsible for submitting the remaining work to the instructor by the deadline via email and copying the email to the Candler registrar. Students who fail to submit required course work by the deadline will receive a permanent incomplete failing (IF) or incomplete unsatisfactory (IU) grade for the course. The instructor is required to submit the grade change by the following midsemester advising period. Incomplete grades can jeopardize a student’s scholarship status. Students with at least one incomplete are placed on probation until the incomplete is resolved. Students on academic probation cannot request incompletes for courses.

Procedures and Deadlines for Incomplete Requests
Short-term or Intensive Classes
For short-term classes, which only meet for a portion of the semester, and for intensive classes, such as those offered in January and August terms or in summer school, requests for incompletes must be made directly to the instructor by the due date of the last assignment for the course as stated in the course syllabus. Any student request that comes after the appropriate deadline but within ten days of the deadline can only be approved by the academic dean and should be requested by emailing candlerregistrar@emory.edu.

Regular Semester Classes
Requests for incompletes in regular semester classes must be made by the last day of classes each semester. Any student request for an incomplete that comes after the last day of class but before the end of the final exam period for the semester can only be approved by the academic dean and should be requested by emailing candlerregistrar@emory.edu.

Dropping and Withdrawing from Courses
Courses may be dropped during the drop/add period stated in the academic calendar and on the Candler course schedule without appearing on the student’s transcript. Dropping a course after the drop/add deadline results in the course appearing on the transcript and is considered a course withdrawal. To withdraw from a course, the student must contact the Candler registrar. In such cases, a grade of W (withdrawal passing), WF (withdrawal failing), or WU (withdrawal unsatisfactorily) will be assigned by the instructor and appear on the student’s transcript as the course grade. A grade of WF is counted as an F in calculating the grade point average. A grade of WU is not counted in calculating the grade point average. Students may not withdraw from a course after the last day of classes for the semester or term in which the course is offered. For short-term classes, which only meet a portion of the semester, and for intensive classes, such as those offered in January, August,
and summer terms, withdrawals must be requested no later than the last scheduled class meeting for the course.

Contextual Education I: Requirements, Sequence, and Grading Policies

1. MDiv students must successfully complete four credit hours of Contextual Education I requirements in addition to the related three credit hour contextualized Introductory Arts of Ministry course in the fall. The components of Contextual Education I are:

**Fall Semester**
- Contextualized Introductory Arts of Ministry Course (3 credits)
- Contextual Education I (CE551a, 551TPa, or 551ANGa), a one-hour weekly meeting with the site supervisor and four hours weekly site work (2 credits)

**Spring Semester**
- Contextual Education I (CE551b, 551TPb, or 551ANGb), a two-hour weekly integrative seminar and four hours of weekly site work (2 credits)

**Total 7 credits**

2. Under normal circumstances, students must successfully complete these components (7 credits) before enrolling in Contextual Education II.

3. The three credit hour contextualized Introductory Arts of Ministry course is a graded course taken in the fall. If a student does not receive a C or above in the Contextualized IAM course, he/she may enroll in spring semester of Con Ed I, but must take another IAM class to meet graduation requirements. The Contextualized IAM course will satisfy elective credit provided the student earned at least a grade of D.

4. If a student withdraws from the contextualized Introductory Arts of Ministry Course, he/she must also withdraw from the Contextual Education site work and weekly meeting with the site supervisor (CE551a, 551TPa or 551ANGa). These two components of Contextual Education I must be taken simultaneously and must be taken in the fall term.

5. In the fall semester, students receive a grade of “P” (in progress) for CE551a or CE551TPa until the spring requirements have been successfully completed. An unsatisfactory grade will be listed as a “U.” If a student receives a grade of “U” for CE551a or 551TPa in the fall semester, he/she will not be allowed to enroll in the spring semester of contextual education. The student must re-enroll in all parts of Contextual Education I, including a contextualized Introductory Arts of Ministry Course the following fall. The already-completed contextualized Introductory Arts of Ministry course will meet a common requirement for the MDiv, provided a grade of C or better was earned.

6. In the spring semester, students receive a grade of “S” or “U” CE 551b or 551TPb. The grade received in spring is also the grade the student will receive for the fall course (CE551a or 551TPa). The grade is assigned by the teaching team (site supervisor and teaching faculty). If a student receives a grade of “U” for Contextual Education I in the spring semester, the student will fail Contextual Education I and have to re-enroll in all parts of Contextual Education I, including a contextualized Introductory Arts of Ministry course the following fall.

7. If a student receives a grade of “U” for Contextual Education I in the fall semester, or a “U” for Contextual
Education I in the spring semester, but receives a passing grade of “C” or better in the contextualized Introductory Arts of Ministry course, the latter course may be used for elective credit or requirements.

8. If a student withdraws from Contextual Education I in the spring (CE551b or 551TPb), she or he also is withdrawn from Contextual Education I in the fall (CE551a or 551TPa). A grade of “W” (Withdrawal Passing) or “WU” (Withdrawal Unsatisfactory) is recorded for both semesters by the teaching team. Contextual Education I requirements must be repeated the next year.

Contextual Education II Procedures
In Contextual Education II, typically taken in the second year, students practice ministry in ecclesial settings. MDiv students must successfully complete four credit hours of Contextual Education II. The components of Contextual Education II are:

Fall Semester
- Contextual Education II (CE552a, 552TPa, or 552ANGa), eight hours of weekly site work at an ecclesial setting and a biweekly geographically rotating reflection group facilitated by an experienced practitioner (2 credits)

Spring Semester
- Contextual Education II (CE552b, 552TPb, or 552ANGb), eight hours of weekly site work at an ecclesial setting and a biweekly geographically rotating reflection group facilitated by an experienced practitioner (2 credits)

Total 4 credits

1. Students are able to choose a site for their Contextual Education II placement in which they work eight hours per week. The site, however, must be able to fulfill the five areas of ministry: administration, liturgy, pastoral calling and congregational care, mission/outreach, and religious education. No more than three students may serve at one site. A student’s site selection is subject to the Contextual Education II director’s approval.

2. All students are supervised by a site mentor who is an ordained pastor employed full-time in the setting and a graduate of an accredited seminary. Students who are employed in churches typically work in those churches as their second-year placement.

3. Along with the site work, students are assigned to a reflection group facilitated by an experienced practitioner in ordained pastoral ministry. Groups meet biweekly in the local ecclesial settings where students are serving. Groups are organized by geographic location and meet on Mondays throughout the academic year.

4. In addition to the site work and reflection group, students are required to enroll in one three hour Introductory Arts of Ministry course and one Contextual Education Elective. Courses may be taken in either the fall or spring semester and may be taken independently of each other.

5. All site work and reflection group assignments must be completed no later than one week following the last day of classes. Failure to receive a passing grade from the site mentor and the reflection group teaching supervisor will require a student to re-enroll in Contextual Education II the following year. Only upon successful completion of the site work and the reflection group will a student receive the four (4) hours credit for Contextual Education II. (Note: students receive an “In Progress” grade for the fall semester. Only when both
semesters have been satisfactorily completed will a satisfactory (S) grade be awarded for each semester).

**Graduate Division of Religion Seminars**

Students whose aptitude in a given field of study qualifies them for advanced work may register for graduate seminars in the Graduate Division of Religion with the approval of the instructor. Permission must be obtained via email from the instructor and forwarded to candler.registrar@emory.edu for processing.

**Inclement Weather Policy**

In the event of life-threatening weather conditions, the University provost may deem it necessary to close the University officially or delay the opening time. Any schedule changes or delays will be announced via the inclement weather phone system, 404.727.1234. The information on the phone system is the official announcement. An update will also be posted on the Emory website (www.emory.edu) as soon as possible after any decision on schedule changes or closings is made.

**Information Technology Policies and Guidelines**

The following summary presents a broad overview of policies and guidelines for use of electronic systems at Emory. If you are a system administrator or have access to University data outside your personal account, additional policies apply. In addition, you are responsible for complying with any additional policies in your school. ITD strongly urges all users to view the full text of these policies and guidelines at http://policies.emory.edu/5.1.

**Information Technology Use Policy**

You may not use computers or electronic systems for any use that would:

- impede teaching and research
- hinder the functioning of the University
- violate an applicable license or contract
- damage community relations or relations with institutions with whom we share responsibility.

Also:

- do not send chain letters
- do not send the same message to a large number of electronic mailing lists, news groups, or conferences
- do not send a message to an electronic mailing list, news group, or conference that is not related to the topic or purpose of the list, news group, or conference.

In addition, students may not use the Emory network to provide Internet access or computer logon accounts to anyone outside the Emory community. Violation of this policy may result in suspension of privileges to access the information technology involved, initiation of University disciplinary procedures, or in extreme cases, prosecution under federal or state law.

**Policy on Copying and Using Computer Software**

Emory University licenses the use of its computer software from a variety of outside companies. Emory University does not own this software or its related documentation and, unless authorized by the software developer, neither the University nor its employees and students have the right to reproduce it.

Emory University employees and students learning of any misuse of software or related documentation within the University shall notify their supervisor or, in the case of students, the appropriate faculty member or University official. Copyright violation is subject to disciplinary action by the University and/or civil or criminal liability.
Information Access Policy
Employees, contract employees, students, or other agents who as either data providers or data users intentionally and without proper authorization (1) access or disclose confidential University information, or (2) modify or destroy University information are in direct violation of the Emory University Information Access Policy. Such violations may lead to disciplinary action by the University up to and including dismissal from the University. Under certain circumstances, such violations may give rise to civil and/or criminal liability.

This policy applies to information kept on mainframes, servers, or personal workstations.

Ethical Use of Electronic Systems
Passwords
Users should not disclose their passwords to anyone else, nor should they use someone else’s password. Users are responsible for all activity in their account. Users should not attempt to circumvent passwords, access codes, or information protection schemes or uncover security loopholes or attempt to break authentication procedures or encryption protocols.

Anonymous Activity
Users may not impersonate other individuals in electronic communication or knowingly use an invalid electronic ID such as an invalid electronic mail return address.

Illegal Activity
Users should not use electronic systems in the course of any illegal activity. Users should be aware of computer activities that are illegal under Georgia law.

Communication Tampering
It is unethical and may be criminal to attempt to monitor other people’s communications without their permission. ResNet services and wiring may not be extended or retransmitted.

Copying and Copyrights
For information to which the individual or the University does not hold the copyright, written permission from the copyright holder is required prior to duplication. Academic dishonesty or plagiarism in a student assignment is unethical. Suspected occurrences are referred to the Honor Council of the student’s school or college.

Harassment
Electronic system usage or information that is perceived by its recipient as sexual or discriminatory harassment as defined by University policy may be considered a violation. The display of offensive material in any publicly accessible area is likely to violate University harassment policy. Public display includes publicly accessible computer screens and printers.

Wasting Resources
It is unethical to deliberately perform any act which will impair the operation of any electronic system or deny access by legitimate users to any electronic system. This includes the willful wasting of resources and sending of “junk mail” and “mail bombs.” Users must abide by resource guidelines and take action to be in compliance when asked to do so.

I. It is unethical to use electronic systems for:
   a. solicitation not related to official University business, or
   b. commercial gain or placing a third party in a position of commercial advantage.

II. General University policy prohibits non-University use of University facilities.

Interrupted Program
A student must resume the program of study within three years of the last term in which work was done in residence. After this three-year period, a new admissions application is required, including
a new application form, updated letters of recommendation, and a letter describing plans and a schedule for completing the program of study. If the withdrawal was for health reasons, the student must obtain permission from a University physician before registering and resuming the program of study. In readmission of former students to Candler, only course work done within five years that has earned a letter grade of C or better or an S grade will be considered for degree credit.

**Involuntary Withdrawal**

Emory University considers the safety and welfare of its students, faculty and staff a top priority. When a student engages in behavior that violates Emory’s rules of conduct, the behavior will be addressed as a disciplinary matter under the applicable Student Conduct Code. The Student Conduct Code defines prohibited conduct and outlines a process for conducting disciplinary proceedings.

This Involuntary Withdrawal Policy and Procedure is not a disciplinary code, policy or process. It is not intended to apply to situations in which a student engages in behavior that violates the University’s rules of conduct. It is intended to apply when a student’s observed conduct, actions and/or statements indicate a direct threat to the student’s own health and/or safety, or a direct threat to the health and/or safety of others. There may be situations in which both this Involuntary Withdrawal Policy and the Student Conduct Code may apply. In all cases, the dean of the Candler School of Theology shall have final authority regarding the decision, enactment, enforcement and management of the involuntary withdrawal of a student.

**Criteria**

A student may be withdrawn involuntarily from Emory if the University determines that the student represents a direct threat to the health and safety of himself/herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to himself/herself or others; or (2) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the University.

**Procedure**

When the academic dean, or his/her designee, based on a student’s conduct, actions or statements, has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, he or she may initiate an assessment of the student’s ability to safely participate in the University’s program.

The academic dean initiates this assessment by first meeting with the student to: (1) review available information concerning the behavior and/or incidents which have caused concern, (2) provide the student with a copy of this Involuntary Withdrawal Policy and Procedure and discuss its contents with the student, (3) provide the student an opportunity to explain his/her behavior, and (4) discuss options available to the student, including counseling, voluntary withdrawal and evaluation for involuntary withdrawal. If the student agrees to withdraw voluntarily from the University and waives any right to any further procedures available under this policy, the student will be given a grade of W for all courses, will be advised in writing of any conditions necessary prior to reenrollment, and will be referred for appropriate mental health services. If the student refuses to withdraw voluntarily from the University, and the academic dean continues to have reasonable cause to believe
the student meets one or more of the
criteria for involuntary withdrawal, the
academic dean may require the student
to be evaluated by an appropriate mental
health professional.

**Evaluation**
The academic dean may refer the stu-
dent for a mandatory evaluation by an
appropriate mental health professional.
The mental health professional may be
selected by the University, so long as
there is no cost to the student for the
evaluation. A written copy of the invol-
untary referral shall be provided to the
student.

The evaluation must be completed
within five school days after the date the
referral letter is provided to the student.
Prior to the evaluation, the student will
be required to sign a written authorization
authorizing the exchange of relevant
information among the mental health
professional(s) and the University. Upon
completion of the evaluation, copies of
the evaluation report will be provided to
the academic dean and the student.

The mental health professional mak-
ing the evaluation shall make an indi-
vidualized and objective assessment of
the student's ability to safely participate
in Emory’s program, based on a reason-
able professional judgment relying on the
most current medical knowledge and/or
the best available objective evidence. This
assessment shall include a determina-
tion of the nature, duration and severity
of the risk posed by the student to the
health or safety of himself/herself or oth-
ers, the probability that the potentially
threatening injury will actually occur,
and whether reasonable modifications
of policies, practices or procedures will
sufficiently mitigate the risk. The mental
health professional will, with appropri-
ate authorization, share his/her recom-
mendation with the academic dean,
who will take this recommendation into
consideration in determining whether
the student should be involuntarily with-
drawn from Emory. A copy of the mental
health professional’s recommendation
will be provided to the student, unless, in
the opinion of the mental health profes-
sional, it would be damaging to the stu-
dent to do so.

If the evaluation results in a determi-
nation by the mental health professional
that the student's continued attendance
presents no significant risk to the health
or safety of the student or others, and
no significant threat to property, to the
lawful activities of others, or to the edu-
cational processes and orderly operations
of the University, no further action shall
be taken to withdraw the student from the
University.

If the evaluation results in a deter-
mation that the continued attendance
of the student presents a significant risk
to the health or safety of the student or
others, such that there is a high proba-
ility of substantial harm, or a significant
threat to property, to the lawful activities
of others, or to the educational processes
and orderly operations of the University,
the student may be involuntarily with-
drawn from the University. In such an
event, the student shall be informed in
writing by the academic dean of the
involuntary withdrawal, of his/her right
to an informal hearing, of his/her right to
appeal the decision of the hearing officer,
and of any conditions necessary for reen-
rollment. In most cases, a student who
is involuntarily withdrawn will be given
a grade of W in all courses in which the
student is currently enrolled.

**Informal Hearing**
A student who has been involuntarily
withdrawn may request an infor-
mal hearing before a hearing officer
appointed by the academic dean by
submitting a written request to be heard
within two business days from receipt of
the notice of involuntary withdrawal. A hearing will be set as soon as possible. The student shall remain involuntarily suspended pending completion of the hearing.

The hearing shall be informal and nonadversarial. During the hearing, the student may present relevant information and may be advised by an Emory faculty or staff member or a licensed health professional of his/her choice. The role of the adviser is limited to providing advice to the student.

At the conclusion of the hearing, the hearing officer shall decide whether to uphold the involuntary withdrawal or whether to reconsider, and the student shall be provided written notice of the hearing officer’s decision as soon as possible.

Appeal to the Dean
The student may appeal the hearing officer’s decision to the dean, who shall review all information presented and make a final decision as to whether or not to uphold the involuntary withdrawal.

Emergency Suspension
The University may take emergency action to suspend a student pending a final decision on whether the student will be involuntarily withdrawn, in situations in which (a) there is imminent danger of serious physical harm to the student or others, (b) there is imminent danger of significant property damage, (c) the student is unable or unwilling to meet with the academic dean, (d) the student refuses to complete the mandatory evaluation, or (e) the academic dean determines such other exceptional circumstances exist that suspension is warranted. In the event emergency action is taken to suspend the student on an interim basis, the student shall be given notice of the emergency suspension and an initial opportunity to address the circumstances on which the emergency suspension is based.

Conditions for Reenrollment
Because this Involuntary Withdrawal Policy applies to cases in which there is a concern about the safety of the student or others, the dean or his/her designee may require a student who has been involuntarily withdrawn under this policy to be reevaluated before he/she is readmitted in order to assure that he/she presents no direct threat to himself/herself or others.

January and August Courses
A limited number of courses are available in a two-week intensive format in early January and early August. These courses end before the regular term begins, though some course work may be due later in the regular semester. Enrollment in these courses is limited to one course per term and is considered part of spring term (for January courses) and part of fall term (for August courses) for registration, financial aid, and billing purposes. Students enrolling in January and August courses who are also enrolled in Con Ed may take a maximum of 17 credit hours during the spring or fall term, respectively, including the January/August course. Grades for January and August courses are not available until the end of the regular term.

Leave of Absence
A student in good standing may be granted up to two one-year leaves of absence upon review and approval of the academic dean and registrar. The student should be aware that the university will not certify to loan officers or government agencies that a student on leave of absence is in residence or actively pursuing a course of study.

For the purpose of determining eligibility for a leave of absence, a degree student must be in good standing and have
resolved all incomplete work. Leaves of absence are not to be used to resolve academic difficulties. Time spent in a leave of absence does not count toward the six-year limit for MDiv and MTS students or the two-year limit for ThM students. Students beyond these limits are not eligible for leave but may apply for an extension of the time allowed to complete degree requirements in accord with the rules governing such extensions (see “Completion of Studies”).

MDiv, MTS and ThM students who withdraw or take a leave of absence from Candler must complete an exit interview with the Candler registrar. If the student begins a leave of absence during the semester and does not complete an exit interview, an F will be recorded for all of his or her current courses, and the student will be responsible for all charges.

ThD students must notify both the Candler registrar and the director of the ATA ThD program. Requests from ThD students must be received by April 1 for the fall semester or November 1 for the spring semester.

If the student begins a leave of absence within the first five weeks of a semester, then he/she is subject to an adjustment in tuition, fees, and if applicable, Candler scholarship. Adjustments will be made according to the Emory University refund schedule established by the Office of Student Financial Services in 100 Boisfeuillet Jones Center, 404.727.6095, www.emory.edu/studentfinancials/. A refund will be issued for any credit remaining after appropriate adjustments. Refunds for students who are federal (Title IV) financial aid recipients will be prorated in accordance with the Higher Education Amendments of 1992 and any related regulations. University policy stipulates that if a student drops any or all of his or her work after the last day indicated in the academic calendar, tuition, fees, scholarship, and loans are not adjusted and no refund is granted.

A student returning to Candler after a leave of absence should request a return from a leave of absence at least 90 days prior to the beginning of the term in which he or she wishes to return. The request to return from a leave of absence must be made in writing to candlerregistrar@emory.edu.

Readmission is required of degree students who have been discontinued or who have an expired leave of absence. Requests for readmission ordinarily are not accepted after a period of three academic years. Students who have not been enrolled after a period of three academic years are required to complete the entire application process including submitting letters of recommendation, completing required written statements, securing official transcripts, and all other items required for admission to the degree program (see page 96).

**Lullwater Estate Policy**

In order to preserve the estate as a natural area, there are a number of policies that govern its use. The president encourages persons having an affiliation with Emory to use and enjoy the grounds at Lullwater that are not immediately adjacent to his private home. Persons using Lullwater are asked to preserve and protect its natural environment. To this end:

1. Visitors to Lullwater will be restricted to Emory University faculty, staff, and students. Emory University Public Safety officers may ask non-Emory persons to leave the premises.
2. All organized group social affairs must be scheduled in advance through the meeting services office (404.727.5355). Each authorized group will be expected to pay for any special preparations in advance of the outing or any work necessary to restore the property following the
event. A copy of the confirmation form should be brought to the event. Note: The event organizer must be present for the duration of the event.

3. The estate will be closed to all motorized vehicular traffic. One vehicle will be allowed for delivery of supplies and removal of trash. Vehicle must be removed during the event. No parking on grass.

4. No balloons, streamers, flags, or other decorations may be tied to trees, shrubs or fences.

5. Race routes may be marked with cones or signs; not chalk or paint. Cones can be obtained from Emory Recreation Services at ask.rec.services@learnlink.emory.edu.

6. Any work resulting from damage to the property or from the unscheduled removal of trash or other items will result in charges for labor and supplies.

7. It is the responsibility of the event coordinator to contact Emory Police (404.727.8005) to arrange the unlocking and relocking of the entrance gates.

8. Certain areas are restricted for academic study purposes. They are enclosed by fences and are to be entered by authorized persons only.

9. All persons visiting the grounds will respect the privacy of the president’s home. This includes the grounds around the home and the private drive to the home.

10. No boats of any type will be permitted on the lake and swimming or wading will not be permitted.

11. The estate will be closed during hours of darkness.

12. Fires or cooking will not be permitted on the grounds.

13. Children will be permitted on the premises only when accompanied by adults.

14. Firearms and fireworks will not be brought onto the grounds.

15. Visitors to the estate will not dig or break flowers or interfere with wildlife on the grounds (animal life or vegetable life).

16. You must bring your own trash bags. All groups and/or individuals are expected to take their own trash from the estate and bags of trash may not be left at the front entrance. Facilities Management is NOT responsible for removing your trash bags.

17. No alcoholic beverages and no glass of any kind are allowed.

18. Bicycles, runners, and anyone on roller skates or skateboards will be permitted on the estate but should observe extreme caution particularly around pedestrians.

19. All dogs must be on a leash. Please pick up and discard dog droppings.

**Modern Language Study**

Students in the master of divinity or master of theological studies program may, with permission of the academic dean or the registrar, receive credit for no more than six hours of credit for modern language study in Emory College as electives towards the degree. There is no general language requirement for the master of divinity or master of theological studies program.

**Official Transcripts**

Official transcripts are available to order from the University registrar’s office online through OPUS for a nominal fee. For additional information on ordering transcripts, refer to http://www.registrar.emory.edu/transcripts/transcriptinfo.htm. The Candler registrar’s office does not process transcript requests.

**OPUS (Online Pathway to University Students)**

http://www.opus.emory.edu/

OPUS, or Online Pathway to University Students, is Emory’s web-based student program.
information system. Students gain OPUS access through the admissions process and it continues to be the primary source of student information throughout enrollment. Through OPUS, all students have access to class schedules, grades, address changes, and student financial information. Registration and class schedule changes are available for Candler students through OPUS.

Orientation

All students registering for the first time in Candler School of Theology, including special, transfer, and part-time students, and students beginning their first fall semester at Candler, are expected to attend the orientation session scheduled before each fall semester. International students also are required to attend a Candler International Pre-orientation, which includes ESOL assessment, and to participate in the Emory University International Student Orientation, all of which precede the general orientation at Candler.

At Orientation, students are introduced to Candler as a context for theological learning, and are welcomed into the community by faculty, staff, and returning students. Matriculating students will receive detailed information by mail or email by mid-summer.

Physical Examination

A recent physical examination report recorded on university forms is required upon acceptance to the University. Students may not register until this report is on file with the Emory University Health Service.

A new physical examination is required for reenrollment after a year or more attendance lapse. For readmission after withdrawal for medical reasons, medical clearance by designated University health officials is required.

Pitts Theology Library Borrowing Policies

General Policies

Periodicals, microforms, and materials located in Reference and Special Collections do not circulate and must be used in the library. Reserve materials are also for use in the library but may be checked out overnight one hour before closing and must be returned no later than one hour after the library opens the next day. Many reserve readings are available electronically for current students.

Materials located in the bookstacks and in the media collection can be checked out. Materials in the media collection can be checked out for one week.

Loan periods for books are based on one’s classification in EUCLID (Emory’s online library catalog):

- Emory faculty members 365 days
- Emory graduate students 120 days
- Other registered patrons 28 days

If you are a registered patron, you can recall an item that is checked out by someone else using a request link in EUCLID. The person who has the item will receive a notice from the library, indicating that it must be returned within fourteen days. You will be notified when the item is ready for pickup.

You should review your library account online and check your email regularly in order to keep up with due dates and recall notices. You can also renew your library materials online or by telephone (404.727.4166), except for any item another patron has recalled.

Fines

Patrons are responsible for returning or renewing items on or before the date they
are due. Notices are generally sent as a courtesy, but fines accrue whether or not one receives a notice. When the library is closed, borrowed items may be returned to the book drop at the rear entrance. If you will be out of town when your books are due, be sure to renew them or return them before you leave. If you will be out of town for more than two weeks, it is a good idea to return your books beforehand; if an item you have checked out is recalled by another patron, you will have only fourteen days to return it and avoid a fine. The following schedule of fines is applied to enforce these policies:

- $2 per day per item for recall overdues
- $.50 per day per item for regular overdues
- $1 per hour per item for reserve materials

Patrons are also responsible for any books they borrow that are lost or stolen. The minimum replacement charge for a lost or stolen books is $50. Each lost item is also accessed a non-refundable processing fee of $15. Patrons who accumulate large unpaid fines or otherwise abuse library policies will lose borrowing privileges.

Security and Bag Checks
Many library materials are protected against theft by an electronic security system. If an alarm sounds as you leave the building, please return to the circulation desk so that the problem can be identified. Because security strips cannot be attached to some library materials, the library reserves the right to inspect your backpack, book bag, or briefcase as you leave the library.

Readmission
A student who is not enrolled in consecutive fall/spring or spring/fall semesters must request readmission before registering for a subsequent term. The request for readmission form and supporting statement must be received and approved by July 1 for enrollment in the fall semester, November 1 for the spring semester, and May 1 for the summer term. Written notification of a readmission decision for MDiv, MTS, ThM and special students typically is sent out within two weeks of the request becoming complete.

For ThD students, the written request for readmission must be received by April 1 for the fall semester and November 1 for the spring semester. ThD readmission may be granted by the Office of Admissions and Financial Aid with the recommendation of both the ATA ThD Committee and the primary adviser.

Students with unpaid balances or incomplete course work will not be considered for readmission. Readmission after withdrawal for medical reasons requires medical clearance by appropriate University health officials. Students requesting readmission should inquire about financial aid as far in advance as possible, preferably during the preceding semester.

Registration
Each semester, students consult with their advisers and register for courses during the preregistration period listed on the academic calendar. First-year students register for courses in the months before enrollment in consultation with the staff of the registrar’s office. MDiv and MTS students who do not have an advising conversation prior to preregistration will have a hold placed on their OPUS account and will be prevented from registering until advising is completed and the faculty adviser notifies the Candler registrar’s office. Failure to register by the proper date results in a $50 penalty.

Continuous registration is required for the fall and spring semesters throughout the degree program, either for academic credit or through payment of the non-credit administrative fee. For doctoral
students, failure to maintain continuous registration will result in termination from the doctoral program.

Students may cancel their full registration with a full refund through the end of the Drop/Add period. After the Drop/Add period, students who withdraw voluntarily receive a prorated refund according to the schedule published in the University’s Schedule of Classes each semester. With both voluntary withdrawal or dismissal, the student must fulfill all financial obligations incurred by enrollment in the school of theology.

Release of Student Information

The University registrar is the official custodian of academic records and therefore is the only official who may issue an official transcript of an academic record. Under no circumstances will Candler issue a copy of a student’s transcript. Under no circumstances will copies of any transcript from any institution in a student file be made for any reason.

General Guidelines

The general rule is that no information, applications, forms, letters, records, transcripts, etc. may be released, whether in writing or orally, without prior written consent, dated and signed by the student, specifying the records to be released, the reasons for such release and to whom the records are to be released.

Information, defined by the University as “directory information”, may be released without prior written consent from the student provided the student has not filed a “release no information” request with the University. Directory information for a given student includes:

- dates of enrollment including full-time or part-time status
- degree or degrees earned (if any), date of degree, major area of concentration and academic honors received
- awards of merit and participation in officially recognized activities and sports;
- addresses and telephone numbers
- electronic mail address.

Any information released must be done in compliance with the University’s Policy on the Confidentiality and Release of Information about Students.

The Candler registrar’s office will attempt to handle questions or procedures concerning this policy as need arises. Contact candlerregistrar@emory.edu for additional information.

Disclosure in Response to Telephone Inquiries:

Only those items determined by the University to be “directory information” may be released in response to telephone inquiries. Such items include:

a. whether or not the student is currently enrolled
b. division or school in which the student is or was enrolled and her or his class year
c. dates of enrollment
d. degree or degrees earned (from Candler, if any), date of degree, and academic honors received
e. awards of merit and participation in officially recognized activities and sports
f. local address and telephone
g. home address

Disclosure of Records to the Students

The student has the right, on request to the proper official (i.e., dean, academic dean or registrar), to know of the existence and content of all materials that are in his/her official records as kept by the University and/or School of the University.
A student is entitled to an official transcript of his/her academic record. A transcript issued to a student will be stamped “Issued to Student.” Transcripts are issued only through the University registrar’s office and require a processing fee. Currently enrolled students may request a transcript online. Using your OPUS student ID and Password, click on “My Academics”, select “Request Emory Transcript”, and select “Create New Order”. All alumni requests for transcripts must be made in writing or in person and must include the student’s name at the time of attendance, ID# or social security number and signature. Email requests are not accepted. Pre-payment is required. Normal processing time is two working days. For additional information, refer to http://www.registrar.emory.edu/transcripts/transcriptinfo.htm or contact 404.727.6042.

A student has the right to inspect and review his/her permanent academic record and all official records, files and data directly related to him/her including all material that is incorporated into each student’s cumulative record folder and intended for school use or to be available to parties outside the school or University. The student is entitled to an explanation of any information recorded in these files. When the original is shown, examination should be permitted only under conditions which will prevent its alteration or mutilation (these documents will only be shown in the presence of a proper official—i.e., dean, academic dean or registrar).

The request for the specific record to be examined or reviewed by the student shall be in writing and the University shall comply with this request within a reasonable period of time, but in no case more than 45 days after the request has been made. The right to inspect and review educational records includes the right to obtain copies of the records when failure to provide copies would effectively prevent a student from exercising the right to inspect and review the educational records.

When copies are provided a fee to cover cost is charged. A schedule of such fees is available from the office charged with keeping the record in question. Documents submitted by or for the student in support of her/his application for admission or for transfer credit will not be returned to the student, nor sent elsewhere at her/his request. For example, a transcript from another college or from a high school will not be sent to a third institution. (This includes a different division of Emory.)

Disclosure of Records to Faculty and Administrative Staff
Faculty and administrative staff members who have a legitimate interest in the material and demonstrate a need to know for purposes reasonably related to the performance of their duties will be permitted to look over the records of any student. The contents of the student file should never leave the Office of the Registrar.

Records Maintenance
Student records are maintained as in-house, working documents in the administrative offices of Candler School of Theology as noted:
1. Official transcripts for Candler students are maintained by the University registrar. Transcripts provide information on student enrollment and academic performance.
2. Admissions folders of students who enroll are maintained through the admissions process by the Candler Admissions Office. Following enrollment, letters of recommendation and admissions notes are destroyed for those who have enrolled in degree programs. (Letters of recommendation and admissions notes are retained for those enrolling as special, nondegree
students, in the event they seek admission to a degree program.)

The remaining materials are forwarded to the Candler registrar who maintains the file through the period of enrollment. The file may contain official transcripts of work completed before admission to Candler, autobiographical statements, transfer credit memoranda, TOEFL scores, and official correspondence from, to and about students before and during their enrollment at Candler. These files are destroyed five years after graduation or last date of enrollment.

Admissions folders of students who do not enroll may be destroyed three years following the date of the original application period.

3. In addition to the files maintained by the University Office of Financial Aid, aid records for currently enrolled students are maintained in the Candler Office of Financial Aid. These records include statements of financial need, copies of scholarship award letters, documentation of support received from external sources, emergency loan authorizations, and related correspondence.

These records become part of the enrollment folder upon graduation and are retained for five years after graduation or last date of enrollment. Financial aid records for those who withdraw from Candler are retained for five years after the date of last enrollment and are then placed in the enrollment folders if not activated by readmission. For more information on Emory University’s policy on the release of student information, please visit the Emory University Registrar’s website at www.registrar.emory.edu/ferpa/ferpa.htm

Remedial Courses
A student with deficiencies in his or her undergraduate education may be required to take additional work in Emory College. When such work is required, the student’s academic load in the school of theology is reduced proportionately. Full tuition is assessed, and no academic credit toward a graduate degree is awarded for such work.

Retaking Courses
Some courses are acceptable for repeat and are designated as such by the letter R following the course number. Most courses are not acceptable for repeat. Specifically, students who earn lower than a C in a class intended to meet an area requirement may retake the course. However, the same course cannot be counted more than once towards the total credit hours for graduation.

Semester System
The school of theology operates on the semester system. The academic year is composed of fall and spring semesters, as well as a summer term. Courses are offered for one to four semester hours of credit.

Sexual Misconduct
Sexual intimacy requires mutual participation in an environment of affirmative consent. Sexual misconduct against anyone by anyone, male or female (whether acquaintance or stranger) is unacceptable. Emory University will not tolerate sexual misconduct in its community. For the most complete and updated version of the Sexual Misconduct Policy please refer to http://policies.emory.edu/8.2.

Smoking Policy
Smoking is prohibited in all indoor locations of Emory, except smoking in residence halls and university apartments will be governed by policies established by the Division of Campus Life. Smoking is prohibited in Emory Healthcare facilities. Smoking is prohibited within 25 feet
of all entrances to all Emory buildings. Those who choose to smoke are responsible for extinguishing and disposing of smoking materials and debris in a safe, healthful, and appropriate manner. The use of indoor smokeless tobacco products is prohibited. Smoking is also prohibited in Emory vehicles. For the most complete and updated version of the Smoking Policy please refer to http://policies.emory.edu/4.69.

**Student Health Insurance**

All new and continuing degree-seeking and all international Emory University students are required to have health insurance. See page 127 for additional information about the student health insurance requirement. For more details about the Emory University Student Health Insurance Plan, visit www.aetnastudenthealth.com, choose “Find Your School” and enter Emory University, or contact the Emory University Student Health Insurance Office at 404.727.7560 or mandatoryinsurance@listserv.cc.emory.edu.

**Student Honor and Conduct Code**

Candler School of Theology is a professional school of Emory University that seeks to educate men and women for professional competence in ministry and the theological disciplines. In keeping with its mission, Candler expects all members of its community to maintain academic integrity in their course of study and to conduct themselves in a manner appropriate to the professional character of the ministry and consistent with the standards of Emory University.

**Student Academic Honor**

Candler School of Theology requires that all material submitted by a student in fulfilling his or her academic degree requirements be the original work of the student. Violations of academic honor include any action by a student indicating dishonesty or a lack of integrity in academic ethics. Violations in this category include but are not limited to cheating, plagiarism, or knowingly misrepresenting another’s work as one’s own. Cheating includes seeking, acquiring, receiving, or passing information about the content of an examination prior to its authorized release or during its administration.

Cheating also includes seeking, using, giving, or obtaining unauthorized assistance in any academic assignment or examination. Plagiarism is the act of presenting as one’s own work the work of another person, whether published or unpublished (including the work of another student). A writer’s work should be regarded as his or her own property. Any person who knowingly uses a writer’s distinctive work without proper acknowledgment is guilty of plagiarism. In addition, papers, or portions of papers, submitted for academic credit in one course cannot be submitted for credit in another course without the express permission of the instructors of both courses.

**Procedures for Adjudicating Student Academic Honor Violations**

Instances involving an alleged violation of academic honor (including plagiarism) should be reported to the academic dean and the registrar, who will conduct a preliminary investigation of the alleged violation. The academic dean will decide if the case has sufficient merit for a possible honor code violation, whether the case should be resolved using the informal process, or if the case is of sufficient gravity to proceed directly to the formal process. The student involved can select immediately for the formal process. In the case of students in the ThD in Pastoral Counseling program, alleged violations of the Honor Code will
be reported to the interseminary ThD Committee. The Committee will inform the academic dean and the director of academic administration and registrar of the allegation, conduct an initial review, and report its findings and recommendations to the academic dean, who may then initiate Candler’s formal or informal process.

**Informal Process:** The academic dean, registrar, faculty involved, and whomever the academic dean deems appropriate will review the facts of the offense and may decide one or more of the following actions:
1. “F” on assignment
2. Withdrawal from course
3. Student Probation
4. Student Probation with reduced hours
5. Withdrawal-failing from course
6. “F” in course
7. Suspension for rest of semester or longer
8. Discontinuance from school

If the action is agreeable with the student, the process ends here. The student is notified of the agreement in writing. Failure to achieve consensus warrants the formal process as outlined below.

**Formal Process:** The case will be heard by an ad hoc committee comprised of the following: one area chair member of the Academic Review Board (appointed by the academic dean), the student’s faculty adviser, one student who sits on the Personnel and Academic Policy Committee (selected by the academic dean), one student at-large (selected by the academic dean in consultation with the student whose case is being heard and the director of student life and spiritual formation), the academic dean, and the registrar. The registrar will be a nonvoting member of the committee. In all cases, students serving on this ad hoc committee must be in good standing with Candler. The area chair selected will serve as the chair of this committee and shall not be the student’s adviser.

In all hearings, the accused will have the right to be present at all times during the hearing except when the committee retires to deliberate and make its decision. Evidence shall be admitted without regard to the rules and evidence in courts of law. The accused student may present evidence to the committee. After thorough review of the case, a majority vote of the committee will suffice for a finding of guilt. If the person is found guilty, the committee may decide one or more of the following actions or such other action as the committee deems appropriate:
1. “F” on assignment
2. Withdrawal from course
3. Student Probation
4. Student Probation with reduced hours
5. Withdrawal-failing from course
6. “F” in course
7. Suspension for rest of semester or longer
8. Discontinuance from school

Upon review of the committee’s recommendations, the academic dean will notify the student of the committee’s decision and may notify University authorities of that action.

**Appeal:** A student who wishes to appeal the decision of the ad hoc committee must make such a request in writing to the dean of the Candler School of Theology. The appeal must be made within thirty days of the faculty and academic dean’s notification to the student. In the letter to the dean of the school, the student must indicate the reasons for the appeal and supply any relevant documents supporting the appeal.

After reviewing the request for appeal, the dean of the school may deny the request for an appeal, may render a new decision in the case, or may increase or decrease the severity of the action taken. The dean of the school will render a final
decision on the appeal and inform the student of his or her decision.

Procedural note: Minutes will be kept of informal and formal proceedings. After resolution of the matter, minutes will be made anonymous and kept to ensure consistency of practice.

Student Conduct
Candler School of Theology requires all members of its community to conduct themselves with dignity and integrity and in conformity with the established policies and standards of Emory University and Candler School of Theology.

Student Conduct Violations
Student conduct violations consist of but are not limited to the following actions.
A. Dishonesty through misrepresentation or withholding of pertinent factual information in a student’s personal dealings with other students, faculty, or staff of the University or organizations or agencies of the University, including Contextual Education, Teaching Parish, or other internship placements. This also includes falsification of information for the purpose of admission to the School of Theology.
B. Infractions of rules and regulations established by any appropriate University authority for the purpose of protecting the interests of the University community.
C. Infractions of public law. Conduct that is the basis for an allegation or charge of violation of public law may also subject a student to an allegation of a student conduct violation. Candler School of Theology reserves the right to proceed with deciding the matter of such an alleged student conduct violation without awaiting the disposition of any criminal charges by a court of law.
D. Actions contrary to the standards of Candler School of Theology and Emory University, including actions that are deliberately demeaning to other human beings or that violate the dignity and integrity of other members of the University.

Procedures for Adjudicating Student Conduct Code Violations
Alleged breaches in non-academic student conduct should be reported to the academic dean, who will conduct a preliminary investigation. The academic dean may then appoint an ad hoc committee consisting of faculty and students and chaired by one of the faculty members. If such a committee is appointed, the chairperson will inform the accused person in writing of the charges against him/her, the name(s) of those who reported the charges, and the date, time, and place of the hearing on these charges. The accused will be allowed a reasonable time to prepare a defense and will be granted the privilege of an adviser to be chosen by the student from the Candler faculty. The adviser shall assist the student in the process.

In all hearings, the accused will have the right to be present at all times during the hearing except when the committee retires to deliberate and makes its decision. Evidence shall be admitted without regard to the rules of evidence in courts of law. The accused student may present evidence to the committee.

After thorough review of the case, the committee will decide whether the accused is guilty or not guilty of the charges. A majority vote of the committee will suffice for a finding of guilt. If the person is found guilty, the committee may recommend one or more of the following actions, or such other action as the committee deems appropriate:
1. Issue the student a warning.
2. Place the student on probation.
3. Suspend the student for the remainder of the term.
4. Dismiss the student from school. Upon review of the committee’s recommendations, the academic dean will take such action as may be deemed appropriate, will notify the student of such action, and may notify University authorities of that action.

Appeal of Decisions Regarding Conduct Violations
A student who wishes to appeal the decision of the ad hoc committee must make such a request in writing to the dean of the Candler School of Theology. The appeal must be made within thirty days of the academic dean’s notification to the student. In the letter to the dean of the school, the student must indicate the reasons for the appeal and supply any relevant documents supporting the appeal.

After reviewing the request for appeal, the dean of the school may deny the request for an appeal, may render a new decision in the case, or may increase or decrease the severity of the action taken. The dean of the school will render a final decision on the appeal and inform the student of his or her decision.

Procedural Note: Minutes will be kept of informal and formal proceedings. After resolution of the matter, minutes will be made anonymous and kept to ensure consistency of practice.

Professional Integrity
Professional integrity for theological students is defined by the standards of integrity common to all professions and is further specified by those virtues of character required by Christian ministry. A person of integrity acts in a way that is congruent with what is professed in words and intended in thought, displays especially the virtues of truth and fairness, exhibits a consistent character over time, and takes responsibility for his or her actions.

Summer Term
Summer courses are offered both for students enrolled in degree programs and for others, including pastors interested in continuing education. Complete courses as well as short-term seminars and workshops are offered. For MTS degree candidates, enrollment during the summer is limited to twelve credit hours, and a maximum of twelve hours from summer terms may be applied to the degree. For MDiv degree candidates, enrollment during the summer is limited to twelve credit hours, and a maximum of fifteen hours from summer terms may be applied to the degree. Generally, MTS or MDiv students may not register for more than one three-hour course per term for the summer semester. For complete course information, enrollment forms, and registration dates, consult the summer school schedule available from the registrar’s office early in the spring semester.

Transfer of Credit
General Guidelines
To receive transfer credit for any Candler program, eligible coursework must meet the guidelines below in addition to any program-specific guidelines.

- Academic work more than five years old at the time of matriculation will not be applied toward any Candler degree.
- Academic work for which another degree or certificate has already been granted cannot be transferred and applied toward any Candler degree.
- Transfer credit will be reviewed only from schools accredited by the Association of Theological Schools.
- Transfer credit does not affect the Emory grade point average.
- Advanced standing with transfer credit for students enrolling in the MDiv program may be granted on a case-by-case basis.
basis according to the Association of Theological Schools guidelines.

**MDiv Transfer Credit**
In addition to the general guidelines listed above, the following guidelines apply for the transfer of credit into the MDiv program.

- A minimum grade of B, i.e., 3.0 on a scale of 4.0 (84 or above on a numerical scale), is required for transfer credit to the MDiv program.
- A maximum of twenty-six transfer credit hours may be granted toward the MDiv degree program, with the approval of the registrar.
- A maximum of twelve transfer credit hours may be applied toward the Common Courses.
- A maximum of 14 credit hours may be applied towards other course requirements excluding Common Courses, Contextual Education, the First Year Advising Group, and the Critical Reflection Colloquia.
- Specifically required courses, such as OT501, OT502, NT501, NT502, HT501, HT503, ST501, ES501, and P501 may not be completed at other Atlanta Theological Association institutions.
- Under special circumstances, international students may be granted transfer credit with the approval of the associate dean of faculty and academic affairs.
- Supervised field experience done at other seminaries ordinarily will not be granted transfer credit at Candler. The director of contextual education will, upon request of the student, consider exceptional cases. If transfer credit is granted for field experience, it is for elective credit only. Field experience will not satisfy the requirement for Candler’s Contextual Education program.

**MTS Transfer Credit**
In addition to the general guidelines listed above, the following guidelines apply for the transfer of credit into the MTS program.

- A maximum of seventeen transfer credit hours may be granted toward the MTS degree program, with the approval of the registrar.
- Only one transfer course per area may be applied to meet the requirements in Biblical Studies, History and Interpretation of Christianity, and Christianity and Culture.
- MDiv or Special Students who transfer to the MTS program may transfer up to twenty-six hours of course work completed satisfactorily toward the MTS program. In such a case, Contextual Education I and II credits will be counted as free elective credit.

**ThM Transfer Credit**
In addition to the general guidelines listed above, the following guidelines apply for the transfer of credit into the ThM program.

- A maximum of three semester hours (either one academic course or one-half unit of Clinical Pastoral Education) may be granted transfer credit toward the ThM degree program, with the approval of the director of general and advanced studies. Applications for CPE
credit must be reviewed as well by the director of contextual education.

**ThD Transfer Credit**
In addition to the general guidelines listed above, the following guidelines apply for the transfer of credit into the ThD program.

- ThD candidates may transfer a maximum of twelve semester hours from accredited institutions not related to the ATA, with the approval of their primary adviser, the ATA ThD program director, and Candler’s director of advanced studies.
- Students may transfer credit from accredited institutions outside the ATA with the approval of their adviser and the director of the program. Students must pay tuition and fees to the school where the work is done and must arrange for transcripts to be sent to Candler’s Office of Advanced Studies prior to the acceptance of course work for advanced credit.

**Undergraduate Course Work**
With the exception of modern language study, MDiv, MTS and ThM students who take a course at the undergraduate level through Emory College require additional work agreed upon by the student and instructor to meet graduate-level course requirements. Instructor permission is required for enrollment in the course. Refer to the Undergraduate Course Registration Request Form on the Candler Registrar’s website for additional information: http://www.candler.emory.edu/ACADEMIC/REGISTRAR/forms.cfm.

**University-Student Relationships**
The Board of Trustees of Emory University has adopted a statement of policy dealing with University-student relationships, a digest of which follows.

1. Emory University was founded on Christian principles by the Methodist Church and proudly continues its church relationship as an agency dedicated to seeking and imparting truth.
2. Emory University admits qualified students of any sex, sexual orientation, race, religion, color, national origin, age, disability, or veteran’s status to all of the rights, privileges, programs, and activities generally accorded or made available to students at Emory University. The University does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age, disability, or veteran’s status in administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, and other University-administered programs.
3. Attendance at Emory University is a privilege and not a right. However, no student will be dismissed except in accordance with prescribed procedures. Students applying for admission do so voluntarily and are free to withdraw at their pleasure, subject to compliance with the regulations of their school or college governing withdrawal and to the fulfillment of their financial obligations to the university.
4. Upon matriculation at Emory, each student agrees to be bound by the rules, policies, procedures, and administrative regulations existing at the time of admission and as may be changed by duly constituted authority.
5. By admission as a student at Emory University, a person acquires the right to pursue the course of study to which he or she is admitted, and to be treated with the dignity appropriate to an adult person in all matters relating to the university. In the same spirit,
the student shall comply with the rules and regulations of Emory University.

6. Students will be provided the opportunity to participate in the development of rules and procedures pertaining to university affairs to the extent that such participation and the results thereof, as determined by the board of trustees or its designated agent, are consistent with orderly processes and with the policies and administrative responsibilities of the board of trustees and the administration.

7. The university expects students to conduct themselves with dignity, courtesy, responsibility, and integrity, and with due respect for the rights of others, realizing that sobriety and morality are not only characteristics of a mature and responsible person, but are also essential to the maintenance of a free and orderly society.

8. Membership in and rules governing admission to student organizations shall be determined by the organizations themselves, and such rules are not required to be uniform so long as these rules do not contravene any policy established by the board of trustees.

Emory University is an educational institution, not a vehicle for political or social action. It endorses the right of dissent and protects and encourages reasonable exercise of this right by individuals within the university. Because the right of dissent is subject to abuse, the board of trustees and the president have published a statement to clarify policy concerning such abuse, a digest of which follows:

1. Individuals associated with Emory represent a variety of viewpoints. The University fosters the free expression and interchange of differing views through oral and written discourse and logical persuasion.

2. Dissent, to be acceptable, must be orderly and peaceful and represent constructive alternatives reasonably presented.

3. Coercion, threats, demands, obscenity, vulgarity, obstructionism, and violence are not acceptable.

4. Demonstrations, marches, sit-ins, or noisy protests that are designed or intended to or do disrupt normal institutional pursuits will not be permitted.

5. Classes and routine operations will not be suspended except for reasonable cause as determined by the president.

6. Administrators, faculty, staff, and students are expected to abide by these standards of conduct in promoting their views, particularly dissent.

7. Persons who disagree with these policies should not become associated with Emory nor continue to be associated with Emory.

8. Academic and administrative procedures will protect individuals in the right of free expression and provide for prompt and appropriate action against those individuals who abuse such right.

Waiting Lists

When a class reaches maximum enrollment, a waiting list will be generated and maintained by the Candler registrar. The instructor of a closed course will forward all student enrollment requests to the Candler registrar. The Candler registrar will add the students to the waiting list, maintain the list, and provide necessary follow-up communication to students if an opening in the course becomes available. Instructor permission to be overloaded into a closed class does not override the waiting list policy and will not be accepted.
FINANCIAL INFORMATION

Tuition and Fees

Application Fee
A nonrefundable fee of $50 made payable to Emory University is charged to process each application for admission.

Admission Deposit
A nonrefundable admission deposit of $100 is required of all students enrolling in degree programs or as special students. This deposit is required by May 1 for fall admission, May 1 for the summer term, December 1 for spring admission, or within three weeks of notification of admission to the program, in order to secure the student’s place in the class. The deposit will be posted as a credit to the Emory University student account; students who pay the deposit but fail to enroll will forfeit the deposit.

Tuition
Tuition and fees of $9,199 per semester include full-time instruction for a minimum of twelve semester hours in a normal program of study, use of required facilities and equipment, medical and health services, library services, and participation in student activities. The full tuition charge for theology students is less than one third of the actual cost to the University.

Tuition is $8,950 per semester. The mandatory University student activity fee (which partially funds the Student Government Association) is $89 per semester, and the mandatory University athletic/recreation fee (which includes use of the facilities and equipment of the physical education center) is $110 per semester. An additional $50 per semester is a mental health and counseling fee.
Part-time academic work (less than twelve semester hours) is $810 per semester hour plus fees.

Degree students may take appropriate courses in other divisions of the University, at Columbia Theological Seminary, at Erskine Theological Seminary, McAfee School of Theology, or at the Interdenominational Theological Center (ITC), without additional charge, as allowed by their degree programs.

**Administrative Fee**
A standard administrative fee of $100 is assessed in addition to the mandatory athletic, recreation, and mental health fees for any semester (excluding summer) in which an MDiv, MTS, or ThD student is formally enrolled in the degree program, but is not registered for credit hours through course work, clinical work, or doctoral project research.

**Audit Courses**
The charge for audit courses is the same as for credit courses. Courses audited may not be taken for credit by examination. Audit courses may not be changed to credit courses after the grading status deadline listed in the academic calendar. Audit course credits do not fulfill degree requirements and do not carry academic credits.

**Parking Fee**
All students operating automobiles, motorcycles, and scooters at Emory must register their vehicles with the Parking Office, 1945 Starvine Way. Vehicles must be registered separately for the summer term. Proof of ownership is required at the time of registration. For current parking fees (which can include a parking deck pass), contact the Parking Office at 404.727.7275.

**Penalty Fees**
Students who fail to register or pay tuition and fees by deadlines announced in the academic calendar are subject to a late payment fee of $50. Students who fail to apply for a degree by the deadline published in the academic calendar are subject to a late fee of $25.

**Withdrawal and Refunds**
No refund is provided to students who drop courses (but do not withdraw fully) after the last day for approved schedule changes noted in the academic calendar. Students who withdraw from their total schedule within the first five weeks of a semester are subject to an adjustment in tuition, fees, and if applicable, Candler scholarship. Adjustments will be made according to the Emory University refund schedule established by the Office of Student Financial Services in 100 Boisfeuillet Jones Center, 404.727.6095, www.emory.edu/studentfinancials/.

A refund will be issued for any credit remaining after appropriate adjustments.

Refunds for students who are federal (Title IV) financial aid recipients will be prorated in accordance with the Higher Education Amendments of 1992 and any related regulations.

Candler scholarships are prorated on the basis of the number of hours for which a student is enrolled. University policy stipulates that if a student drops any or all of his or her work after the last day indicated in the academic calendar, tuition, fees, scholarship, and loans are not adjusted and no refund is granted.

No refund is granted when a student is dismissed.

**Scholarships and Financial Aid**
The Office of Admissions and Financial Aid in the school of theology provides information and assistance to students concerning various forms of financial aid.
Such support includes Candler’s scholarship program, aid available through denominational sources and other agencies, and various loan and work programs.

United States citizens and eligible noncitizens who wish to be considered for financial assistance must submit the Free Application for Federal Student Aid (FAFSA) each year. The FAFSA application is available online at www.FAFSA.ed.gov and should be filed using Emory School Code 001564. International students who will study on student visas while enrolled at Candler are neither required nor eligible to complete these forms. U.S. tax return documents are also required. Deadline for receipt of these materials by Emory is March 1 for entering students and April 1 for returning students.

Financial aid is available during the academic year only to students enrolled in a degree program and is awarded for a maximum of six full-time semesters or eighty-four attempted hours for the MDiv degree, four full-time semesters or forty-eight attempted hours for the MTS degree, and two full-time semesters or twenty-four attempted hours for the ThM degree. Audit hours and accepted transfer hours are included in the attempted hours total. A student must be enrolled for a minimum of six hours in order to receive financial aid. Requests for aid to be applied for part-time enrollment must be approved in advance by the director of financial aid. Any student who enrolls for less than a full-time course load will have his or her financial aid award prorated accordingly. Candler scholarships and grants to joint-degree students are applicable only to those semesters in which the student is in residency in the school of theology.

Candler scholarships are typically not available during the summer term, but those who are eligible may apply for other summer financial aid, such as federal loans, through Emory University Financial Aid.

Candler offers direct financial assistance to students through the following scholarships based on merit and the availability of funds. Scholarship decisions are made only at the time a student enters the degree program and are renewable for additional years according to applicable scholarship stipulations. Candler scholarship decisions are final.

**Named Scholarships**

Candler’s scholarship program is funded through the school’s general budget. Scholarship income is derived from gifts, the Ministerial Education Fund of The United Methodist Church, and endowed funds.

**Leadership Candler**

Candler’s top named scholarships for Master of Divinity (MDiv) students are awarded through Leadership Candler, a scholarship event for the next generation of leaders for the church and world. Each year Candler brings together a distinguished group of prospective MDiv students from across the world who are active leaders within churches, on campuses, and across communities. We seek those who are ready to embark on the journey of a lifetime in theological education.

The event includes visits to classes, conversations with members of Candler’s faculty, and a campus tour, including time at Pitts Theology Library, one of North America’s premier theological libraries. Leadership Candler also includes interaction with current students and staff, group discussions, and interviews with scholarship committees. Scholarships conveyed through Leadership Candler may include Woodruff Fellowships, Pitts Scholarships, Garrett Scholarships, Honors...
Scholarships, and United Methodist Merit Scholarships (Frank, McDonald, Quenelle, and Wesley). Leadership Candler candidates must be admitted by January 15 and should also submit the Candler Scholarship application materials by January 15.

Robert W. Woodruff Fellowships in Theology and Ministry
These fellowships for incoming full-time MDiv students cover tuition and fees up to eighty-six credit hours (two full-time semesters for three academic years) and provide an additional $10,000 per year for related educational expenses. Renewal of the award for the second and third years requires full-time enrollment and maintenance of a cumulative grade point average of at least 3.30. Pitts Scholarships are awarded through Leadership Candler and are open to persons preparing for ministry in The United Methodist Church as deacons or elders. Qualified students must demonstrate promise for ministry as a deacon or elder, academic ability, and commitment to local congregations. To be eligible, students must have begun the candidacy process in The United Methodist Church (see page 58). Typically applicants will have a 3.50 minimum cumulative grade point average from an accredited undergraduate or graduate program.

To be considered for the Pitts Scholarship, applicants must be admitted to the MDiv program and have submitted the Candler Scholarship application by January 15. For further information and application forms, contact the Office of Admissions and Financial Aid at 404.727.6326.

Garrett Scholarships
The Sims Garrett Scholarships were established by Garrett, a 1933 graduate of Emory College, to support incoming full-time MDiv students preparing for pulpit ministries. These full-tuition awards are part of the Leadership Candler process and renewable upon maintenance of full-time enrollment and a minimum cumulative grade point average of 3.30. To be considered for the Garrett Scholarship applicants must be admitted to the MDiv program and have submitted the Candler Scholarship application by January 15. For further information, contact the Office of Admissions and Financial Aid at 404.727.6326.
Hardin Scholarships
The Hardin Scholarships were established by Mary Goss Hardin of Gadsden, Alabama, to support incoming full-time United Methodist MDiv students preparing for ordained ministry as elders in the North Alabama Conference. These full-tuition awards are renewable upon maintenance of full-time enrollment and a minimum cumulative grade point average of 3.30. Preference will be given to those who apply for admission and submit the Candler Scholarship application by March 1. Those who wish to be considered for this award as part of Leadership Candler should apply by January 15. For an application and further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

Quenelle Scholarships
The Quenelle Scholarships were established by Olive Quenelle of Johnson City, Tennessee, to support incoming full-time United Methodist MDiv students from the Holston Annual Conference who are preparing for pastoral ministry. These full-tuition awards are renewable upon maintenance of full-time enrollment and a minimum cumulative grade point average of 3.30. Preference will be given to those who apply for admission and submit the Candler Scholarship application by March 1. Those who wish to be considered for this award as part of Leadership Candler should apply by January 15. For an application and further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

Sherman Scholarships
The Sherman Scholarship Fund was established by Mr. and Mrs. Frank W. Sherman of Jacksonville, Florida. This fund provides full tuition scholarships to incoming United Methodist MDiv students preparing for pastoral ministry who demonstrate academic ability and commitment to a biblically based, evangelical ministry. Applicants must be under the care of a district or conference board of ordained ministry. Students who
qualify receive a Sherman Scholarship covering 100 percent of tuition (70 percent from the Sherman Endowment and 30 percent from other Candler funds), and contributions are encouraged from the student’s annual conference and from the student’s local church or district. A $1,500 contribution from the student’s conference and a $1,600 contribution from the student’s local church or district are encouraged. (United Methodist annual conference funds are typically limited to certified candidates for ministry.) Renewal of the Sherman Scholarship for the second and third years requires maintenance of a minimum cumulative grade point average of 3.0 and proof of progress in the candidacy process. Qualified students from the Florida conference are given preference for Sherman Scholarships, although qualified United Methodist students from all conferences are encouraged to apply. Preference will be given to those who apply for admission and submit the Candler Scholarship application by March 1. Those who wish to be considered for this award as part of Leadership Candler should apply by January 15. For an application and further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

McDonald Scholarships
Established by W. I. and Emma Jean McDonald of Tylertown, Mississippi, the McDonald Scholarship provides assistance to incoming full-time United Methodist MDiv students from Mississippi who are preparing for pastoral ministry and who demonstrate academic ability and commitment to a biblically based, evangelical ministry. This matching-funds scholarship provides support in a manner similar to the Sherman Scholarship, as outlined above. Renewal of the McDonald Scholarship for the second and third years requires maintenance of a minimum cumulative grade point average of 3.0 and proof of progress in the candidacy process. Preference will be given to those who apply for admission and submit the Candler Scholarship application by March 1. Those who wish to be considered for this award as part of Leadership Candler should apply by January 15. For an application and further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

Frank Scholarships
This scholarship was established in honor of Bishop Eugene M. and Wilma A. Frank. Qualified incoming full-time United Methodist MDiv students from Kansas and Missouri are given preference for the Frank Scholarship. This matching-funds scholarship provides support in a manner similar to the Sherman Scholarship, as outlined above. Renewal of the Frank Scholarship for the second and third years requires maintenance of a minimum cumulative grade point average of 3.0. Preference will be given to those who apply for admission and submit the Candler Scholarship application by March 1. Those who wish to be considered for this award as part of Leadership Candler should apply by January 15. For an application and further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

Wesley Scholarships
The Wesley Scholarship was established by James and Mary Wesley to support a full-time MDiv student preparing for pastoral ministry in The United Methodist Church. This full-tuition award is renewable upon maintenance of full-time enrollment and a 3.30 minimum cumulative grade point average. Preference will be given to those who apply for admission and submit the Candler Scholarship...
application by March 1. Those who wish to be considered for this award as part of Leadership Candler should apply by January 15. For more information, contact the Office of Admissions and Financial Aid at 404.727.6326.

**Gerkin Scholarship**
The Charles V. and Mary F. Gerkin Endowment for Graduate Study in Pastoral Theology was established by Gerkin, Frankin N. Parker Professor of Pastoral Theology, Emeritus, to provide a scholarship to an international doctoral student in the field of pastoral theology. Preference is for students from Africa, Asia, Latin America, the Middle East, or the Western Pacific. A separate application is not required. Awards will be made each summer for the following academic year.

**The Sherman Michael Anderson and Phyllis C. Roe Scholarship**
The Sherman Michael Anderson and Phyllis C. Roe Scholarship was established to support students with demonstrated financial need whose vocational interests include pastoral care and counseling. Preference goes to students demonstrating an interest in providing services to native populations in the United States, but other qualified doctor of theology students entering or in the class work phase of the program will be considered. A separate application is not required; awards will be made each summer for the following academic year.

**Miller Scholarship**
Established by Dr. and Mrs. Hal C. Miller, the Miller Scholarship provides a partial scholarship to a Candler graduate pursuing advanced study, typically in the ThM program. A separate application is not required. Preference will be given to applications for admission received by February 15.

### Additional Scholarships

#### Honors Scholarships
A limited number of full-tuition Honors Scholarships are available on a competitive basis to full-time students entering the MDiv program with a minimum grade point average of 3.50 from an accredited undergraduate or graduate program. Renewal of the awards for the second and third years at Candler requires full-time enrollment and maintenance of a cumulative grade point average of at least 3.30. Most Honors Scholarships will be awarded to Leadership Candler participants. Those interested must be admitted and have submitted the Candler Scholarship application by January 15. For further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

#### Dean’s Awards
These awards covering a portion of tuition are available on a competitive basis to full-time students entering the MDiv program with a minimum grade point average of 3.50 from an accredited undergraduate or graduate program. Renewal of the award for the second and third years at Candler requires full-time enrollment and maintenance of a cumulative grade point average of at least 3.30. For further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

#### Diversity Scholarships
Scholarships covering a portion of tuition are available on a competitive basis to full-time students entering the MDiv program whose presence in the school will promote diversity in the student body and in the ministry. Past community contributions and potential for ministerial leadership, as well as the academic capabilities of applicants, will be considered when reviewing applicants for awards. Renewal of the award for the second
and third years at Candler requires maintenance of a cumulative grade point average of at least 3.0. For further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

Christian Education Scholarship
The Christian Education Scholarship provides assistance to incoming full-time United Methodist students enrolled in the MDiv program and preparing for the vocation of Christian education. Renewal of the award for the second and third years at Candler requires maintenance of a cumulative grade point average of at least 3.0. For further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

Baptist Studies Scholarships
A limited number of scholarships are available to full-time Baptist students entering the MDiv program. Based on potential excellence in ministry, these awards are made possible by donations from Baptist individuals, churches, and organizations, as well as by matching funds from Candler. Most recipients of these scholarships are considered to be Cooperative Baptist Fellowship Leadership Scholars. Participation in this program is an additional requirement of the scholarship. Renewal of the award for the second and third years at Candler requires maintenance of a cumulative grade point average of at least 3.0. A separate application is not required. For further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

Candler Grants
Candler grants, which provide partial tuition assistance, are awarded to incoming MDiv students on the basis of merit. Renewal of the award for the second and third years at Candler requires maintenance of a cumulative grade point average of at least 3.0. A separate application is not required. For further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

International MDiv Scholarships
A limited number of scholarships are available to incoming MDiv students from countries outside the United States. Renewal of the award for the second and third years at Candler requires maintenance of a cumulative grade point average of at least 2.75. For further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

Master of Theological Studies Awards
Incoming full-time MTS students may receive awards ranging from $3,000 to full tuition and fees plus a $3,000 annual stipend. A separate application is not required. For further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

Master of Theology Scholarships
A limited number of scholarships are awarded to full-time international students in the ThM degree program. A separate application is not required. For further information, contact the Office of Admissions and Financial Aid at 404.727.6326.

Doctor of Theology Scholarships
Limited matching grants toward tuition are available to students enrolled in the ThD degree program. In addition, international students may be eligible for limited tuition scholarships. A separate application is not required. United States citizens and permanent residents who wish to be considered for federal financial aid should also file the Free Application for Federal Student Aid (FAFSA) by March 1. For further information, contact the Candler Office of Admissions and Financial Aid at 404.727.6326.
Scholarship Resources from Outside Agencies

Grants from United Methodist Annual Conferences
A portion of the Ministerial Education Fund of The United Methodist Church is used by annual conferences for direct scholarship aid to ministerial students. An application form may be obtained from the student’s annual conference board of ministry. (Some conference forms are available in the Candler Office of Admissions and Financial Aid.) This form must be resubmitted each year. Funds are awarded on the basis of information provided by the student in the application.

Other Scholarship Resources
Students are urged to explore scholarship sources beyond those of Candler School of Theology. In 2010–2011, Candler students received nearly $1 million from outside sources including local churches, annual conferences, and various other scholarship agencies. Numerous scholarship opportunities are available to United Methodist students through the General Board of Higher Education and Ministry of The United Methodist Church. A listing of outside scholarship opportunities is available. Students are encouraged to refer to it throughout the year for scholarship and grant opportunities. For additional information, contact the Candler Office of Admissions and Financial Aid at 404.727.6326.

Federal Financial Aid
Federal financial aid is administered by the Emory University Office of Financial Aid in 300 Boisfeuillet Jones Center. Students who file the Free Application for Federal Student Aid (FAFSA) will be considered for federal student loans. A student must be enrolled in a degree-seeking program for a minimum of six hours to qualify for federal financial aid. Students currently in default status for previous federal educational loans are not eligible for additional federal financial aid. For further information, contact the Emory University Office of Financial Aid, 300 Boisfeuillet Jones Center, Atlanta, Georgia 30322, 404.727.6039.

Additional Loan Resources
The Emory University Office of Financial Aid administers four Candler loan funds. The Charles C. Barton Loan Fund is available to MDiv, MTS, and ThM students. The Hattie Elizabeth Allison Endowed Loan Fund and the Irma Clark Goodson Memorial Loan Fund are available to United Methodist students preparing for pastoral ministry. The Robert W. and Bernice E. Lickfelt Loan Fund assists ministerial students preparing for full time service in the church. These loans have an interest rate of 4.42 percent and require a credit check and cosigner. To be considered, students must file the FAFSA and must meet high need criteria. For further information, contact the Emory University Office of Financial Aid, 404.727.6039. Loan assistance is also available from the United Methodist Student Loan Fund of the General Board of Higher Education and Ministry. For further information, contact the General Board of Higher Education and Ministry Office of Loans and Scholarships, 615.340.7346.

Veterans’ Benefits
For information on financial benefits available to veterans or their dependents, write or visit the Office of the Registrar, 100 Boisfeuillet Jones Center, Emory University, Atlanta, Georgia 30322.

Campus Employment
Many Candler School of Theology students work while in school. Many
positions provide valuable ministerial experience as well as economic support. While the theology school recognizes that resources and needs of individual students vary considerably, the school strongly recommends that no full-time student be employed more than twenty hours per week.

**Student Employment Services**

The Candler Office of Admissions and Financial Aid maintains a listing of on campus student positions available in the Candler community. In addition, the Emory University Office of Student Employment in 301 Boisfeuillet Jones Center provides listings of on campus student positions throughout the entire Emory community. Positions include research, community life, clerical, library, medical, laboratory, maintenance, and food service positions. For further information, contact the Candler Office of Admissions and Financial Aid at 404.727.6326 and the Emory University Office of Student Employment at 404.727.6039.

**Human Resources Division**

The Emory University Human Resources Division is at 1599 Clifton Road. This office maintains current listings of full- and part-time employment in all departments of the University. Positions may include medical, support services, clerical services, and administrative positions in a variety of settings. Current listings may be viewed on the website at www.emory.edu/HR/.

**Off-Campus Employment**

In addition to providing students assistance in locating on campus employment, the Candler Office of Admissions and Financial Aid maintains a listing of full- and part-time positions in churches and nonprofit agencies throughout the greater-Atlanta area. For further information, contact the Candler Office of Admissions and Financial Aid at 404.727.6326.

**United Methodist Student Appointments**

United Methodist students in the school of theology may serve as student pastors in the following conferences: North Georgia, Alabama-West Florida, North Alabama, and South Carolina. For appointments in the North Georgia Conference, students should complete the Teaching Parish application available from the Office of Admissions or the director of the Teaching Parish program. These applications are forwarded to the cabinet of the North Georgia Conference, and appointments are made through the regular annual conference appointment process. Normally, only those who are certified candidates for ordained United Methodist ministry will be considered for appointment. Due to immigration regulations limiting off-campus employment to an eighteen-month term of service, international students will not be considered for a student-pastor appointment in their first year of study. International students may be considered for appointment during their final eighteen months of study at Candler. For appointments in other conferences, students should contact the district superintendents and bishops of the students’ respective conferences. Students from other denominations should contact the appropriate officials for information on possible church staff openings. For additional information, contact P. Alice Rogers, director of the Teaching Parish Program, at 404.727.3006 or proge01@emory.edu.
Extensive resources for student life in the seminary and the University enhance theological education at Candler. The Office of Student Programming plans and coordinates the school’s student life programs and events. The office advises Candler’s chartered student organizations that comprise the Candler Coordinating Council (C3), as well as other student interest groups, and student publications. New student orientation programs, international student support, international study, and referrals for personal and vocational counseling are also functions of this office.

Student staff in the Office of Student Programming, known as Student Life Coordinators, facilitate the office’s mission, “to enhance and enrich the community, providing programs and services that support the academic mission of the school, nurture students as whole persons, celebrate diversity, and foster an ethos of hospitality, understanding and
respect within the Candler community.” Their work includes the coordination of opportunities for conversation, reflection, and relaxation in support of community enhancement and spiritual life. The director of student life and spiritual formation oversees planning and scheduling events, guest speakers, forums, and other aspects of student and community life.

The Candler Chronicle, a weekly electronic newsletter published by the Office of Student Programming, informs the Candler community of scheduled events and opportunities. For further information, contact the director of student life and spiritual formation at 404.727.4430.

Religious Opportunities

Worship and Spiritual Formation
Spiritual formation at Candler is nurtured through shared worship and through participation in diverse program offerings supporting spiritual life and growth. Worship at Candler centers the daily and weekly rhythms of our gathered community. In worship we are part of a larger, global community, which is both formative and expressive of Christian life, faith, and practice. Morning prayer, a quiet time of song and reflection is held Tuesday through Friday mornings before classes begin. Chapel worship, embodying many styles and traditions, is held on Tuesday and Thursday, and a Eucharist service is held each Friday. Evensong and Eucharist is celebrated on Wednesday evening. Candler students are also welcome at a variety of worship services coordinated by the Emory University Office of Religious Life, including University Worship services. For further information, contact Barbara Day Miller, associate dean of worship and music, at 404.727.6153.

The director of student life and spiritual formation coordinates an array of small groups and focused programs to enhance student spiritual life and development. These include group and individual retreats, spiritual direction, and opportunities to learn about various spiritual practices. Recent “spiritual learning” events have focused on worship and disability, contemplative practices, spirituality and the arts, spiritual direction, and spirituality and the body.

Students create and facilitate small groups for prayer, Lectio Divina, and Covenant Discipleship. A labyrinth walk is offered by request along with occasional workshops on this ancient form of meditation. There are also Contemplative Services every Thursday night from 5:30–6:30 p.m.

The Emma McAfee Cannon Prayer Chapel provides a quiet space for individual prayer and meditation and spiritual direction. Students and faculty also find spiritual nurture through informal gatherings and through programs initiated by student organizations. Relationships with faculty and staff, as well as with other students, also provide spiritual guidance and nurture.

Religious Programs of the University

The Office of the Dean of the Chapel and Religious Life is the center of religious life and programming for the Emory campus. Opportunities for worship, education, study, service, and community life reflect the religious diversity of the Emory student body.

University Worship, an ecumenical service led by the dean of the chapel and religious life, is held at 11:00 a.m. each Sunday in Cannon Chapel. The Whole Earth Choir and the Voices of Inner Strength Choir lead the choral life of these services. All Emory students, faculty, and staff are invited to join the choirs. Roman Catholic Mass is held at 9:00 a.m. and 6:00 p.m. each Sunday during the academic year, and an Episcopal Evensong and Eucharist
is held at 5:30 p.m. each Wednesday in Cannon Chapel. Shabbat services are held at 6:00 p.m. on Fridays at the Marcus Hillel Center. A Hindu Aarti is held at 6:00 p.m. on Fridays and Juma Prayers (Islamic) are offered at 1:45 p.m. on Fridays, also in Cannon Chapel. The Office of the Dean of the Chapel and Religious Life coordinates the work of the campus ministry staff, which is appointed by various denominations and faith traditions to serve Emory students. Among the campus ministers are representatives of United Methodist, Baptist, Jewish, Islamic, Hindu, Baha’i, Roman Catholic, Orthodox Christian, Episcopal, Presbyterian, and Lutheran traditions. Student religious organizations include Baha’i Club of Emory, the Baptist Student Union, Canterbury, Emory Christian Fellowship, Greek Orthodox, Hillel, Hindu Students Council, the Jewish Educational Alliance, Latter-Day Saints Student Association, Metropolitan Community Church, Muslim Student Association, Presbyterian Church in America, Reform Jewish Students Committee, Unitarian Universalist Association, and Wesley Fellowship. Interdenominational student groups include the Inter-Varsity Emory Christian Fellowship, Asian Christian Fellowship, and a Bible study sponsored by the Voices of Inner Strength Choir.

Through the Interreligious Council (a student group of representatives from campus religious organizations), several campuswide events have included a conference on world religions, a retreat on ways of praying, an annual Thanksgiving service, and an annual Holocaust memorial service. For more information, visit www.religiouslife.emory.edu.

Student Governance

The theology student body is self-governed by the Candler Coordinating Council (C3), composed of members elected by the student body, representatives selected by chartered organizations, and others appointed by the C3 president. Students serve on all standing committees of Candler School of Theology. In order to serve on these committees, students must be in good academic standing at the time of their nomination and during the period of their service. Serving on committees, while an important contribution to the life of Candler, should neither interfere with class attendance nor adversely affect academic work in other ways.

Candler Standing Committees

Admissions, Scholarship, and Honors Committee

This committee is concerned with policy and administration in matters of student admission and financial aid for the MDiv, MTS, ThM, and Special Student programs. It reviews and proposes policies concerning admissions and scholarships, and oversees the honors and awards programs. Members of the committee read and evaluate applications for admission and evaluate applicants for Leadership Candler.

Affirmative Action Committee

As a part of Emory University’s Affirmative Action program, this committee provides leadership on matters related to minorities and women. It reviews all faculty hires for procedure.

Contextual Education Committee

This committee sets policy and develops the contextual education program in consultation with the program directors. The contextual program includes Contextual Education, contextual electives such as internships, and Clinical Pastoral Education. The committee also oversees and reviews the program, including the selection of sites and supervisors, guides
student progress in the program, serves in an advisory capacity to the directors of contextual education, and hears grievances from students, faculty, and supervisors concerning contextual programs.

Curriculum and Policy Committee
This committee is responsible for the general and comprehensive review of the academic programs of the school including the MDiv, MTS, and ThM programs and all certificate programs. It evaluates and, when indicated, proposes revisions to the curriculum. It is concerned with the constant improvement of educational practices in both classroom and clinical contexts. The committee, on behalf of the faculty, also considers and approves all proposals for new courses upon recommendation by the area chairs.

Development Committee
This committee is charged to assist in building external support for Candler by advising the Development Office, to follow the activities of the Development Office, and to render assistance and advice to the associate dean of development and external relations as requested.

International Studies Committee
This committee coordinates strategic planning for internationalization at Candler. Working closely with other committees and staff, ISC develops long-term policies and planning for international initiatives at Candler. ISC is the home for external grant proposals that relate to internationalization, including faculty and curricular development. New proposals for international initiatives and programming are presented at the ISC for review and comment.

Library, Media, and Technology Committee
This committee functions in an advisory capacity to the director of Pitts Theology Library, especially with regard to the development of policy, the allocation of resources, and general oversight of Candler’s digital and electronic resources. It also provides oversight of the Media Center and other media and information technology functions related to the work of the school.

Personnel and Academic Policy Committee
This committee consists of the chairs of the four areas, three at-large faculty members, and three student representatives, including the president of the Candler Coordinating Council. The seven faculty members serve two-year terms. Ex officio members are the associate dean of faculty and academic affairs and the director of the Graduate Division of Religion. The dean of the theology school chairs the committee, which serves as an executive committee for Candler. The committee regularly reviews faculty needs and advises the dean in all personnel matters, including appointment, promotion, and tenure.

Worship Committee
This committee has general oversight of Candler’s worship and makes policy decisions concerning worship. As on other standing committees, the worship committee has student representation.

Student Organizations
Student organizations at Candler include:

African Methodist Episcopal Connection
The African Methodist Episcopal (AME) Connection seeks to provide educational support, networking, spiritual well-being, and a sense of community for students who are members of the African Methodist Episcopal Church. The Connection’s purpose is to encourage Christian witness at Candler School of Theology by challenging people to recognize the presence of God, through
Jesus Christ our Lord. In order to achieve this mission, the Connection strives to:

provide opportunities for Christian fellowship in an environment that seeks to encourage growth and discipleship;
encourage students, faculty, and administration to analyze their values and ethical beliefs from a Christian perspective;
provide a connecting link between local African Methodist Episcopal churches and students; develop ways of working together ecumenically with other campus organizations.

Candler African Theological Student Association (CATSA)
CATSA is concerned with the promotion and facilitation of the study of African theologies and cultures. In collaboration with other groups such as the Candler Black Student Caucus and Candler International Student Association, CATSA seeks to foster a sense of fellowship and encourage interaction among African, black (i.e., African Diasporan) and Candler’s diverse student body, staff, and faculty, while also attending to the particular needs of African students. CATSA celebrates the gift and blessing of cultural and religious differences among all persons. CATSA is committed to increasing awareness among Candler and Emory University students of African and international concerns and themes. CATSA believes that the liberation of Africa is bound with the welfare of the world.

Candler Baptist Community
The Candler Baptist Community is a student-led organization that gathers regularly for fellowship and support. The CBC consists of students from several Baptist denominations, and it encourages dialogue among all who share in the Baptist heritage. Periodic luncheons provide an opportunity for conversation and sharing. The purpose of the CBC is fourfold: (1) to provide support for Baptist students preparing for ministry; (2) to provide opportunities for networking and job placement in cooperation with the Baptist Studies Program; (3) to raise awareness of issues of importance that effect Baptist students at Candler; (4) to promote theological education that is enriched and enlivened through ecumenical dialogue and relationships.

Candler Black Student Caucus
The Candler Black Student Caucus was established to sustain and enhance African American identity, awareness, and cohesiveness on the Emory campus and at the Candler School of Theology. The Black Student Caucus serves as a support group for African American students and as a context for the study of issues facing African American ministry. Through interest groups such as Sistah Circle and Brother/Man, the Black Student Caucus seeks to foster better communication between all persons through dialogue that promotes respect for and understanding of cultural and religious differences, and the needs relevant to those differences. The Voices of Imani provides the Candler community with a magnificent blend of gospel and contemporary music. Black Student Caucus is open to all.

Candler Children’s Initiative
Candler Children’s Initiative is a group concerned with the state of the world’s children that desires to promote awareness, justice, and mercy for those who truly are among the least. Its desire is to enable the faith community to move beyond the overwhelming nature of the statistics into actions that will affect change on both personal and institutional levels.

Candler Evangelical Society (CES)
The Candler Evangelical Society is an interdenominational organization whose purpose is to minister to, sup-
port, educate, and reach out to the larger Candler community. CES believes the Bible shapes, expresses, and evokes a transformative faith, which is supreme faith in and patterned after Jesus Christ, especially God’s redemptive activity in Jesus’ crucifixion and resurrection. CES seeks to explore the richness of the Christian heritage, paying special attention to traditions of the evangelical faith culture. Participants in CES seek to grow spiritually and theologically through an open and appreciative encounter with the broad range of theological positions and concerns found within the Candler community.

**Candler Women**
Candler Women seeks to provide community support and advocacy for women. Candler Women also plans and participates in worship services for women, in Women’s Week activities, and in Women’s History Month, and it promotes the Women’s Program in Theology and Ministry. Candler Women cosponsors events with other Candler groups that minister to the whole Candler community and/or support issues of reconciliation and justice. Membership is open to all who are associated with Candler.

**Creation Keepers**
Candler Creation Keepers offers community for students who want to explore their devotion to God as expressed through Creation care. This group is responsible for maintaining Candler’s Educational Garden. Creation Keepers plan and lead several events as part of Emory’s Earth Month celebrations, including outdoor worship services, a preaching pageant, and an alternative transportation breakfast that aims to provide sustainably grown and justly traded coffee and food for students who
travel to Emory via bike, bus, carpool, or any means alternative to single-passenger car. Creation Keepers enjoy fellowship over meals made from locally produced foods and work to promote greater ecological awareness at Candler and in local congregations.

**Emory Korean Graduate Student Association**
Emory Korean Graduate Student Association contributes to the Candler and Emory communities by enriching students’ multicultural, social, and academic experiences. Networking and shared interests in Korean/Korean American ethnicity are supported through this organization.

**Family Link**
Candler Family Link is a student organization that deals with the challenges and opportunities of family life in relation to Candler. Balancing academia, work, and family responsibilities can be a difficult transition for students and their families. This support group offers a way to relieve stress through discussion, practical advice and tips, a voice for families inside Candler, as well as family events. We celebrate the diverse forms of family—including but not limited to married couples, those in committed relationships, students with children, students with responsibilities to care for parents or extended family members, etc.

**Graduate Senate**
The Graduate Senate is composed of representatives from all of Emory’s graduate and professional schools. The group, which meets monthly, deals with issues of graduate student life, academic and interdisciplinary concerns, and facilities, services, and housing matters. The Graduate Senate sponsors periodic social mixers for all graduate and professional students.

**Order of St. Luke**
The Order of St. Luke is an ecumenical religious order in The United Methodist Church whose members vow to live the sacramental life and to carry out liturgical scholarship, education, and practice. Along with the Office of Worship, the Order of St. Luke leads Morning Prayer and provides leadership for worship services. Along with the Office of Student Programming, the Order provides for special activities that relate to sacraments and liturgy. The Order meets twice a month to worship together and help in the spiritual formation of its members and friends.

**Sacred Worth**
Sacred Worth is organized to support the diverse expressions of human love and sexuality among all of God’s children and is committed to acts of justice, education, conversation, and celebration with Candler, Emory University, and the larger community. Sacred Worth hopes to be a prophetic voice challenging institutional practices and personal attitudes that limit the diversity of human sexuality. Sacred Worth welcomes all people, regardless of race, color, national origin, religion, sexual or gender orientation, age, or disability. Sacred Worth supports the full recognition of lesbian, gay, bisexual, transgendered, and heterosexual persons who feel called to lay or ordained ministry. Sacred Worth seeks to make the community a safer, more loving, and respectful place for all people, regardless of sexual or gender orientation.

**Social Concerns Network**
The Social Concerns Network (SCN) seeks to support, coordinate, and nurture social actions and activism that emerge from our faith commitments. It promotes the living out of theology in an effort to question and transform political, economic, and social structures in society and the world. Recent activities
include participation in protests, letter-writing campaigns, prayer and worship services, a workshop on how to nurture a green university, and direct activism on campus. Group discussions have focused on diverse topics ranging from homeless youth to political involvement in the presidential election to unionization. In general, the people of SCN strive to support justice issues within the Candler community wherever they emerge.

Young Adult Seminarians Network (YASN)
YASN is a network of United Methodist seminarians ages 35 and under and those concerned with the issues of those 35 and under who seek to support one another in their faith journeys; be bold advocates for social justice; have an active voice and role within The United Methodist Church; help people in discerning their vocation; support persons involved in the candidacy process; provide a safe community in which issues relating to ministry as young adults can be addressed; and connect with young adult seminarians across Atlanta and the United States.

Newly emerging student groups include the Candler Creation Keepers, Unitarian Universalist Students and Friends, The Brothers (peer support for men of color), the Candler Mustache Society (focused on domestic violence), and the Candler Society for Multiracial Congregations. There are also a variety of small groups, and members of various denominations meet for fellowship and discussion.

International Student Support Programs
The Office of Student Programming provides a number of programs to support international students at Candler. These programs include enhancement of the English for Speakers of Other Languages offerings, a trained staff of writing tutors, orientation and acclimation sessions, personal and vocational mentoring, and social gatherings. All international students are encouraged to participate in these offerings. For further information contact the director of student life and spiritual formation at 404.727.4430.

University Activities and Organizations
School of theology students are welcome to participate in University organizations and activities, including the Student Government Association, the Graduate Senate, and special interests groups such as the Volunteer Emory, Outdoor Emory, and the Black Student Alliance. In addition to these organizations, there are numerous instrumental and choral ensembles, theater groups, dance troupes, and athletic organizations in which to participate. For a more complete list of student organizations, see the Emory Campus Life Handbook or contact the Office of Campus Life at 404.727.6169 or visit www.campuslife.emory.edu.

Guest Speaker Policy
Student organizations, program directors, faculty and staff members, and other members of the Candler community will adhere to these policies and guidelines when developing programs involving speakers from outside the Candler community. These policies and guidelines assume simultaneous review and following of the procedures for external publicity, if such publicity will be undertaken.

Candler upholds the principle of academic freedom and supports the active exchange of ideas within the community. At the same time, the school expects respect and civility of expression for all speakers and those in attendance, whether members of, or visitors to, our community. For further guidance regarding controversial speakers, please refer to the Emory University Speaker Policy and

For all events involving outside speakers, significant time is required for appropriate planning. These steps are expected:

1. Student organizations should discuss their ideas and plans regarding events and speakers with their faculty adviser and/or the director of student life and spiritual formation, several months in advance.

2. Preliminary inquiries to speakers should include questions regarding expected honoraria and expenses.

3. All sponsoring groups, whether student organizations or units of the school, must ensure that full funding is available for the program, including the speaker’s expenses, honorarium, and any other costs.

4. If funding is being provided by groups or individuals other than the primary sponsoring organization (whether units of Candler, Emory, or outside supporters), letters of commitment, detailing the amount of funds to be provided, must be submitted. Students must submit a comprehensive plan including this information to the director of student life and spiritual formation before contracts are completed.

5. Complete financial documents and contracts must be approved by Dean Jan Love and the director of finance and administration, Brad Jones, before the contract is finalized, for honorarium or payment of more than $300 paid by student organizations, or more than $1,500 paid through other accounts. Please submit these materials to the director of student life and spiritual formation and allow two weeks for review.

   Student organizations, via the organizational treasurer, must first submit all required documentation to the Candler Coordinating Council treasurer to ascertain that sufficient funds are available within the appropriate budget lines and to make adjustments according to the process approved by the Emory University Student Government Association.

6. Students organizations must submit biographical information (curriculum vitae, resume, or detailed online information) to the director of student life and spiritual formation, before the contract is finalized. Please allow two weeks for review.

7. All contract arrangements must be made using the approved Emory University or Student Government Association contracts. Student organizations may contact the C3 treasurer for more information.

8. Appropriate room reservations must be made, using the approved procedures and including the required signatures.

9. External publicity procedures must be followed for any publicity beyond the Candler community. This information is available from the director of communications. Please note time requirements.

10. Internal publicity is the responsibility of the sponsoring group. Electronic postings are the primary means of communication. All event notices should be submitted to the Candler Chronicle and posted on Theology Announcements on Learnlink. Flyers or small posters may be posted on the appropriate bulletin boards in the Candler facilities. Questions regarding other means of internal publicity should be directed to the director of student life and spiritual formation.

**Leadership Development**

Students may apply for partial funding for professional conferences and educational events not sponsored by
Candler School of Theology or Emory University. Applications are evaluated to determine how participation in the event will enhance the student’s academic progress and potential leadership in ministry as well as fulfill Candler’s mission statement. Complete guidelines and applications are available in the Office of Student Programming.

Music at Candler

The diverse music groups at Candler provide leadership in many styles for weekly chapel services. The Candler Chorale, open to all members of the community, rehearses and sings weekly, and is available for credit. The Candler Singers, an auditioned choir, sings weekly in chapel and represents Candler at events in the city and beyond, with concerts and brief tours. The Voices of Imani, a student-led gospel choir, rehearses weekly and sings in chapel several times each semester. KAIROS band and ensemble explores a variety of contemporary genres. Students are encouraged to volunteer their gifts as instrumentalists, soloists, and liturgical dancers, either individually or in small ensembles. The larger Emory University choirs, orchestra, and wind and percussion ensembles also are open to Candler students. For further information, contact Barbara Day Miller, assistant dean of worship and music, at bdaymil@emory.edu.

Counseling Services

The Emory Student Counseling Center provides consultation and workshops, direct psychotherapy and counseling, and referral services free of charge to regularly enrolled, fully registered Emory students. Students referred to other counselors by the Student Counseling Center may be covered by student health insurance. Appointments can be made at the center, 217 Cox Hall, from 8:30 a.m. to 5:00 p.m., Monday through Friday, or by
emary Helpline is a telephone counseling and referral service providing anonymous peer counseling and confidential support to members of the Emory Community. Helpline volunteers undergo extensive and intensive paraprofessional training prior to commencement of work on the telephone lines. To reach the Helpline, 404.727.HELP (4357), open seven nights a week; 9:00 p.m. to 12:00 a.m.

Pastoral counseling is available at the Care and Counseling Center of Georgia (CCCG) at 1814 Clairmont Road (404.636.1457). CCCG operates on a sliding scale fee basis in relation to income. A list of additional counseling resources is available from the director of student life and spiritual formation at 404.727.4430.

Emory University Student Health Services

Emory University Student Health Services (EUSHS) provides outpatient care for enrolled Emory students with a valid Emory ID card. Spouses, qualified domestic partners, and unmarried children over twelve years of age are also eligible for primary medical care by appointment on a fee-for-service basis. EUSHS is located at 1525 Clifton Road (first and second floors). For more detailed information, visit our website at www.studenthealth.emory.edu.

Hours
During fall and spring semesters, Student Health Services is open Monday–Thursday, 8:00 a.m. to 6:00 p.m., and Fridays, 8:00 a.m. to 5:00 p.m. There is a Saturday clinic for urgent medical problems and concerns from 9:00 a.m. to 1:00 p.m. During summer session and winter and spring breaks, EUSHS is open weekdays only from 8:30 a.m. to 5:00 p.m. To schedule appointments, students should call 404.727.7551 (press 1) or use the online scheduling system at www.studenthealth.emory.edu.

Medical and Health Education Services
EUSHS offers the following services to enrolled Emory students: primary health care, gynecology, family planning and colposcopy, dermatology and sports medicine specialty clinics, psychiatry, allergy injections, immunizations, international travel clinic, laboratory testing, physical examinations, referrals to specialists, nutrition counseling and education, substance abuse counseling and referrals, anonymous HIV testing, sexual health counseling, and health education/promotion programs and presentations.

Emergencies and After Hours Care
EUSHS is not an emergency facility. For life threatening emergencies, please call 911 or the Emory Police at 404.727.6111 or 7.6111 (direct dial on campus) for assistance in obtaining emergency help rapidly. Students needing to speak to the on-call physician after-hours about an urgent medical problem or concern should call 404.727.7551 (press 0) to have the paging operator page the on-call physician. The Emory University Hospital Emergency Room can be reached by calling 404.712.7100.

Fees
Emory tuition covers primary care office visits provided by Student Health Services health care providers. Charges for the following services are not covered by tuition and must be paid for by the student: hospitalization and emergency room care, medical procedures, consultations with non-EUSHS specialist physicians, laboratory tests and X-rays, medications and medical supplies, injections (including allergy shots), physical examinations, anonymous HIV testing and travel consultations. Payment is due at the time of service. Cash, checks, EmoryCard, Visa, and Mastercard are accepted. Student Health Services will
file insurance claims to a student’s insurance plan. However, students are primarily and completely responsible for all fees incurred, regardless of insurance coverage.

Mandatory Health Insurance
All new and continuing degree-seeking and all international Emory University students are required to have health insurance. Under this requirement, students must either purchase the Emory University Student Health Insurance Plan offered by Aetna Student Health or provide documentation of enrollment in a comparable United States-domiciled plan. Each fall semester, new and continuing degree-seeking students and all international students will have a “To Do” on their OPUS account from mid-April requiring them to complete the waiver process online by the start of fall classes. If a new or continuing fall semester student has not waived out of the Emory Student Health Insurance Plan by July 1, he or she will be billed by Emory Student Financial Services for the Emory/Aetna plan. However, the student may still complete the waiver process online prior to the start of fall classes and the charge will be reversed.

New students entering in spring or summer semesters will complete the online enrollment/waiver process prior to the start of classes. These midyear admits will also join all continuing students in completing the process for the next fall.

International students, regardless of nonimmigrant visa type, must provide evidence of medical insurance coverage for one year when registering for the fall semester. Students on a J visa must also ensure that any alternate plan meets the requirements of the U.S. Department of State, including coverage for accompanying dependents. International students who wish to maintain insurance with another insurance company should note that the company must be domiciled within the United States, and must provide coverage for evacuation and repatriation. More information specific to international students is available at the International Student and Scholar Programs website: www.emory.edu/ISSP/students/prearrival/newsletter/expenses/insurance.html.

In 2010–2011, the cost of the annual student health insurance policy was $2,160. Coverage for a spouse/domestic partner and a child or children is available. For more information about the Emory University Student Health Insurance Plan, visit www.aetnastudenthealth.com, choose “Find Your School” and enter Emory University, or contact the Emory University Student Health Insurance Office at 404.727.7560 or mandatoryinsurance@listserv.cc.emory.edu.

Career Center
The Career Center offers a wide range of services to assist students in clarifying and integrating personal and academic goals with career ambitions. Services include career counseling, seminars, workshops, reference resources, listings of full-time employment opportunities and internships, and on-campus recruitment. Services and resources are available free of charge to all students of Emory University. A Career Center liaison serves the Candler community in cooperation with the director of student life and spiritual formation, providing programs and information relevant to theological students. With the exception of on-campus recruitment, recent alumni who have graduated from Emory for up to one year may use all services without charge. There is a minimal fee for credential services (establishing and mailing of dossier and preprofessional files). For further information, contact the Career Center at 404.727.6211.
Transportation
The Metropolitan Atlanta Rapid Transit Authority connects Emory to all parts of the city. A one-way MARTA pass costs $2 for a single trip, $17 weekly, and $68 monthly. With your current school ID, MARTA offers a University Pass (U-Pass). This monthly TransCard offers unlimited bus and rail access with discounted fares for students ($49) and faculty/staff ($60). Emory shuttle buses, which run regularly between campus and University Apartments, are free to residents of those housing complexes and to others for most purposes.

Vehicles on Campus
Registration
Students operating automobiles, motorcycles, and scooters at Emory must register their vehicles with the Parking Office, 1945 Starvine Way, immediately after arrival on campus or as soon as the vehicle is acquired. Proof of ownership is required at registration. Automobiles, motorcycles, or scooters operated by students on campus must be registered. For parking registration information visit www.transportation.emory.edu.

Parking and Traffic Regulations
University regulations, strictly enforced in housing areas and on campus, are specified in a regulation booklet furnished at the time of vehicle registration. Persons with vehicles on campus are expected to know and abide by these regulations. Failure to do so may result in fines and/or removal of vehicles from campus. For more information, contact the Parking Office, 1945 Starvine Way, at 404.727.7275; or visit the website at www.transportation.emory.edu.

Athletics at Emory
In 1986 Emory formed the University Athletic Association with seven other urban research universities. Competing within NCAA Division III, Emory offers intercollegiate teams for men and women in cross country, swimming and diving, tennis, track and field, basketball, and soccer, as well as golf and baseball for men and softball and volleyball for women. Club sports provide additional competitive opportunities. These teams include crew, rugby, ultimate frisbee, ice hockey, lacrosse, racquetball, and rowing.

The George W. Woodruff Physical Education Center
This modern, spacious facility for athletics enhances Emory’s campus and community life. The center includes a fifty-meter pool, four basketball courts, two Nautilus weight circuits, racquetball and squash courts, and a dance and combatives studio. The facility overlooks a soccer field and a four-hundred-meter, eight-lane track. Seven lighted rooftop tennis courts and six tennis courts adjacent to the center are used year-round. The Emory recreation program offers noncredit classes for six-week sessions in activities such as exercise, aerobics, fitness, racquetball, jazz-exercise, swimming, and weight training.

Statement of Racial Inclusivity
Candler School of Theology is committed to racial equality in all aspects of its community and academic life.

We affirm the dignity and worth of all persons of all races as created in the image of God.

We affirm the value of cultural diversity as represented both within and between racial groups.

We encourage the full and equal participation of all racial groups in the total life and mission of Candler through advocacy and by reviewing and monitoring the practices of the entire institution
to ensure racial inclusiveness.

Adapted from *The Book of Discipline of The United Methodist Church* and adopted by the faculty of Candler School of Theology.

**Inclusive Language Covenant**

The faculty of Candler School of Theology has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

**Preamble**

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The Candler faculty commits itself—through continued discussion, reflection, and exploration—to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in partnership with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. The following Guidelines for Implementation of this Inclusive Language Covenant represent neither simply suggestions nor strictly law, but express what we believe. We expect all members of the community to address issues of diversity constructively.

**Statement**

All human beings, male and female alike, are created equally in the image of God. Through sin this image is damaged, resulting in a loss of wholeness and broken patterns of relations. But God’s redemption calls us out of patterns of brokenness into unity with Christ and equality with each other. God’s purpose in creation and God’s grace in Christ are all-inclusive. This inclusiveness in creation and redemption needs to be expressed in our language. Moreover, the spirit of the new creation empowers every believer to be free for creative involvement in the life of the community.

A full and mutual participation in the ministry of the church and to the world at large is equally open to women and men of diverse backgrounds. Where language barriers prevent inclusiveness, divinity does not come to full expression, and God’s relationship with humanity is impaired, as the community of faith fails to be responsive to the wholeness of salvation, and the church falls short of being the people of God.

We believe that restricting the imagery of language for God and humankind to one gender, color, or condition violates the nature and intention of God’s relation to human beings by using the power of language for alienation. Language conventions—idioms, symbols, metaphors, and clichés—are powerful means both to point to the mystery of the divine reality and to control human relations. The way we speak reveals our attitude toward God and other human beings. Language not only forms attitudes but also informs actions. The faculty seeks a language of participation that incorporates and unites rather than a language of domination that alienates and separates. We respect individual rights to freedom of speech, to academic freedom, and to personal conscience and experience. We also believe that we are called to respond publicly to the reconciling words of Christ and
therefore to express the uniting power of the gospel.

The mission of Candler School of Theology is to educate “faithful and creative leaders for the church’s ministries in the world.” We are “committed to a community of faith and learning inclusive of women and men who are diverse in ethnic, economic, social, and national backgrounds.” We believe that we enhance such a community when we reject negative stereotypes that discriminate against people of different genders, races, cultures, abilities, or sexual orientation. We uphold the principle of inclusiveness by seeking to express the equality of all human beings in all areas of the school’s work and life.

Guidelines for Implementation
We commit ourselves to use inclusive language in all areas of public discourse, such as classroom, publications, worship, and administration. This includes our classroom lectures, discussions, handouts, and other materials (except when quoting historical texts), as well as official communications of the school and internal office communications. We invite students to join our covenant by using inclusive language in all written and oral presentations, including sermons.

We also commit ourselves and invite students to use inclusive language in worship events or other public functions of the school. The worship of the school is a public event for the preaching of the word and the administration of the sacraments. By reading Scripture, interpreting Scripture, and engaging in liturgy, the community of faith addresses its theology to the present situation. In the worship of the community, Scripture is recognized as the historic witness to the faith and becomes the living word of transformation. The way we worship expresses who we are and how God works among us and through us in the world. Inclusive language helps us frame this public reading and proclamation. We need to explore ways to enrich traditional language so as to protect it from exclusive patterns of interpretation and inference.
At the annual honors day and celebration of gifts held near the end of the spring semester, Candler recognizes the many students who support the Candler community as volunteers and leaders. The following awards are presented to recognize outstanding student achievement.

**Award for Academic Excellence**
This award is given to the MDiv senior who, in the opinion of the faculty, has achieved the highest academic excellence.

**Boone M. Bowen Award**
This award is given to the senior with the best record in biblical Hebrew.

**Berta Radford and James T. Laney Sr. Award**
This award was established by the Office of Contextual Education and presented to a rising third-year MDiv student who is recognized for abilities that exemplify the values and commitments of the theological praxis as identified by H. Richard Niebuhr.

**Community Service Award**
This award is presented to the graduating student who has given outstanding service to the Candler community.

**Chad Davis Memorial Award**
This award was established by Dr. Sara Mandell in memory of The Rev. James Chadwick Davis, a 1959 graduate of the Candler School of Theology. This award is given to the student who has done well in Old or New Testament courses.

**Fellowship Seminarian Award**
Presented to the United Methodist senior who displays outstanding leadership in worship and arts.

**Ruth Sewell Flowers Award**
This award was given by Genevieve S. Shatford in memory of her sister. The award goes to the senior who has shown marked growth in ministerial qualifications during the three years in the school of theology.

**Nolan B. Harmon Award**
This award is given to the second-year student who has shown marked growth during the two years in the school of theology.

**The Hoyt Hickman Award of the Order of St. Luke**
This award honors Hoyt L. Hickman, OSL, who guided the worship reforms of The United Methodist Church for more than twenty-five years. It is presented to a senior who has made a significant contribution to the worship and prayer life of the school of theology through acts of liturgical leadership and pastoral care.

**G. Ray Jordan Award**
This award is presented to the senior who shows unusual promise of usefulness in ministry and who demonstrates excellence in integrating academic study with constructive leadership and service.

**Mary Katherine (Myki) Mobley Memorial Award**
This award is given to an MTS student who demonstrates both academic excellence and significant social concern.

**MTS Honors Award**
This award is given to the MTS senior who, in the opinion of the faculty, has achieved the highest academic excellence.

**Russell E. Richey Award**
This award was established by Candler Dean Russell E. Richey and is presented...
to a Candler student who has demonstrated excellence in Wesleyan studies.

**John W. Rustin Award**
This award was established by the Kiwanis Club of Druid Hills. The award is given to the student who, in the opinion of the faculty, best exhibits the capacity for prophetic preaching.

**John D. and Alice Slay Award**
This award is given to a second-year student who exhibits promise for pastoral ministry through outstanding academic performance and achievement.

**Charles O. Smith Jr. Scholarship**
This award is presented to a rising senior who shows exceptional promise of service in ministry in the Baptist tradition.

**John Owen Smith Award**
This award was established by Bishop and Mrs. Smith in memory of their grandson, John Katzenmeyer. The award is presented to the senior who, in the opinion of the faculty, is best able to communicate faithfully and imaginatively the gospel through preaching.

**Claude H. Thompson Award**
This award was established by the 1971 senior class. The award is given to a student who demonstrates concern that the gospel of Christ come to concrete expression in the lives of men and women through acts of justice and reconciliation.

**United Methodist First Career Seminary Award**
This award is given to a United Methodist student for whom parish ministry will be a first career and who has demonstrated outstanding scholarship and leadership. Award guidelines are determined by the General Board of Higher Education and ministry of The United Methodist Church.

**United Methodist Seminary Awards**
These awards are given to second-year, full-time, degree-seeking United Methodist students who exhibit unusual promise of usefulness in the local parish and who demonstrate outstanding scholarship and leadership ability. Award guidelines are determined by the General Board of Higher Education and ministry of The United Methodist Church.

**United Methodist Foundation for Christian Higher Education Award**
These awards are presented to United Methodist juniors, middlers, and seniors who have demonstrated outstanding scholarship and leadership ability. Award guidelines are determined by the General Board of Higher Education and ministry of The United Methodist Church.

**Who’s Who in American Universities and Colleges**
This honor recognizes students who have made impressive contributions to the quality of life and education through service, leadership, scholarship, and character.
## Total Enrollment Summary, Fall 2010

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Divinity</td>
<td>358</td>
<td>(166 men, 192 women)</td>
</tr>
<tr>
<td>Master of Theological Studies</td>
<td>67</td>
<td>(38 men, 29 women)</td>
</tr>
<tr>
<td>Master of Theology</td>
<td>16</td>
<td>(13 men, 3 women)</td>
</tr>
<tr>
<td>Doctor of Theology</td>
<td>14</td>
<td>(3 men, 11 women)</td>
</tr>
<tr>
<td>Special Students</td>
<td>14</td>
<td>(6 men, 8 women)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>469</strong></td>
<td><strong>(226 men, 243 women)</strong></td>
</tr>
</tbody>
</table>

## Denominations and Religions Represented in the Candler Student Body, 2010–2011

- African Methodist Episcopal
- African Methodist Episcopal Zion
- American Baptist Churches, USA
- Anglican
- Assemblies of God
- Baptist
- Baptist Missionary Association of America
- Catholic
- Christian Methodist Episcopal
- Christian Reformed Church
- Christian Scientist
- Christian Church (Disciples of Christ)
- Church of Christ
- Church of God in Christ
- Church of the Nazarene
- Churches of God
- Churches of God (Anderson, IN)
- Churches of God (Cleveland, TN)
- Cooperative Baptist Fellowship
- Cumberland Presbyterian Church
- Eastern Orthodox
- Episcopal Church
- Evangelical Lutheran-American
- Evangelical Presbyterian Church
- Full Gospel Baptist
- Korean Evangelical Holiness
- Lutheran
- Mennonite Church
- Methodist
- Methodist–Ghana
- Methodist–Korean
- Missionary Full Gospel Baptist
- National Baptists
- Nondenominational
- Pentecostal
- Presbyterian
- Presbyterian Church (USA)
- Presbyterian Church in America
- Presbyterian Church of Korea
- Progressive Baptist
- Quaker
- Roman Catholic
- Southern Baptist Convention
- Unitarian Universalist Association
- United Church of Christ
- United Methodist Church
The Office of Lifelong Learning is located in the Candler School of Theology building, 1531 Dickey Drive, Room 416, Atlanta, GA 30322. The OLL staff can be reached at 404.727.0714 or at OLL@emory.edu.

Through a variety of lifelong learning programs, Candler promotes ongoing education for ordained clergy, diaconal ministers, lay church professionals, and laity of all denominations.

Lifelong Learning Opportunities
Lifelong learning events are designed to meet the ongoing educational needs of persons who want to grow in their theological, spiritual, and biblical knowledge. These events are held on campus and at various ecclesial, retreat, and conference centers throughout the Southeast. Continuing education opportunities in 2011–2012 include:

Auditing Program
Through the auditing program, laity and clergy may participate in one to two Candler courses per semester at a reduced fee ($25 application fee; $200 registration fee). Those wishing to receive continuing education units may pay an additional fee and receive nonacademic
continuing education units at a fee of $25 per unit. Participation is limited based on space availability and individual approval by the director of lifelong learning and the course instructor. Applications must be received one month prior to the semester start date.

Persons preparing for ordination in The United Methodist Church must enroll in United Methodist history, policy, and doctrine courses for academic credit and pay the related tuition and fees through the Candler Admissions Office. These courses are offered each year during fall and spring semesters, and occasionally throughout the year in summer and two-week sessions. For further information contact the Candler Admissions Office at 404.727.6326 or visit www.candler.emory.edu/programs/oll/auditing.cfm.

Independent Reading Program
This program allows individuals to design their own program of study for growth in ministry. Individuals may make arrangements to come to campus at a time of their own choosing to use the library, sit in on classes, and work with a faculty consultant. Application for participation in this program must be made six weeks before study on campus and is subject to approval by the director of lifelong learning. Auditing fees apply. Individuals are responsible for their own housing and transportation.

National Institute in Church Finance and Administration
The National Institute in Church Finance and Administration provides advanced resources for church administrators, ministers, executive pastors, financial secretaries, and denominational administrators. The institute fulfills the curriculum requirement for professional certification in church business administration by the National Association of Church Business Administration, the United Methodist Association of Church Business Administrators, and other denominational associations. NICFA seminars are ecumenical in course content, teaching approach, and enrollment. Persons from all denominations are welcome.

The complete NICFA program consists of four weeks of on-campus seminars and one individual project. NICFA seminars are held each summer and taught by Candler faculty and by nationally recognized professionals in church administration. Seminar topics include stewardship, information management, property management, communication and marketing, human resource management, staff development, congregational leadership, legal and tax matters, theology and ethics of church administration, strategic planning, financial management, and stewardship of self.


Bill Mallard Lay Theology Institute
The Bill Mallard Lay Theology Institute offers theology courses for laity of all denominations each fall, winter, and spring. Each year, in partnership with a variety of congregations and variety of denominations, Candler offers courses and seminars. The courses are taught by faculty from Candler School of Theology. The curriculum provides excellent theological education for a lay, ecumenical student body. The goal of the Lay Theology Institute is to provide stimulating theological study to persons regardless of their religious or academic background. It is our understanding that persons interested in the Lay Theology Institute are searching for deeper understanding of their faith and of the faith of the ecumenical community. For more information visit www.candler.emory.edu/programs/oll/lti.cfm.
Courses listed in this section are a sample of the courses offered at Candler. These courses are not guaranteed to be offered during a particular semester, except where noted, or each academic year.

**Biblical Studies**

*Introduction to Biblical Study*

**OT501. Interpretation of the Old Testament I**

Fall. Credit, three hours. (Faculty)
Introduction to the Pentateuch and Former Prophets, with attention to the history and cultural context of ancient Israel and to the interpretation of Old Testament prose literature.

**OT502. Interpretation of the Old Testament II**

Spring. Credit, three hours. Prerequisite: OT501 (Faculty)
Introduction to the Latter Prophets and the Writings, with attention to the cultural context of ancient Israel and the interpretation of Old Testament poetic literature.

**NT501. Interpretation of the New Testament I**

Fall. Credit, three hours. MDiv students must complete the Old Testament Sequence before enrolling in NT501. (Faculty)
An introduction to the contents and concepts of the New Testament writings, with attention to the historical, literary, and theological dimensions of these biblical books.

**NT502. Interpretation of the New Testament II**

Spring. Credit, three hours. Prerequisite: NT501. (Faculty)
An introduction to the practice and theory of interpreting the New Testament,
which emphasizes the development of exegetical skills through the writing of papers, the reading of secondary literature, and engagement with diverse hermeneutical approaches.

**Biblical Interpretation**

**BI601. History of Biblical Interpretation**  
Credit, three hours. Prerequisites: OT501 and HT501 or equivalent. (Kraftchick)  
This course focuses on critical inquiry into the Bible’s historical/literary/theological issues and discusses the nature of the literature, methods of reading, and relationship of the reader to the material.

**BI603. Ancient Judaism in the Mediterranean Diaspora**  
Credit, three hours (Wilson) (Same as WR603.)  
A survey of the literature and religion of the Jewish people during the Second Temple period, with special attention to their interactions with Greek culture and Roman rule.

**BI605. Feminist Interpretation of Bible**  
Credit, three hours. Prerequisite: OT 501/502 and NT501/502 or equivalent, or permission of the instructor. (Faculty)  
A seminar exploring biblical texts and interpretations as they relate to issues of gender, power, and sexuality. The course will include attention to texts from both the Old Testament and New Testament as well as apocryphal materials. We will explore feminist interpretations from a variety of cultures and consider the future of feminist biblical interpretation. (Race, Ethnicity, and Gender)

**BI617. African American Biblical Interpretation**  
Credit, three hours (Brown)  
Prerequisites: NT501 or equivalent  
This course focuses on African American interpretation of the Bible. It introduces students to one method of contextual interpretation that will open up the possibility for further exploration or provide a foundation for the study of other methods of biblical interpretation. This course showcases how the reading and interpretation of texts have to do with a complex combination of factors, including ethnicity, which constitutes who we are at one particular instance in time. (Race, Ethnicity, and Gender)

**BI634. Through the Museum with the Bible: Biblical Text and Material Culture**  
Credit, three hours. Prerequisites: OT501/502 or equivalent. (LeMon)  
In this course students encounter artifacts in the Michael C. Carlos Museum and explore how they affect the interpretation of biblical texts and the understanding of the sociocultural milieu from which the Bible arose. (Race, Ethnicity, and Gender)

**BI650. Archaeology and the Bible**  
Credit, three hours. (Borowski)  
An introduction to the field of biblical archaeology with careful examination of theory and methodology. The famous discoveries (inscriptions, architecture) and important sites (Megiddo, Hazor, Gezer, Dan) that form the historical background to some of the biblical stories will be examined as well as issues and topics such as the Patriarchs (Abraham, Isaac, Jacob), the Exodus (Moses) and the settlement of Canaan (Joshua), the kings of Israel and Judah, and so forth. Other topics that will be studied include daily life, religion, and ancient art.

**BI698. Special Topics in Biblical Interpretation**  
Credit, variable. (Faculty)  
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.
Old Testament

OT551. Daily Life in Ancient Israel
Credit, three hours. (Borowski)
Everyday life in ancient Israel (1200–586 BCE), including economy, religion and culture, city planning, the Israelite kitchen, burials, the status of women, and the like.

OT552. The Exodus and the Settlement of Canaan
Credit, three hours. (Borowski)
This course looks at the primary descriptions of these events in the Bible and examines their impact on the Israelites. The archaeological record will be examined thoroughly to see whether it supports the biblical narratives. Records from surrounding cultures also will be examined to determine whether there is any evidence for these occurrences in extra-biblical materials.

OT601. Genesis
Credit, three hours. (Petersen)
Study of selected texts in Genesis, using diverse methods and with special attention to literary and theological issues.

OT605. Moses Amends the Constitution: The Book of Deuteronomy
Credit, three hours. Prerequisite: OT501 or equivalent. (Strawn)

OT616. Job
Credit, three hours. (Newsom)
Detailed exegetical and hermeneutical explorations of the book of Job, including modern responses to the issues raised by the book.

OT617. Psalms
Credit, three hours. (LeMon)
An exegetical study of the book of Psalms with special attention to the Psalms’ rhetoric and theology and their function as prayer. (OT617CEE when offered as a Contextual Education Elective)

OT619. A Skeptic in Scripture: The Book of Ecclesiastes
Credit, three hours. (Strawn)
An exegetical study of the book of Ecclesiastes with special attention to: (1) its placement in the Wisdom Literature and the larger canon of scripture, (2) its theology, and (3) its resonance with contemporary issues and discourses.

OT622. Jeremiah
Credit, three hours. (Wright)
An exegetical study of the book of Jeremiah with special attention to its role as a prophetic text.

OT624. The Bible and/as Poetry
Credit, three hours. Prerequisite: OT501/502 or equivalent (Strawn)
An introduction to biblical poetry by means of selected reading and analysis of Old Testament, ancient Near Eastern, and modern poems. Poetic conventions, themes, and structures will be investigated. The theological and pastoral significance of poetry will also be explored. (OT624CEE when offered as a Contextual Education Elective)

OT626. The Apocalyptic Imagination
Credit, three hours. Prerequisites: OT501/502 or equivalent (Newsom)

OT630. Hebrew Exegesis
Credit, three hours. Prequisite: BL511/512 or equivalent. (Faculty)
An introduction to exegesis of the
Hebrew Bible using the original language and with reference to selected texts from representative genres. (OT630J. Hebrew Exegesis: Jeremiah [Wright].)

**OT637. The Ten Commandments**  
Credit, three hours. (Petersen)  
This course analyzes the Decalogue and the notion of “Commandment” in biblical literature via study of interpretations in churches and in contemporary culture, especially film. (OT637CEE when offered as a Contextual Education Elective)

**OT648. Exile and Restoration**  
Credit, three hours. Prerequisite: OT 501 or equivalent. (Newsom)  
An exploration of the profound role of the exile in transforming the history, literature, and theology of Israel. The course also attends to the lasting theological resources that emerge from the experience of national defeat and exile as those are refracted in the Bible.

**OT649. Bible and Sermon**  
(Same as P649.) Credit, three hours.  
This course helps students move from exegetical work to the sermon, attending to preaching that continues both the substance of the biblical text and its form and function.

**OT653. Ancient Israel’s Neighbors**  
Credit, three hours. (Borowski)  
The subject of this course is the neighbors of ancient Israel: the Philistines, Phoenicians, Ammonites, Moabites, Edomites, Arameans, and many others. These peoples were in close contact with ancient Israel and influenced its history, culture, economy, etc. We will study the cultures and histories of these peoples as they appear in biblical and extra-biblical texts, and as they are reflected in the archaeological remains uncovered in recent excavations.

**OT659. Texts of Terror: Strategies for Interpreting Troublesome Texts from the Hebrew Bible**  
Credit, three hours. (Wright)  
A course focusing on biblical texts that deeply trouble us, causing us outrage or pain. (Race, Ethnicity, and Gender)

**OT670. The Bible and Care of the Earth**  
Credit, three hours. (Newsom)  
An investigation of the relation between contemporary concerns for environmental ethics and texts from the Bible relevant to those issues. (OT670CEE when offered as a Contextual Education Elective.)

**OT679. Colloquy Leadership**  
Credit, two hours. Offered each semester by invitation of the instructors of OT501 or OT502. Does not fulfill area requirements.

**OT698. Special Topics in Old Testament**  
Credit, variable. (Faculty)  
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

**New Testament**

**NT540. Teaching the Bible**  
(Same as RE540.) Credit, three hours.  
(Faculty)  
This course equips students with the methodology to enable others to experience the Bible as an intelligible, relevant, and powerful force in daily life. It examines how the Bible shapes personal faith and corporate life. (NT540CEE when offered a Contextual Education Elective.)

**NT601. Matthew**  
Credit, three hours. (Brown)  
This course is an introduction to and close reading of the Christian gospel
commonly attributed to Matthew. It studies the historical and theological context of the gospel, including its literary forms, as a means of practicing the art of exegesis.

**NT602. Mark**  
Credit, three hours. (Kraftchick)  
This course uses historical and literary tools to investigate the theology of the Gospel of Mark, particularly its portrayal of Christology and discipleship.

**NT603. Luke**  
Credit, three hours. (Prerequisites: NT501/502 or equivalent.) (Holladay)  

**NT604. The Fourth Gospel**  
Credit, three hours. (Faculty)  
This course focuses on exegesis of the Gospel of John, including familiarity with distinctive traits of John, the Johannean portrait of Jesus, and Johannean theology.

**NT607. Parables of Jesus**  
Credit, three hours. (Kraftchick)  
This course focuses on the parables of Jesus in their literary and historical context and comparing them to ancient and modern forms of parabolic language (e.g., Rabbinic, Greek poetry, modern authors such as Borges, Kafka, etc.).

**NT608. Jesus and the Gospels**  
Credit, three hours. (Johnson)  
This course considers the process of gospel formation within early Christianity, the literary representation of Jesus in canonical and apocryphal Gospels, and the possibilities and difficulties facing efforts to determine the “historical Jesus.”

**NT611. The Acts of the Apostles**  
Credit, three hours. Prerequisites: NT501/NT502 or equivalent. (Holladay)  
An exegetical study, giving special attention to how Acts relates to Mediterranean life and culture in the first century C.E.

**NT612. Romans**  
Credit, three hours. (Brown)  
An exegetical study of Paul’s letter to the church at Rome.

**NT613. I Corinthians**  
Credit, three hours. (Johnson)  
An exegetical study of I Corinthians with special attention to its Greco-Roman context.

**NT617. Colossians and Ephesians**  
Credit, three hours. (Wilson)  
An exegetical investigation of these letters focusing on how their theological and moral arguments are related to one another and to other letters in the Pauline corpus.

**NT622. The New Testament and Healing**  
Credit, three hours. (Wilson)  
Explores various perspectives on health, sickness, and healing practices in the New Testament and its world and the meaning these may have for the healing practices of congregations today. (NT622CEE when offered as a Contextual Education Elective)

**NT625. The Theology of Paul**  
Credit, three hours. Prerequisites: NT501 or equivalent. (Johnson)  
A study of Paul’s letters that focuses on how Paul’s thinking about God and life in light of the death and resurrection of Jesus can instruct contemporary theology.

**NT626. Paul’s Theology of Ministry**  
Credit, three hours. (Prerequisites: NT501 or equivalent.) (Holladay)
An exploration of Paul’s apostolic self-understanding and his ministerial strategies as reflected within the Pauline letters and Acts. (NT626CEE when offered as a Contextual Education Elective)

**NT629. Images of Death in the New Testament**  
Credit, three hours. (Kraftchick)  
This course studies and discusses various NT images for death to determine how these images can be used to develop our conceptions of human existence and mortality.

**NT634. Almsgiving, Tithing, and Generosity**  
Credit, three hours. (Brown)  
Explores biblical passages relating to the use of material resources, specifically money, engaging three biblical practices—tithing, almsgiving, and generosity—in some depth as a foundation from which to reflect theologically, both systematically and practically, about what has come to be called “Christian stewardship.” (Race, Ethnicity, and Gender) (NT634CEE when offered as a Contextual Education Elective.)

**NT636. Preaching about Death: New Testament Themes and Perspectives**  
(Same as P636.) Prerequisites: NT501 and P501, or equivalent. Credit, three hours. (Kraftchick/Long)  
The purpose of this course is to help equip students to preach well-prepared, biblically and theologically astute sermons on the theme of death. Through readings, lectures, and class discussions, students will examine cultural, New Testament, and theological aspects of death.

**NT639. Sexuality in the Bible**  
Credit, three hours. (Johnson)  
Contemporary Christian conversations and conflicts over issues of sexuality tend to focus on a tiny portion of scripture’s full and complex witness to this fundamental dimension of human life. This course considers every passage of scripture that touches on erotic love, marriage, divorce, virginity, same-sex love, and sex relations. (NT 639CEE when offered as a Contextual Education Elective).

**NT649. Bible and Sermon**  
Credit, three hours. (Same as P649.) (Faculty)  
This course helps students move from exegetical work to the sermon, attending to preaching that continues both the substance of the biblical text and its form and function. (NT649G Bible and Sermon: Hebrews; NT649S Bible and Sermon: Mark; NT649U Bible and Sermon: John)

**NT650C. Greek Exegesis: 1 Corinthians**  
Credit, three hours. Prerequisites: NT501, NT502, BL521, and BL522, or equivalent. (Johnson)  
This is an exegesis course based on the Greek text. The letter will be read in its entirety and in sequence. Students will learn how to read in context, follow an argument, recognize elements of rhetoric, as well as consider the puzzles arising from the subjects Paul discusses and the way he discusses them. The course is meant to provide an advanced experience both in Greek and in exegesis.

**NT655. Issues in New Testament Ethics**  
(Same as ES655). Prerequisites: NT501 or equivalent. (Johnson)  

**NT679. Colloquy Leadership**  
Credit, two hours. Offered each semester by invitation of the instructors of NT501
or NT502. Does not fulfill area requirements.

**NT698. Special Topics in New Testament**
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

**Biblical Languages**

**BL510. Concise Hebrew**
Credit, three hours. (Faculty)
A one semester slimmed down orientation to biblical Hebrew focusing on basic tools and software for exegesis and preaching.

**BL511. Introduction to Biblical Hebrew I**
Fall. Credit, three hours. (Faculty)
The first of two courses comprising a year-long introduction to biblical Hebrew grammar, with an emphasis on reading the Old Testament in Hebrew. Standard reference works for biblical exegesis will be presented.

**BL512. Introduction to Biblical Hebrew II**
Spring. Prerequisite: BL511 or equivalent. Credit, three hours. (Faculty)
Continuation of BL511, with an emphasis on reading the Old Testament in Hebrew. The course will culminate in extended reading, with some exegetical treatment, of small books in the Old Testament.

**BL520. Concise Greek**
Credit, three hours. (Faculty)
A one semester, slimmed-down orientation to New Testament Greek focusing on basic tools and software for exegesis and preaching.

**BL521. Introduction to Biblical Greek I**
Fall. Credit, three hours. (Faculty)
An introduction to Koine Greek as reflected in the New Testament and early emphasis on learning the basic vocabulary, grammar, and syntax required to read the New Testament and to do biblical exegesis.

**BL522. Introduction to Biblical Greek II**
Spring. Credit, three hours. Prerequisite BL521 or equivalent. (Faculty)
Continuation of BL521, with special emphasis on reading representative portions of the Greek New Testament.

**BL611R. Readings in Biblical Hebrew**
Credit, three hours. Prerequisites: BL511/512 or equivalent. (Faculty)
Selected reading from the Hebrew Bible with a focus on standard narrative prose with the goal of acquiring greater facility with vocabulary and grammatical-syntactical constructions. This course may be repeated for credit when the reading selections vary.

**BL621R. Readings in Biblical Greek**
Credit, three hours. Prerequisites: BL521/522. (Faculty)
Emphasis on increasing student’s knowledge of Koine Greek vocabulary, grammar, and syntax through weekly readings covering portions of the New Testament and other Greek literature. This course may be repeated for credit when the reading selections vary.

**History and Interpretation of Christianity**

**Church History**

**CH614. Reforming the Church and the People: Sixteenth-Century Models**
Credit, three hours. (Strom)
An investigation of Protestant, Catholic, and radical reform movements as responses to the challenges of the six-
teenth century. Special attention will be given to doctrinal issues and ecclesial developments, as well as to the implications for lay piety, the family, and social and political structures. (Historical Studies)

CH615. Women in Radical Protestantism
Credit, three hours. (Strom)
Examination of the role of women in radical Protestant movements from the sixteenth to eighteenth centuries. Particular attention is given to writing and prophecy by women in the Anabaptist, radical Puritan, Quaker, Pietist, and Methodist movements. (Race, Ethnicity, and Gender) (Historical Studies)

CH616. Pietism: The Development of Modern Piety
Credit, three hours. (Strom)
This course will focus on religious renewal movements in the wake of the Reformation, especially continental Pietism with further attention given to cognate movements such as Puritanism, Quietism, and Methodism. (Historical Studies)

CH620. Theology in the Monastic Tradition
Credit, three hours. (Reynolds)
This course has a foreground and a background. In the background is the institutional and social history of monasticism and related religious movements, from the origins of Christian monasticism to the end of the Middle Ages. In the foreground are some classic and perennially popular examples of monastic writing, from Benedict’s Rule to the fourteenth-century Cloud of Unknowing, which we read closely by analyzing the theological arguments and by interpreting them in light of their historical context. (Historical Studies)

CH640. History of Clergy and Their Office
Credit, three hours. (Strom)
An overview of the theologies of clerical office from the late medieval to modern era with an emphasis on autobiographical writings. (Historical Studies)

CH659. Religion in America
Credit, three hours. (Faculty)
Lectures and discussion on religious movements, institutions, and traditions of piety and practice in America from the seventeenth century to the twenty-first century. (Historical Studies)

CH661. The Black Church
Credit, three hours. (Erskine)
This course seeks to investigate the evolution of the black church in America. We will not attempt a chronological history of this church but will choose decisive moments in the life of this church for examination. There will be a sustained discussion with E. Franklin Frazier, Melville Herskovits, Albert Raboteau, Julia Foote, and Marilyn Richardson. (Race, Ethnicity, Gender) (Historical Studies)

CH698. Special Topics in Church History
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

Historical Theology

HT501. History of Early Christian Thought
Spring. Credit, three hours. (Faculty)
Survey of the theological and doctrinal developments of the Christian church in its cultural setting before the Reformation. The course focuses on the
doctrinal foundations established during the patristic period and introduces students to the contrasts and continuities of the medieval church.

**HT503. History of Theology from the Reformation to the Twentieth Century**  
Fall. Credit, three hours. (Faculty)  
Survey of the theological and doctrinal developments of the Christian church in its cultural setting from the reformations of the sixteenth century to the transitions of the mid-twentieth century.

**HT510. Medieval Christian Thought**  
Credit, three hours. (Faculty)  
Survey of the theological, doctrinal, and institutional developments of the western church from the Carolingian renewal to the eve of the Reformation. (Historical Studies)

**HT609. Theology and the Christian Life in the Early Church**  
Credit, three hours. (Faculty)  
A study of major writings of fourth- and fifth-century monasticism, including especially the desert fathers and mothers of Egypt. (Historical Studies)

**HT618. Ethics of Aquinas**  
(Same as ES618.) Credit, three hours. (Reynolds)  
Thomas’s treatment of the foundations of ethics, including topics such as human action, free will, the passions, habits, vice and virtue, and law, as explained in his Summa theologiae. Teaching involves lectures, seminars, and close reading of primary texts. (Historical Studies)

**HT621. Seminar in Thomas Aquinas**  
Credit, three hours. Instructor permission required. (Reynolds)  
This seminar, which is cross-listed with a doctoral seminar (RLHT721R), provides Candler students with an opportunity to study Thomas Aquinas’s theology in greater depth than is possible in an introductory or survey course. The focus of the course varies from year to year, but topics include God, cognition and epistemology, happiness, and theology as a science. Some familiarity with Thomas’s work is prerequisite. This might be acquired from previous course (such as HT618 or HT625) or, by agreement with the instructor, from an assigned reading. (Historical Studies)

**HT623. Theology of Augustine**  
Credit, three hours. (Faculty)  
The development of Augustine’s thought across his life and career, with attention to contemporary issues of the church and theology. (Historical Studies)  
(Theologian)

**HT624. Jesus: Faith and History**  
Credit, three hours. (Pacini)  
The aim of this seminar is to show that throughout Christian history, the complex question of Jesus, faith, and history has achieved different configurations and correspondingly different “answers” at different times. Examples from the history of art, writings of the Deists, and essays from Kant, Hegel, Hölderlin, Schelling, and Kierkegaard are discussed. (Historical Studies)

**HT625. Theology of Thomas Aquinas**  
Credit, three hours. (Reynolds)  
Thomas’s understanding of the nature, methods, and aims of theology (sacra doctrina), as explained in his Summa theologiae. Teaching involves lectures, seminars, and close reading of primary texts. (Historical Studies)

**HT627. Theology of Luther**  
Credit, three hours. (Strom)  
An examination of Luther’s work and theology in the context of the Protestant Reformation movement and sixteenth-century German society. (Historical Studies)
HT629. Mystical Theology  
Credit, three hours. (Reynolds)  
An examination of a wide variety of medieval mystical theologians in light of the shared concept, or paradigm, of mystical theology. Emphasis is on close reading of primary texts in translation. Authors include Plato, Plotinus, Augustine, Gregory the Great, and ps.-Dionysius (for the foundational paradigm), and then William of St. Thierry, Guigo II, Bonaventure, Mechtilde of Magdeburg, Marguerite Porete, Meister Eckhart, and The Cloud of Unknowing. (Historical Studies)

HT636K. Reformation Theology and Historiography  
Credit, three hours. (Strom)  
(Instructor permission required)  
This advanced seminar will examine issues of Reformation theology and historiography from a variety of methodological perspectives. Topics include the significance of the Reformation for the modern era, the growing impact of new historical methods, the place of religion and theology in early modern history, popular culture and piety, research methods, and bibliographical resources. The seminar will focus primarily on Germany and Europe, but attention will also be given to the expansion of early modern Christianity to Asia. The course assumes a familiarity with the basic themes of Reformation history. (Historical Studies)

HT640. Theology of Friedrich Schleiermacher  
Credit, three hours. (Pacini)  

HT645. Theology in America  
Credit, three hours. (Faculty)  
Lectures and discussions on theology in America from the seventeenth century to the twenty-first century, exploring figures, movements, and denominational traditions of Christian thought. (Historical Studies)

HT649. John Wesley’s Theology and Eighteenth-Century Religious Thought  
Credit, three hours. (Matthews)  
This course analyzes John Wesley’s understanding of the nature of reason, faith, and experience, examines the relationships among them, explores their respective functions in his religious epistemology, and considers points of continuity and discontinuity between Wesley and other major currents of eighteenth-century religious thought concerning these issues. (Historical Studies) (Not for United Methodist ordination credit)

HT650. Sin and Salvation: Methodist/Wesleyan Perspectives  
Credit, three hours. (Matthews)  
In this course, students examine a range of Christian theological ways of understanding sin and salvation, with emphasis on biblical, historic Wesleyan, and contemporary United Methodist understandings. (HT650CEE when offered as a Contextual Education Elective)

HT651. Shame, Guilt, and the Rites of Reconciliation  
Credit, three hours. (Faculty)  
(Same as RP651.) An examination of the psychology and phenomenology of shame and guilt, read in the historical and theological context of the church’s development of rites of confession, forgiveness, and reconciliation. (Historical Studies)

HT652. Augustine, Descartes, and Wittgenstein on the First Person “I”  
Credit, three hours. (Pacini)
This seminar explores the ways in which three dominant thinkers in Western thought exploited the features of the self-referential character of the “First Person ‘I’” to articulate the worlds within which they found themselves.

HT653. Reality of God  
Credit, three hours. (Pacini)  
A seminar that explores the question of the being of God in the context of the practices of prayer and meditation. The so-called “ontological arguments” for the existence of God that Anselm and Descartes advanced will be addressed through the context of the literary genre of “mediation” that Marcus Aurelius elaborated and the context of the spiritual observance of the Liturgy of the Hours (Breviary), together with the arguments of its principal critics, Thomas Aquinas and Immanuel Kant, and a contemporary version in the letters of Simone Weil. (Historical Studies) (HT634CEE when offered as a Contextual Education Elective)

HT654. Faith and Reason  
Credit, three hours. (Pacini)  
A seminar exploring the differing conceptions of “faith” and of “reason” in both classical (Anselm, Aquinas, Luther, Calvin) and modern thinkers (Kant and Schleiermacher), with emphasis upon the ways in which faith and reason are more frequently related than opposed. Readings from Jean Luc Marion and Luce Irigaray will introduce criticisms of the emphases of this tradition of thinking. (Historical Studies)

HT655. Comparative Theology and Literature  
Credit, three hours. (Pacini)  
(Same as ST691.) A seminar devoted to the ways in which literary expressions address the conflicts in human experience that emerge in the face of theological silence or indifference.

HT669. The History and Theology of Eucharistic Worship  
Credit, three hours. (Faculty)  
A liturgical and theological study of the origins and evolution of the Eucharist and related practices. The subject is covered in terms of the major cultural, philosophical, and historical movements which formed the background of this evolution. (Historical Studies) (HT634CEE when offered as a Contextual Education Elective)

HT672. Modern Catholicism  
Credit, three hours. (Lösel)  
(Same as ST678.) This course introduces students to modern Catholicism both from a historical and a theological perspective. We trace the significant theological and ecclesiastical changes the Catholic Church has undergone from the eighteenth century through the Second Vatican Council (1962–1965) and in its aftermath. Along with the major documents from Vatican II, authors we engage may include Henri de Lubac, Karl Rahner, Hans Urs von Balthasar, Elizabeth Johnson, Jon Sobrino, Mark Jordan, and Cyprian Davis.

HT679R. Colloquy Leadership  
Credit, two hours.  
Offered each semester by invitation of the instructors of HT501 and HT503. Does not fulfill area requirements, provides elective credit.

HT685. History of Canon Law  
Credit, three hours. (Reynolds)  
(Same as ES685. Course is cross-listed from the law school.) A historical introduction to canon law, its sources, its methodology, its juridical procedures, and its influence, with special emphasis on the development of canon law from Gratian (died ca. 1140) to the promulgation of the comprehensive collection of canon law under Pope Gregory XIII in 1580. Topics include episcopal jurisdic-
tion and its evolution; church councils as sources of law; the early medieval canonical collections; the emergence of the scientific study of canon law during the central Middle Ages; the development of the legal profession; records of actual cases from episcopal courts; Gratian and the decretists; decretals, decretal collections and the jurisprudential use of decretals; the evolution of the ius commune; and the lasting influence of canonical ideas and procedures, many of which have survived in modern law (including concepts of justice and equity, rights, due process, natural law, the common good, and so forth, as well as evidential practices.

HT698. Special Topics in Historical Theology
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable. (Historical Studies)

Systematic Theology

ST501. Systematic Theology
Fall and Spring. Credit, three hours. (Erskine, Lösel, McDougall, McFarland, A. White)
Survey of figures and issues in contemporary theology, including doctrines of God, Christ, holy spirit, revelation, humanity, salvation, and eschatology. Opportunities for students to do constructive theology.

ST607. Doctrine of God—Women’s Voices Past and Present
Credit, three hours. Prerequisite: ST501 or equivalent. (McDougall)
A biblical and theological study of the relationship of gender to the doctrine of God. Particular attention to the historical retrieval of women’s theological traditions as well as to contemporary women’s formulations of language about God, the nature of divine power and the God-world relation, and Trinitarian versus non-Trinitarian approaches to the doctrine of God. (Race, Ethnicity, and Gender) (ST607CEE when offered as a Contextual Education elective)

ST610P. Redeeming the Body
Credit, three hours. (McDougall)
(Instructor permission required.)
This advanced seminar (which is cross-listed as a doctoral seminar) examines Christianity’s historical attitudes to the female body in conjunction with feminist proposals for retrieving and reformulating Christian doctrines that impact the female body today. Throughout the seminar emphasis will be placed on both historical re-workings of Christian traditions as well as constructive feminist theological aims. (Race, Ethnicity, and Gender)

ST618. Theology, Art and Architecture
Credit, three hours. (Lösel)
Explores theological approaches to art, architecture, and the built environment, both from historical and systematic perspectives. With the help of four recent theological monographs on art, architecture, taste, and the built environment, Christian approaches to art through the centuries is studied.

ST620. Black Theology and Ethics
(Same as ES620.) Credit, three hours. (Erskine)
The contributions of some of the leading theologians will be considered placing their work in conversation with more recent contributors, in particular womanist theologians. In light of discussion of theological themes in black and womanist theologies, we will identify critical and ethical issues that come to the fore. (Race, Ethnicity, and Gender)
ST623. Theology of Karl Barth
Credit, three hours. Prerequisite: ST501 or equivalent, or instructor permission. (A. White)
This course will introduce students to the theology of Karl Barth primarily through the lens of his doctrine of God and theological anthropology. A close reading of his Epistle to the Romans and two volumes in the Church Dogmatics (Volumes II/1 and III/2) will challenge readings of Barth that classify him as irrelevant to concerns of contemporary theology. The course aims to present Barth as a significant conversation partner in contemporary theology and to defend his continued influence and relevance in Christian thought.

ST626. The Preacher as Theologian
(Same as P626.) Credit, three hours. Prerequisites: P501, ST501, or equivalent. (Long, McDougall)
This course helps students with the act of theological reflection and emphasizes the crafting of sermons that express in accessible ways careful thinking about theological issues.

ST627. Theology of the Church and Sacraments
Credit, three hours. (Faculty)
Biblical and theological understandings of the church, baptism, and the Lord’s Supper are discussed. Attention is also given to other traditional sacraments and to ecumenism.

ST631. Christian Initiation: Baptism, Confirmation, and Renewal
Credit, three hours. (Phillips)
Historical, theological, and pastoral study of baptism, confirmation, and renewal. This course pays special attention to twentieth-century reforms in theology and practice. (ST631CEE when offered as a Contextual Education Elective.)

ST641. Christology and Ethics
(Same as ES641.) Credit, three hours. (Erskine)
This course investigates the relationship between Jesus Christ and the moral life. Two foci will be preeminent: (a) to isolate and clarify the fundamental principles of the Christian life and (b) to discern and interpret how the Christian community needs to make moral judgments in the light of its faith claims and religious convictions. (ST/ES641CEE when offered as a Contextual Education Elective.)

ST645. Ecclesiology
Credit, three hours. (Lösel)
This course explores the theological nature, the structures, and the mission of the Christian Church from an explicitly ecumenical perspective. We focus on the church’s nature as rooted in the liturgy, the church’s role in God’s economy of salvation, its defining marks and structure, and how it relates to the Reign of God. Authors we engage include Karl Barth, Dietrich Bonhoeffer, Karl Rahner, Hans Urs von Balthasar, John Zizioulas, and Elizabeth Johnson.

ST647. Theology of Dietrich Bonhoeffer
Credit, three hours. (Erskine)
This course seeks to understand Bonhoeffer on his own terms as clearly and as fully as possible. We will investigate whether there is an “epistemological shift” between the “early Bonhoeffer” and the Bonhoeffer of Letters and Papers from Prison. The doctrines of ecclesiology, Christology, God, and reality (the world come of age) will come up for theological attention.

ST651. Theologies of Hope and Liberation
Credit, three hours. (Erskine)
This course looks at eschatology and apocalypse in contemporary theology. Particular attention will be given to the
thought of Jürgen Moltmann, Leonardo Boff, Dorotee Soelle, Pierre Teilhard de Chardin, and James Cone. The central question which focuses our discussion is how may we be faithful to Jesus Christ in our time and in our own historical circumstances?

ST653. Christology in Feminist, Womanist, and Mujerista Theologies
Credit, three hours. Prerequisite: ST501 or equivalent. (McDougall)
An ecumenical and multicultural study of contemporary women’s formulations of the person and work of Jesus Christ. Special attention to the intersection of Christology with issues of race, ethnicity, and gender, and ecclesial identity. (Race, Ethnicity, and Gender)

ST656. Theology of Jürgen Moltmann
Credit, three hours. (McDougall)
An in-depth study of Moltmann’s theology in dialogue with challenges confronting the contemporary church in society. Particular attention to his contributions in eschatology, political theology, and to the doctrines of the Trinity, creation, and pneumatology.

ST659. Theology of Martin Luther King Jr.
Credit, three hours (Erskine)
This course seeks to examine the life, thought, and actions of Martin Luther King Jr. The class will engage in theological exposition and analysis of his primary ideas, sermons, and conceptual frames of reference. A conversation with Malcolm X, Walter Rauschenbusch, Reinhold Niebuhr, and the black church will ensue.

ST660. Womanist Theology
Credit, three hours. (A. White)
This course will provide an introduction to womanist theology through the work of primarily first-generation womanist theologians in the United States. Organized systematically to address a range of topics, including theological ethics, biblical hermeneutics, Trinity, Christology, atonement, theological anthropology, sin and suffering, evil, soteriology, ecclesiology, and eschatology, the study will employ both a deconstructive and a constructive method in an effort to interpret and enhance the faith and practice of the church. (Race, Ethnicity, and Gender)

ST661. Philosophical Theology
Credit, three hours. (Faculty)
Examination of a major movement, such as phenomenology or process thought.

ST665. Otherness of God
Credit, three hours. Prerequisite: ST501 or equivalent, or instructor permission). (A. White)
This course will study both historical and contemporary works in theology and philosophy of religion that challenge traditional doctrines of God and the Western metaphysical understanding of divine being. Each of the selected texts wrestles with the notion of radical alterity and divine transcendence and explores the ethical and theological meaning of theology’s turn to the other. The problem of God as other raises the question of radical alterity as an intelligible category, the problem of irreducible otherness in the human as well as the divine other, and the theological implications for knowing and speaking about God as other.

ST672. Trinitarian Praxis: The Trinity, The Human Person, and the Christian Life
Credit, three hours. Prerequisite: ST501 or equivalent, or instructor permission. (McDougall)
An advanced seminar on classical and contemporary approaches to the doctrine of the Trinity and its implications for theological anthropology and the shape of the life of faith. Particular attention will be paid to contemporary proposals
relating the doctrine to social, ethical, and liturgical issues that are challenging churches today. (Race, Ethnicity, and Gender)

ST673. Natural Science and the Doctrine of Creation
Credit, three hours. Prerequisite: ST501 or equivalent, or instructor permission. (McFarland)
This course is designed to provide an introduction to the Christian doctrine of creation, with particular focus on the relationship between Christian claims about the origin, character, and goal of the universe in relation to contemporary scientific theory (especially the areas of cosmology and biological evolution). Attention will also be given to general questions of the logical relationship between theological language and the claims of the natural sciences.

ST678. Modern Catholicism
Credit, three hours. (Lösel) (Same as HT672.) This course introduces students to modern Catholicism both from a historical and a theological perspective. We trace the significant theological and ecclesiastical changes the Catholic Church has undergone from the eighteenth century through the Second Vatican Council (1962–1965) and in its aftermath. Along with the major documents from Vatican II, authors we engage may include Henri de Lubac, Karl Rahner, Hans Urs von Balthasar, Elizabeth Johnson, Jon Sobrino, Mark Jordan, and Cyprian Davis.

ST680. Philosophy and Religion in Russia
Credit, three hours. (Epstein)
This course explores the development of Russian religious and atheistic philosophy from nineteenth-century debate between Slavophiles and Westernizers, idealists and nihilists through comprehensive philosophical systems of Solovyov and Berdyaev and Soviet “dialectical materialism” to Bakhtin’s theory of dialogue. The latest trends of 1980s–2000s such as Cosmism, Culturology, and post-modern Conceptualism are examined in the aspects of their Russian specificity and affinities with Western philosophy.

ST681. Sex, Sin and Salvation: The Doctrine of the Human Person
Credit, three hours. Prerequisite: ST501, or equivalent, or instructor permission. (McFarland)
This course examines some key themes in the topic of theological anthropology, with special emphasis on the diversity of ways in which Christians through the centuries have answered the question, “What does it mean to be human?” The material surveyed will pay particular attention to issues of gender identity, human sexuality, and original sin, since these topics have proven particularly important for the development of Christian reflection on human being in the Western Christian churches; but attention is also given to the ways in which questions of race, ethnic identity, disability, and class have affected Christian understandings of personhood. (Race, Ethnicity, and Gender)

ST683. Theological Anthropology in Womanist Thought
Credit, three hours. (A. White)
The course will analyze issues of identity ubiquitous in womanist theology and suggestive of a theological understanding of what it means to be fully human. The study will include an examination of black female imagery in cultural sources, narrative identity in literary sources, womanist readings of the black female body, the relationship between sexuality and the church, and in light of these womanist critiques, explore both the implicit and explicit development
of womanist theological anthropology in recent womanist scholarship. (Race, Ethnicity, and Gender) (ST683CEE when offered as a Contextual Education Elective)

**ST687. Womanist Theology and Narrative Identity**  
Credit, three hours. (A. White)  
A study of the relationship between womanist Christian ethics and theology and narrative theory. Narrative may be viewed as an ethical laboratory for identity construction and for social critique of systemic injustice. Black women’s storytelling may therefore become a transformative event to debunk the cultural myth of black womanhood and its controlling images of mammy, matriarch, welfare mother and jezebel. Narrative gives form to lived experience that is often written out of history and can act to reshape cultural codes. This course will explore black women’s writing and narrative as an act of moral agency and a form of resistance that carries theological implications for subjectivity and the ethical task of imaging God. (Race, Ethnicity, and Gender)

**ST691. Comparative Theology and Literature**  
Credit, three hours. (Pacini)  
(Same as HT655.) A seminar devoted to the ways in which literary expressions address the conflicts in human experience that emerge in the face of theological silence or indifference.

**ST693. Theological Proposals for Criminal Punishment Reform**  
Credit, three hours. (Lösel)  
This course aims to help students understand the theological rationale for “mild” forms of punishment that Christian theologians have developed through the ages. We engage a range of texts stemming from the intersection of theology, philosophy, sociology, postcolonial theory, and legal theory regarding the question of criminal punishment reform. Authors we engage may include Augustine of Hippo, Michel Foucault, Martha Nussbaum, James Whitman, and Timothy Gorringe.

**ST698. Special Topics in Systematic Theology**  
Credit, variable. (Faculty)  
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

## Christianity and Culture

### Ethics and Society

**ES501. Christian Ethics**  
Fall and Spring. Credit, three hours. (Faculty)  
The nature and foundations of Christian ethics and the meaning of Christian responsibility as related to concrete social issues.

**ES550. Christianity and the Holocaust**  
Credit, three hours. (Jackson)  
This course engages students in a critical analysis of the Nazi Holocaust and the role of Christians and Christianity within it. After a brief look at the historical background, we will focus on a range of theological and ethical issues surrounding Adolf Hitler’s rise to power and the execution of “The Final Solution.” (There is no prerequisite, but ES501 is recommended.)

**ES605. Social Philosophy and Christian Thought**  
Credit, three hours. (Faculty)  
Introduction to social and ethical thought of major philosophers in the Western tradition, with emphasis on the historical and critical relationship of these philosophers to Christian thought.
ES609. Theology of Social Ministry  
(Same as M619.) Credit, three hours.  
(Bounds)  
The purpose of this course is to critically and faithfully engage the social witness of the church as an integral form of the mission of the church in the world. Students will analyze theological foundations for social witness, develop strategies for identifying and articulating that witness in the local church, and reflect upon a personal theology of social ministry.

ES615. John Wesley’s Ethics  
Credit, three hours. (Faculty)  
A critical exposition of John Wesley’s theological, social, and personal ethics in relation to Wesley’s historical context and the history of social and moral philosophy, including Christian social thought.

ES618. Ethics of Aquinas  
(Same as HT618.) Credit, three hours. (Reynolds)  
Thomas’s treatment of the foundations of ethics, including topics such as human action, free will, the passions, habits, vice and virtue, and law, as explained in his Summa theologiae. Teaching involves lectures, seminars, and close reading of primary texts.

ES620. Black Theology and Ethics  
(Same as ST620.) Credit, three hours. (Erskine)  
The contributions of some of the leading theologians will be considered placing their work in conversation with more recent contributors, in particular womanist theologians. In light of discussion of theological themes in black and womanist theologies, we will identify critical and ethical issues that come to the fore. (Race, Ethnicity, and Gender)

ES621. Christian Sexual Ethics  
Credit, three hours. (Faculty)  
A study of Christian reflection on sexual ethics. Attention will be given to the embodied nature of the human person, the notions of sin and grace, sexual difference, and topics such as the AIDS epidemic and sexual violence. (Race, Ethnicity, and Gender)

ES624. Feminist and Womanist Ethics  
Credit, three hours. (Faculty)  
A study of those contemporary voices in Christian ethics making critical claims on the behalf of the well-being of women. Topics may include: the challenge of difference (racial, economic, sexual), violence against women, family roles, reproductive technologies, women and children in poverty, ecofeminism. (Race, Ethnicity, and Gender)

ES625. Sexuality in the Black Church  
Credit, three hours. (Faculty)  
This course explores the intersecting themes of African American spirituality, sexuality, love, and life. Specific attention is given to the dynamic and intricate relationships that obtain between gender, sex, and sexuality and the institutional black church as a principal custodian of constructive and repressive cultural values in African America. (Race, Ethnicity, and Gender)

ES628. The Civil Rights and the Black Consciousness Movement  
Credit, three hours. (Faculty)  
This course examines some of the pivotal events, issues, organizations, and personalities that have given shape to the ongoing black movement for freedom. The course adopts an investigative approach that is aesthetic, historical, ethical, sociological, political, and theological, with special attention given to the role of black religion and culture in light of contemporary challenges. (Race, Ethnicity, and Gender)

ES629. Life and Thoughts: Dr. Martin Luther King Jr.  
Credit, three hours. (Lafayette)  
This course is designed to give the
student an appreciation of the life and contribution made by Dr. Martin Luther King Jr. While the course will be a biographical study, it will focus on select nonviolent movements led by him. The contents of the reading will be written work by Dr. Martin Luther King Jr., and others who wrote about him. (Race, Ethnicity, and Gender)

ES630. Kierkegaard as Religious Ethicist
Credit, three hours. (Jackson)
An examination of a broad spectrum of Kierkegaard’s aesthetic, ethical, and religious writings with a focus on the relationship between his theological convictions and his moral teachings. Reading will include both pseudonymous texts and works published under Kierkegaard’s own name. (letter grade only)

ES632. Pastoral Ethics
Credit, three hours. (Burkholder)
Prepares students for the ethical challenges they will face as pastors and leaders in congregations, communities, and denominations. The course is designed to address the complex reality of the minister as one who is looked to for public moral leadership and private moral guidance; and then as one who regularly faces a wide array of moral dilemmas of one’s own. (ES632CEE when offered as a Contextual Education elective)

ES635. Contemporary Christian Ethics
Credit, three hours. (Faculty)
This course explores current topics and contemporary scholars in the field of Christian ethics. ES501 or equivalent is required. (May be cross-listed as MDiv526. Theology and Ethics Capstone)

ES637. The Church and Economic Life: Problems in Aid and Development
Credit, three hours. (Bounds)
This course engages ethical challenges surrounding global aid and development assistance. We will consider both Christian participation through local, regional, and global organizations and Christian theo-ethical perspectives on practices/politics of aid and development. Depending on student interest, topical foci may include economic development, HIV/AIDS, health care, human rights, conflict, gender status, racial/ethnic division, and engagement with non-Christian religions. Particular attention will be paid to differing “north/south” perspectives on the politics of aid. (Race, Ethnicity, and Gender)

ES641. Christology and Ethics
(Same as ST641.) Credit, three hours. (Erskine)
This course investigates the relationship between Jesus Christ and the moral life. Two foci will be preeminent: (a) to isolate and clarify the fundamental principles of the Christian life and (b) to discern and interpret how the Christian community needs to make moral judgments in the light of its faith claims and religious convictions. (ES/ST641CEE when offered as a Contextual Education Elective)

ES649. Psychology of Moral Development and Education
(Same as RP649, RE649, EDU771v.) Credit, three hours. (Snarey)
A fundamental dimension of being human is the inevitable necessity of making moral judgments. Promoting the ability to make mature moral judgments is a core component of pastoral leadership and religious education. This course considers moral development as evidenced in the formulation and resolution of ethical dilemmas during childhood, adolescence, and adulthood. The course also places moral psychology in relation to gender, race, ethnic, and cultural differences. A major segment of the course will focus on
the practice of moral education through a variety of pedagogical methods. (Race, Ethnicity, and Gender)

ES651. Biomedical Ethics
Credit, three hours. (Jackson)
A critical evaluation of some of the ethical problems and assumptions in medicine and biomedical research. Specific topics include artificial contraception and reproduction, abortion, euthanasia, informed consent, paternalism, confidentiality, allocation of scarce resources, limits on research protocols, and conflict of interest. In addition the medical, nursing, and chaplaincy professions are used as lenses through which to look at the value of life and the meaning—if any—of suffering and death, the nature of personal integrity, and the place of authority in a liberal society. (letter grade only)

ES652. Health Care Ethics: Interdisciplinary Perspectives
Credit, three hours. (Jackson)
An interdisciplinary approach to health care ethics, open to student from various Emory schools. The course explores virtues and values internal to the professions of nursing, medicine, and ministry. Specific topics covered include: contraception and reproduction, abortion, euthanasia, informed consent, and conflict of interest.

ES654. Health as Social Justice
Credit, two hours. (Kiser)
This course will examine the multiplicity of social justice factors that affect health as well as community systems and social change approaches that may favorably alter them.

(Same as NT655). Prerequisites: NT501 or equivalent. Credit, three hours. (Johnson)

ES656. Religion, Science, and Morality
Credit, three hours. (Jackson)
This course examines how three revolutionary empirical theories (Darwinian evolution, quantum mechanics, and Big Bang cosmology) bear on three traditional theological virtues (faith, hope, and love). Part I will address the general relation between religion and science; Part II evolutionary biology and the key issue of altruism; Part III quantum uncertainty and its relation to freedom of action; and Part IV the latest developments in astrophysics and how these touch on the metaphysics of faith and morals. (letter grade only)

ES658. Christianity and the Holocaust Church
Credit, three hours. (Jackson)
This course engages students in a critical analysis of the Nazi Holocaust and the role of Christians and Christianity within it. After a brief examination of the historical background, we will focus on a range of theological and ethical issues surrounding Adolf Hitler’s rise to power and the execution of “the Final Solution.” Readings are from Jewish, Christian, and nonreligious sources. (Race, Ethnicity, and Gender) (There is no prerequisite, but ES501 is recommended.)

ES660. Moral Perspectives in the Black Church
Credit, three hours. (Faculty)
This course focuses on evolution and contemporary contours of African American culture and black churches of the United States, particularly the plurality of African American Christian experience. Using an interdisciplinary approach, the course explores why and
how black culture and religion have come to assume their present character and where the black church and community should go from here. (Race, Ethnicity, and Gender) (letter grade only)

ES661. Christianity and Politics
Credit, three hours. (Bounds)
This course considers how and in what ways Christian social ethics has supported or distanced itself from democratic practices, with attention to whether the practices of Christian institutions can be related to the textual claims.

ES663. Religion, Violence and Peacebuilding
(Same as WR 663.) Credit, three hours. (Marshall)
This course will focus on the paradoxical ways religions can promote exclusion, hostility, and violence as well as tolerance, understanding, and peace. (Race, Ethnicity, and Gender)

ES669. Theology of Ethics and Reconciliation
Credit, three hours. ( Bounds)
A study of current Christian writing and involvement in reconciliation forgiveness and conflict transformation.

ES671. Skills in Conflict Transformation I
Credit, one hour. (Bounds)
Introduces basic concepts and practices including understanding violence, non-violent communication, listening, paraphrasing, and basic facilitation.

ES672. Skills in Conflict Transformation II
Credit, two hours. (Bounds)

ES673. Voices of Nonviolence
Credit, three hours. (Marshall)
An introduction to the theory and practice of nonviolence by studying the life and work of individuals who purposefully employ(ed) nonviolent approaches to social change. A range of individuals are studied in a variety of historical and cultural contexts, including Leo Tolstoy, Dorothy Day, and Thich Nhat Hanh. (Race, Ethnicity, and Gender)

ES678. Morality of Peace and War
Credit, three hours. (Jackson)
This course investigates some of the moral, political, economic, and theological issues surrounding conflict and conflict resolution in a nuclear age. Topics include the nature of war and peace, their theory and practice, the just war tradition and pacifism, deterrence theory, technology and modern warfare, and the relation of women to peace and war. Readings are both religious and secular. (letter grade only)

ES679R. Colloquy Leadership
Credit, two hours.
Offered each semester by invitation of the instructors of ES501. Does not fulfill area requirements.

ES682. Jewish Law
Credit, three hours. (Broyde)
(Same as WR682. Cross-listed from the law school.) This course will survey the principles Jewish (or Talmudic) law uses to address difficult legal issues and will compare these principles to those that guide legal discussion in America. In particular, this course will focus on issues raised by advances in medical technology such as surrogate motherhood, artificial insemination, and organ transplant. Through discussion of these difficult topics many areas of Jewish law will be surveyed.

ES683. History of Church-State Relations in the West
Credit, three hours. (Witte)
(Cross-listed from the law school.) An exploration of the interaction between religious and political authorities and laws in the Roman Empire, in High Medieval and Reformation Europe, and
in colonial and early republican America, concluding with analysis of the formation of the First Amendment and state constitutional guarantees of religious freedom.

**ES684. Constitutional Law: Religion and State**

Credit, three hours. (Witte)
(Cross-listed from the law school.)
This course will explore questions arising under the Establishment and Free Exercise clauses of the First Amendment as well as religion clauses in representative state constitutions and their colonial antecedents. Consideration will be given to cases concerning religious speech, worship and symbolism in the public square, the public school, and the workplace; government support for, and protection of religious education in public and private schools; tax exemption of religious institutions and properties; treatment of religious claims of Native Americans and various religious minorities; exercise of and limitations on religious law and discipline, control and disposition of religious property; and other issues.

**ES685. History of Canon Law**

Credit, three hours. (Reynolds)
(Same as HT685. Cross-listed course from the law school.) An historical introduction to canon law, its sources, its methodology, its juridical procedures, and its influence, with special emphasis on the development of canon law from Gratian (died ca. 1140) to the promulgation of the comprehensive collection of canon law under Pope Gregory XIII in 1580. Topics include: episcopal jurisdiction and its evolution; church councils as sources of law; the early-medieval canonical collections; the emergence of the scientific study of canon law during the central Middle Ages; the development of the legal profession; records of actual cases from episcopal courts; Gratian and the decretists; decretals, decretal collections, and the jurisprudential use of decretals; the evolution of the ius commune; and the lasting influence of canonical ideas and procedures, many of which have survived in modern law (including concepts of justice and equity, rights, due process, natural law, the common good, and so forth, as well as evidential practices.

**ES687. Jurisprudence**

Credit, three hours. (Terrell)
(Cross-listed from the law school.) This lecture/discussion course will explore some of the major historical tendencies in ethical and political philosophy. We will then trace these ideas as they have been worked out in Anglo American jurisprudence and contemporary continental thought. The aim of the course is to provide the theoretical foundations necessary for conducting concrete critical, ethical and political analysis of law and institutions.

**ES691. History of Law, Religion, and Family in the West**

Credit, three hours. (Witte)
(Cross-listed from the law school.) An exploration of the law and theology of marriage in classical, biblical, and patristic sources, in High Medieval and Reformation Europe, and during and after the Western Enlightenment movements in Europe and America.

**ES692. Law and Morality**

Credit, three hours. (Perry)
(Cross-listed from the law school.) A study of several topics at the intersection of law, morality, and religion, including these: What is the morality of human rights—and what is its relationship to the law of human rights? Is religion a legitimate basis of lawmaking in a liberal democratic society? Should capital punishment be abolished? Should abortion be banned? Should same-sex marriage be recognized?
ES698. Special Topics in Ethics and Society  
Credit, variable. (Faculty)  
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

Missions

M603. The Church’s Mission in a Pluralistic World  
Credit, three hours. (Faculty)  
Contemporary issues in mission, such as evangelism, church growth, dialogue, sociopolitical action, and humanization, examined from biblical, theological, and historical perspectives.

M609. Global Church in God’s Mission  
Credit, three hours. (Daniel)  
This seminar offers biblical, historical, and theological perspectives on the global diffusion and development of Christianity. Focusing upon the transmission and transformation of the Christian tradition through cross-cultural encounter, particular attention is given to Christianity’s serial cultural penetration and its diverse local cultural expressions. The emergence of Christianity as a vibrant, predominately non-Western religion, are treated. The course is designed to locate the student’s ministry within the realities of the emerging global church in a pluralistic world. (M609CEE when offered as a Contextual Education Elective)

M619. Social Mission of the Christian Church  
Credit, three hours. ( Bounds)  
(Same as ES609). The purpose of this course is to critically and faithfully engage the social witness of the church as an integral form of the mission of the church in the world. Students will analyze theological foundations for social witness, develop strategies for identifying and articulating that witness in the local church, and reflect upon a personal theology of social ministry.

M623. The Church’s Mission with Children in Poverty  
Credit, three hours. (Smith)  
(Same as CC623.) This course is an examination of the causes of poverty, their significance to family structures and society, and the church’s role in caring for children in poverty. Emphasis will be given to faith-in-action initiatives that enable individuals and congregations to be a difference for these children. (Race, Ethnicity, and Gender)

M642. Religion, Culture and Mission in Latin America  
Credit, three hours. (de Souza)  
(Same as EV 642). This course examines a set of books, chapters, articles, videos, films, and documentaries on religion, culture and society in selective parts of Latin America. Using case-study methods, students will come to appreciate sociocultural diversity and religious pluralism as contexts for Christian mission. (Race, Ethnicity, and Gender) (M642D Religion, Culture, Society and Mission in Latin America when offered as a distance-based course).

M647. Theologies and Ecclesiologies of Brazil  
Credit, two or three hours. (de Souza)  
(Same as CC647). This trip-based course focuses on a set of selected theologies and ecclesiologies at work in Brazil. It assists in establishing a framework for critical understanding and evaluation of contextual theologies and expressions of indigenous churches in their original historical, socio-cultural, and demographic contexts. While collecting information and interpreting theological and ecclesial practices from multidisciplinary and contextual perspectives, this study also seeks
to explore possible missiological lessons. Students may choose to take the course for 2 or 3 credits: 2 credits for those who do not plan to go to Brazil and 3 credits for those students who plan to participate on the trip. (Race, Ethnicity, and Gender)

M650. Mission and International Health
Credit, three hours. (Daniel)
This seminar offers biblical, historical, cultural, and practical perspectives on nursing, health care services, and other Christian ministries contributing to international communities of health. The seminar is designed for Candler students anticipating a wide range of ministry settings where the global church has a critical role in promoting health in cross-cultural and pluralistic religious communities. The course is also targeted to provide biblical, historical, and theological perspectives for students from the school of nursing, enrolled in the Hubert International Mission Nursing and Faith and Health program. Particular attention is given to Christianity’s historic mission of linking faith and care in multicultural settings, promoting healthier communities serving diverse local notions of life. The course is designed to locate the student’s ministry within the realities of providing faith based care and ministry in partnership with the global church and international aid agencies, with cultural sensitivity to health care challenges resulting from globalization, religious pluralism, and economic disparity.

M655. The Church on the Border
Credit, three hours. (Jenkins)
(Same as CC655.) This course focuses on immigration policy and realities facing communities on the U.S.-Mexico border. The class will travel to Arizona and Mexico in early January, hosted by Borderlinks (www.borderlinks.org), for five days of home stays and meetings with migrants, U.S. and Mexican federal agents, Mexican social justice agencies, community organizers, and congregational leaders. Federal and state immigration policies also will be critiqued. Following the trip to the border, the students will meet in metro Atlanta with Hispanic pastors, legislators, and community leaders. The seminar is limited to twelve students who will be selected in the fall prior to spring preregistration. The course requires participation in the trip to the border. Students are expected to pay for their expenses. (letter grade only)

M660. Short-Term Missions and International Development
Credit, three hours. (Jenkins)
(Same as CC660.) This course introduces students to the leadership skills and theological reflection for short-term mission teams while locating those experiences in the broader field of international development. Students will have the opportunity to plan a mission trip for their local church and critically examine past efforts, while researching sustainable, collaborative methods of engaging their congregation in long-term development. (M660CEE when offered as a Contextual Education Elective.)

M661. Short-Term Missions and International Development: Practicum
Credit, two hours. (Jenkins) Prerequisite: CC/M660
(Same as CC661.) Students enrolled or auditing the Short-Term Missions and International Development class have the opportunity to apply to participate in a mission team to Honduras over spring break. Selected students will assume leadership roles for that experience, will study the history of development in that particular region, and will develop relationships with local leaders and NGO partners. Some additional reading and written assignments are required.
M698. Special Topics in Christian Missions
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

Religion and Personality

RP601. The Dynamics of Identity and Faith
(Same as RE601.) Credit, three hours. (Faculty)
Theological and developmental psychological perspectives on the formation and transformation of persons in faith. The course aims to deepen participants’ understanding of self and others and to strengthen participants’ approaches to ministry.

RP649. Psychology of Moral Development and Education
(Same as EDU771v, ES649, RE649.) Credit, three hours. (Snarey)
a fundamental dimension of being human is the inevitable necessity of making moral judgments. Promoting the ability to make mature moral judgments is a core component of pastoral leadership and religious education. This course considers moral development as evidenced in the formulation and resolution of ethical dilemmas during childhood, adolescence, and adulthood. The course also places moral psychology in relation to gender, race, ethnic, and cultural differences. A major segment of the course will focus on the practice of moral education through a variety of pedagogical methods. (Race, Ethnicity, and Gender)

RP651. Shame, Guilt, and Reconciliation
(Same as HT651.) Credit, three hours. (Faculty)
An examination of the psychology and phenomenology of shame and guilt, read in the historical and theological context of the church’s development of rites of confession, forgiveness, and reconciliation.

RP653. William James: Psychology and Religious Experience
Credit, three hours. (Snarey)
This seminar is based on a close reading of William James’ three great classics, The Principles of Psychology, The Varieties of Religious Experience, and Pragmatism. The course begins with James’ foundational psychology, then dwells on his psychology of the diverse varieties of religious experience, and concludes by considering the relationship of religion and ethics as suggested by James’ philosophical pragmatism. The course will be conducted as a graduate seminar.

RP655. Erik Erikson: The Life Cycle and Generativity
Credit, three hours. (Snarey)
This course focuses on the work of Erik H. Erikson and places his life cycle theory of human development in conversation with religious developmental issues. The focus is upon psychosocial development and age-related changes that occur across the lifespan, with special attention to adulthood and how generative adults (pastors, parents, teachers) promote the positive development of children, adolescents, and relatively younger adults. (RP655CEE when offered as a Contextual Education Elective)

RP658. Psychology of Religion: Classic Readings
Credit, three hours. (Snarey)
This seminar examines religion from psychosocial perspectives by critically engaging the relevant classic writings of the field’s major figures (e.g., William James, Edwin Starbuck, Theodore Flournoy, Sigmund Freud, Carl Jung, Gordon Allport, Erik Erikson, Lawrence Kohlberg, James Fowler, and others). Each week students will read the
classic texts of one theorist, become acquainted with critiques of the perspective under study, and make sure of and review the theory’s parallel psychological measure(s).

RP698. Special Topics in Religion and Personality
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

Sociology of Religion

SR601. Sociology of Religion
Credit, three hours. (Faculty)
This course explores the meaning of religion as a dimension of all social life: ritual, myth, and symbolic reality; churches as organizations and institutions; different social identities and situations among the faithful; secularization and revival, conflict and change in globalization and liberation. (Race, Ethnicity, and Gender)

SR603. Religion in American Society
Credit, three hours. (Tipton)
This course looks at new religious movements and new denominational developments in the contexts of contemporary American culture and social life.

SR605. Contemporary American Religion and Politics
Credit, three hours. (Tipton)
This course maps the drama of religion in American public life from the perspectives of public theologies and civil religion in cultural conversation and politically enacted argument. It embraces social movements, electoral politics, and parachurch groups, including the religious right and mainline Protestant advocacy, denominational divisions, and congregations committed to prophetic witness and evangelical activism.

SR607. Morality in American Life
Credit, three hours. (Tipton)
Asks how Americans see the moral meanings and problems of their everyday lives and the social order, with a focus on moral dilemmas in cultural context and social differences in institutional experience divided by class, race, gender, and generation. (Race, Ethnicity, and Gender) (SR607CEE when offered as a Contextual Education Elective)

SR613. Gender in U.S. Religion
Credit, three hours. (Faculty)
This seminar examines how religion and gender intersect in American society. We will approach religion sociologically, interpreting its particular roles in the United States and understanding the causes and conditions of religious and social change. We will employ sociological perspectives on gender as well, exploring it as a socially constructed phenomenon (gender differences are not innate or “natural,” but are responses to cultural norms that are reinforced by society). (Race, Ethnicity, and Gender)

SR619. Congregation and Community
Credit, three hours. (Faculty)
This course explores theoretical methodological perspective for understanding the changes in congregations and their contexts. It identifies a congregation’s context as an idiosyncratic blend of national and local social, cultural, and demographic trends, as well as the ethos, polity, and program of the tradition or denomination of which it is a part.

(Same as CC519.) Credit, three hours. (Smith)
The course will examine historical, biblical, theological, and theoretical bases for nonviolent initiatives. The empowerment of the local church, organizations, and individuals will be a central con-
cern in the analysis of strategies. (Race, Ethnicity, and Gender)

SR621. Howard Thurman: Spirituality and Community
Credit, three hours. (Smith)
Howard Thurman’s writings and ministry focused upon the meaning of personal commitment and social transformation as they reflect religious experience. The course explores how spirituality influences concepts of community and assesses the practical implications of such concepts. (Race, Ethnicity, and Gender)

SR625. Ecclesiology in Action
Credit, three hours. (Tipton)
This course sets ecclesiology in social context and historical time. It focuses on the multifaceted, contested, and changing identity of Christian community in action. It compares the institutional meaning, practices, and structural arrangements of Christian churches to other institutions in American society, especially the family, economy, government, and public life. Readings span theology, ethics, and the social and cultural study of religion, including contemporary movements for evangelical renewal and prophetic witness within and beyond The United Methodist Church at both the local and national levels. (SR625CEE when offered as a Contextual Education Elective)

SR630. The Methodist Church and Race
Credit, three hours. (White, W.)
The purpose of this course is to review the history of race in The Methodist Church, and to observe how it moved from segregation to become a racially and ethnically inclusive denomination. It is expected that each student will develop a more comprehensive understanding of race and religion in American culture.

SR635. Christian Communalism in America
Credit, three hours. (Smith)
This course examines the recurring enthusiasm for communalism as an answer to religious conviction and societal problems. Students will study Christian communes in the United States from the seventeenth through the twenty-first centuries. The course provides student historical and analytical perspectives for interpreting contemporary faith-based initiatives that seek to reform the church and society, and serve as an example of radical Christian discipleship. (Race, Ethnicity, and Gender)

SR650. Faith and Health: Transforming Communities
Credit, three hours. (Kiser)
(Same as CC650.) The purpose of this course is to help students oriented toward pastoral, social service, and community health roles accomplish the following: better understand the theoretical relationship between religious practices at personal and social scale and the health of the community as a basis for developing and leading initiatives; become familiar with both religious and health science literature in this area in order to develop an expanded conceptual framework for leadership that contributes to community transformation; and to develop leadership awareness and practices that build the capacity for collaboration between religious organizations, including congregations and their partners in the public sector.

SR653. Religion and Public Health
Credit, three hours. (Idler)
(Cross-listed course from Laney Graduate School) This course will provide graduate students and advanced undergraduate students with a sociologically-oriented interdisciplinary survey of research on the intersection of public health and religious practices and beliefs, in individuals and populations. Religion is one factor among many others in the social environment that to some extent determines the
health of populations. Religion also has a role in the organization and practice of medicine and public health, in the lives of individuals, their families and social networks, health professionals, and the institutions in which they interact. The course will emphasize evidence from quantitative social science and epidemiology, the role of religion in the historical development of public health institutions, and the theoretical social science origins of religion and health research. Under the large umbrella of religion and health research, the class will be attempting to map the part of the field that is distinctively oriented to public health, rather than to medicine.

SR658. Health and Healing: Understanding the Role of Religion
Credit, three hours. (Flueckiger)
This course introduces the academic study of religion in the context of health and healing, to develop a religious imagination that enables a “critical empathy” and understanding of the religious traditions of others; introduces a way of thinking rather than a specific body of knowledge or skill set; and provides students with the ability to recognize cues for where religion matters in health and healing contexts of the individual/family and community/society.

SR698. Special Topics in Sociology of Religion
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

World Religions

WR510. Introduction to Judaism
(Same as BI603.) Credit, three hours. (Faculty)
The aim of this course is to provide students preparing for Christian ministry and education with a historical, theological, and practical introduction to Judaism and particularly the American Jewish community.

WR603. Ancient Judaism in the Mediterranean Diaspora
(Same as BI603.) Credit, three hours. (Wilson)
A survey of the literature and religion of the Jewish people during the Second Temple period, with special attention to their interactions with Greek culture and Roman rule.

WR605. Introduction to Islam
Credit, three hours. (Faculty)
This course aims to provide students of all backgrounds and educational levels an introduction to the religious tradition of Islam both as a dynamic system of faith and as a sociohistoric phenomenon. As a survey, this course focuses on the broad parameters of Islam in terms of its relationship to other religious traditions (mainly Judaism and Christianity) and in terms of its internal diversity (e.g. legal, theological, and sectarian division. The goal is to enable students with a basic proficiency of Islam in terms of historical scope, proper terminology, and conceptual approaches, which will allow them to pursue further inquiries into various aspects of the tradition. Most importantly, it will provide students with the ability to critically engage current events and issues as they relate to the religion of Islam and sociopolitical dynamics of the Muslim world.

WR615. Three Religions of South Asia: Working Towards a Theology of Religions.
Credit, three hours. (Hanusek)
This course will increase student understanding of several of the major religious traditions of the world: Hinduism, Buddhism, and Islam. Primary texts, rel-
relevant secondary readings, and religious expression in art and music are studied with the goal of better understanding these three traditions from within, and how the adherents of these traditions live out their religion on a daily basis.

WR620. Chaplaincy in Multifaith Context
Credit, three hours. (Henry-Crowe)

WR624. Rastafari Religion
Credit, three hours. (Erskine)
This course seeks to draw students into a world of distinctive language, ideas, and meaning that is radically different from the Christian religion with which they and Rastafari are always in conversation. In addition it will highlight the basic concepts, doctrines, aims, and issues of faith and culture in Rastafari. The engagement with Rastafari practices, customs, beliefs, and institutions will begin the process of taking Rastas social location, engagement with the Bible (a text Rastas claim was written by black people) other cultural texts (the Holi Piby) and the reggae rhythms of Bob Marley as mediums for navigating the challenge of difference embedded in Rastafari. Further, Rastas will be invited to class to make possible a more direct access to the religion. (Race, Ethnicity, and Gender)

WR630. Sacred Spaces in Judaism, Christianity and Islam
Credit, three hours (Corrie)
This course uses the lens of religious architecture and ritual practice to study and compare several major world religions, including Judaism, Islam, Christianity and Hinduism. Students are able to develop a deeper understanding of other religions and gain an awareness of the theological significance of how believers use space to worship the divine. (Race, Ethnicity, and Gender)

WR636. Jewish Views of Jesus
Credit, three hours (Goldman)
This course will survey the wide variety of Jewish teachings and reactions concerning the figure of Jesus.

WR645. Spiritual Care in African Religious Traditions
Credit, three hours. (Lartey)
(Same as PC645.) The course will examine how spiritual care is conceptualized and practiced in various African religious traditions including African-derived religions in South and Central America, the Caribbean, and North America. We will spend the first part of the course gaining theoretical grounding in African religious thought and philosophy. The second part of the course focuses on African traditional medicine, divination, rituals and practices of care. We will examine African healing systems, concepts of disease, traditional concepts of mental health, traditional beliefs and interpretations of various illnesses, as well as traditional healing and practices of medical and spiritual care. We also will explore some of the myths surrounding traditional healing in Africa. In the final part of the course African American and other African diasporan folk traditional understandings and practices of healing and spiritual care in the Americas and the Caribbean will be explored.

WR663. Religion, Violence and Peacebuilding
(Same as ES663.) Credit, three hours. (Marshall)
This course will focus on the paradoxical ways religions can promote exclusion, hostility, and violence as well as tolerance, understanding, and peace.

WR670. Feminism in India
Credit, three hours. (Hanusek)
Feminism, as it has developed in the West, has become the de facto measure against which all forms of feminism in
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the world are compared. The West is not, however, the only place where women have been struggling to reforge their societies, and to assert their rights to equality and respect. In India also women have been developing their own ways in which to assert their power in society both in colonial times and since Indian independence in 1948. The object of this course will be to examine how this has been accomplished.

WR682. Jewish Law
Credit, three hours. (Broyde)
(Cross-listed from the law school.)
(Same as ES682.) This course will survey the principles Jewish (or Talmudic) law uses to address difficult legal issues and will compare these principles to those that guide legal discussion in America. In particular, this course will focus on issues raised by advances in medical technology such as surrogate motherhood, artificial insemination, and organ transplant. Through discussion of these difficult topics many areas of Jewish law will be surveyed.

WR683. Islam and Democracy
Credit, three hours. (Cornell)
(Cross-listed from the law school.)
This course will explore key philosophical, theological, jurisprudential, and cultural debates about democracy in Islam. The premodern part of the course will focus on: (1) the legal and theological problem of divine versus human origins of justice and (2) the epistemological problem of taking guidance from non-Islamic sources. The modern part of the course will focus theoretically on two other sets of problematics related to democracy: (3) the theological problem of autonomous human agency, and (4) three Enlightenment notions related to autonomy: freedom (a legal and moral problem), pluralism (a theological and legal problem), and human rights (mainly a legal problem) as expressions of universal values.

WR684. Islam and Politics
Credit, three hours. (An-Na’im)
(Cross-listed from the law school.)
An examination of issues of secularism and Islam in the modern context, with emphasis upon themes of human rights and cultural transformation.

WR685. Islamic Law
Credit, three hours. (An-Na’im)
(Cross-listed from the law school.)
An introduction to the basic concepts and institutions of Islamic Law, the foundation for the legal system of a large number of countries where Islam is the dominant religion, ranging from North America through the Middle East to Indonesia.

WR686. Islamic Modernism
Credit, three hours. (Cornell)
(Cross-listed from the law school.)
This course will explore and critically assess the modernist movement in contemporary Islam. However, unlike other approaches to this subject, we will not draw a necessary distinction between modernism and fundamentalism, nor will we limit our study of Muslim modernist thinkers to liberals. Rather, the premise of the course will be that modernism is a pervasive worldview that comprises multiple dimensions and that its adherents include both liberal and conservative Muslims, including most of those who have been termed “fundamentalists” by outside observers.

WR698. Special Topics in World Religions
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.
Church and Ministry

Church and Community

CC501. Church and Community Ministries
Credit, three hours. (Faculty)
An introductory praxis course dealing with church and community ministries in urban and rural settings. (Introductory Arts of Ministry) (CC501CE when offered as a Contextualized Introductory Arts of Ministry course with Con Ed/TP/Anglican I)

CC502. Church and Community Leadership
Credit, three hours. (Jenkins)
Students in this class are introduced to various models and strategies of church-community partnerships such as asset-based community development and training for transformation. Visits to various church related sites in metro Atlanta for observation of programs dealing with affordable housing, neighborhood economic renewal, urban youth initiatives, refugee and immigrant ministries, and community organizing are included. (Introductory Arts of Ministry) (letter grade only) (CC502CE when offered as a Contextualized Introductory Arts of Ministry with Con Ed I)

CC511. Urban Ministries
Credit, three hours. (Smith)
This course examines the issues, dynamics, interactions, and theologies that influence ministry in the urban context. Strategies of ministry are examined for both the local church and other contexts of ministry. (Introductory Arts of Ministry) (CC511CE when offered as a Contextualized Introductory Arts of Ministry course with Con Ed I)

CC619. Nonviolent Strategies of Social Change
Credit, three hours. (Smith)
(Same as SR620.) The course will examine historical, biblical, theological, and theoretical bases for nonviolent initiatives. The empowerment of the local church, organizations, and individuals will be a central concern in the analysis of strategies. (Race, Ethnicity, and Gender)

CC623. The Church’s Mission with Children in Poverty
Credit, three hours. (Smith)
(Same as M623.) This course is an examination of the causes of poverty, their significance to family structures and society, and the church’s role in caring for children in poverty. Emphasis will be given to faith-in-action initiatives that enable individuals and congregations to be a difference for these children. (Race, Ethnicity, and Gender)

CC632. Community Ministries as Religious Education
Credit, three hours. (Faculty)
(Same as RE632.) Students will explore methods, theories, and issues related to engaging congregations in experiential, community-based religious education. We will focus upon the educational benefits and challenges of this holistic approach to religious education and spiritual formation and will address benefits and challenges that arise with church and community partnerships.

CC645. Nonprofit Leadership and Management
Credit, three hours. (Jenkins)
(Same as LA645.) This course is designed for those students considering vocations with nonprofit agencies, social-service organizations, and faith-based, social justice ministries. It focuses on the practical skills needed to direct these organizations: board development, grant-writing and fund-raising, personnel management, collaboration, strategic planning, community relations, program planning,
and evaluation. Faith-based initiatives and charitable choice legislation will also be reviewed. (letter grade only) (Introductory Arts of Ministry)

CC647. The Theologies and Ecclesiologies of Brazil
Credit, two or three hours. (de Souza) (Same as M647.) This trip-based course focuses on a set of selected theologies and ecclesiologies at work in Brazil. It assists in establishing a framework for critical understanding and evaluation of contextual theologies and expressions of indigenous churches in their original historical, socio-cultural, and demographic contexts. While collecting information and interpreting theological and ecclesial practices from multidisciplinary and contextual perspectives, this study also seeks to explore possible missiological lessons. Students may choose to take the course for 2 or 3 credits: 2 credits for those who do not plan to go to Brazil and 3 credits for those students who plan to participate on the trip. (Race, Ethnicity, and Gender)

CC650. Faith and Health: Transforming Communities
Credit, three hours. (Kiser) (Same as SR650.) The purpose of this course is to help students oriented toward pastoral, social service, and community health roles accomplish the following: better understand the theoretical relationship between religious practices at personal and social scale and the health of the community as a basis for developing and leading initiatives; become familiar with both religious and health science literature in this area in order to develop an expanded conceptual framework for leadership that contributes to community transformation; and to develop leadership awareness and practices that build the capacity for collaboration between religious organizations, including congregations and their partners in the public sector.

CC655. The Church on the Border
Credit, three hours. (Jenkins)(also listed as M655) This course focuses on immigration policy and realities facing communities on the U.S.-Mexico border. The class will travel to Arizona and Mexico, hosted by Borderlinks (www.borderlinks.org), for five days of home stays and meetings with migrants, U.S. and Mexican federal agents, Mexican social justice agencies, community organizers, and congregational leaders. Federal and state immigration policies will also be critiqued. Following the trip to the border, the students will meet in metro Atlanta with Hispanic pastors, legislators, and community leaders. The seminar is limited to twelve students who will be selected in the fall prior to spring preregistration. The course requires participation in the trip to the border. Students are expected to pay for their expenses. (letter grade only)

CC660. Short-Term Missions and International Development
Credit, three hours. (Jenkins) (Same as M660.) This course introduces students to the leadership skills and theological reflection for short-term mission teams while locating those experiences in the broader field of international development. Students will have the opportunity to plan a mission trip for their local church and critically examine past efforts, while researching sustainable, collaborative methods of engaging their congregation in long-term development. (CC660CEE when offered as a Contextual Education Elective)

CC661. Short-Term Missions and International Development: Practicum
Credit, two hours. (Jenkins) Prerequisite: CC/M660
(Same as M661.) Students enrolled or auditing the Short-Term Missions and International Development class have the opportunity to apply to participate in a mission team to Honduras over spring break. Selected students will assume leadership roles for that experience, will study the history of development in that particular region, and will develop relationships with local leaders and NGO partners. Some additional reading and written assignments are required.

CC698. Special Topics in Church and Community
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

Church Music

CM530R. Candler Chorale
Credit, one hour or noncredit. (Shiell)
Open to the Candler community without audition. Weekly rehearsals and regular participation in chapel services. A maximum of four hours of credit in CM530R may count toward elective requirements for the MDiv or MTS. (S/U grading basis only)

CM600. Candler Singers
Credit, two hours or stipend. (Day Miller)
Audition/interview required. Weekly rehearsals, Chapel leadership, tours, and concerts in the local community and beyond. A maximum of four hours of credit in CM600 may count toward elective requirements for the MDiv or MTS.

CM610. Congregational Song
Credit, three hours. (Faculty)
A survey (for nonmusic majors) of hymnody, psalmody, and other congregational music from the sixteenth century to the present.

CM615. Introduction to Church Music
Credit, three hours. (Abbington)
This introductory course is designed to examine the history, function, and various genres of music in Christian worship. In addition, the course will introduce students to basic worship structures and elements in order to enable them to appropriately select and lead music. Special emphasis is given to equip the church musician with specialized knowledge and administrative skills, dealing with various personalities, denominational polities and hymnals, instrument maintenance, worship music resources, and current technological advancements in church music.

CM620. Music and Worship in the Black Church
Credit, three hours. (Abbington)
This introductory course will examine the history and development of music and worship in the black church. Various genres of music (e.g., spirituals, hymns, and gospels) and various styles of worship will be covered as well as key issues, concerns, and challenges for the twenty-first century black church. The course will also provide insight and analysis into contemporary gospel music, praise and worship music, and holy hip-hop. In addition, it will provide directions and practical resources for developing and planning worship in the black church. (Race, Ethnicity, and Gender)

Evangelism

EV501. Enabling an Evangelizing Church
Fall and Spring. Credit, three hours. Offered each semester. (de Souza)
This introductory course equips the student to understand and accept the challenge of intentionally communicating the gospel, by word, deed, and sign to the uncommitted, within and without the local church. The course explores practi-
cal ways to help laity use their gifts in the ministry of evangelism. Special attention is given to defining evangelism theologically and missiologically for practice in a pluralistic society. (Introductory Arts of Ministry)

EV511. Seminar: Issues in Renewal and Revitalization of the Church
Credit, three hours (de Souza)
Designed for MDiv and MTS students, this course focuses on the recurring phenomenon of revitalization and renewal in the church as key aspects of a biblical and contemporary ecclesiology. It seeks to develop a biblical, historical, relevant, and contemporary understanding of the work of the Holy Spirit in renewing and revitalizing the life and mission of the church. Primarily student led, the professor will direct and encourage the students to assimilate some of the classical text in revitalization and renewal. Application will be made especially to the life of the local congregation.

EV642. Religion, Culture and Mission in Latin America
(Same as M642.) Credit, three hours. (de Souza)
This course examines a set of books, chapters, articles, videos, films, and documentaries on religion, culture and society in selective parts of Latin America. Using case-study methods, students will come to appreciate sociocultural diversity and religious pluralism as contexts for Christian mission. (Race, Ethnicity, and Gender) (Offered as EV642D Religion, Culture, Society and Mission in Latin America when offered as a distance-based course)

EV697. Evangelism Travel Seminar
(Same as M697.) Credit, three hours. (de Souza)
One or more topics may be offered during any given year, including travel seminars to regions of the world. Recent travel seminars have included: The Bahamas, India, Brazil, Singapore, Bulgaria, Cuba, Fiji, England, France, South Korea, and Paraguay. Meets United Methodist evangelism requirement, but not the Candler Introductory Arts of Ministry requirement.

EV698. Special Topics in Evangelism
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

Pastoral Care and Counseling

PC501. Introduction to Pastoral Care
Fall and Spring. Credit, three hours. (Ellison, Scheib, Lartey)
Introduction to caregiving dimensions of ministry through theological and psychosocial analysis of personal, family, and congregational need, and on principles and methods of care in response to them. Prerequisite for other pastoral care courses. (Introductory Arts of Ministry) (PC501CE when offered as a Contextualized Introductory Arts of Ministry course with Con Ed I)

PC605. Pastoral Care of Marriage and Family
Credit, three hours. Prerequisite: PC501 or permission of instructor. (Faculty)
This course provides strategies for the care of marriages and families throughout the lifecycle. Theological and biblical perspectives on family are integrated with psychological perspectives such as family systems theory and narrative theory.

PC607. Pastoral Dimensions of Biomedical Decisions
Credit, three hours. (Scheib)
This course critically examines the impact of current developments in medical genetics on pastoral care and pastoral
practices. Contemporary developments in medical genetics pose significant questions for theological and ethical reflection and pastoral practice. This course will introduce students to some of the recent developments in medical genetics. We will then examine the theological, ethical, and pastoral dimensions of these developments. Specific issues examined will include reproductive technologies, genetic testing, gene therapy, stem cell research, cloning, eugenics, and the ecological impact of genetically modified organisms.

PC610. Crisis Ministry
Credit, three hours. Prerequisite: PC501 or permission of instructor. (Scheib)
Psychological, social, pastoral, and theological dimensions of crisis, death, loss, grief and bereavement, and hope will be explored. Attention is given to both individual and communal forms of crisis, trauma, and loss, as well as the cultural and social contexts in which these events occur. Strategies for pastoral care in specific situations of crises will be developed in light of pastoral theological reflection.

PC615. Theological Dimensions of Pastoral Care
Credit, three hours. May require PC501 as a prerequisite depending on the topic. (Faculty)
Topics in the theological interpretation and critique of psychologies and methods employed in pastoral care and counseling, theological perspectives on selected pastoral problems, and the nature of pastoral theology as a theological discipline in ministry.

PC620. Short-Term Counseling in the Parish
Credit, three hours. Prerequisite: PC501 or permission of instructor. (Faculty)
This course provides an introduction to basic principles of short-term, structured pastoral counseling in the parish, with special attention to pastoral assessment and the ministry of referral.

PC621. Pastoral Care and Spiritual Reflection
Credit, three hours. (Faculty)
This course will explore the rising interest in spiritual practices and spiritual direction in the fields of pastoral care, pastoral theology, and pastoral counseling. The course will explore the commonalities and tensions between contemporary texts in spiritual reflection, contemporary theological texts, and earlier texts in apophatic theology and mysticism. Through readings of these texts from across the Christian traditions, students will work to critically analyze predominant models or spiritual reflection and to develop their own constructive models and practices.

PC628. Care for Marginalized Populations.
Credit, three hours. (Ellison)
This course garners “expert” wisdom from scholars with distinct disciplinary perspectives who have variously considered the nature and power of human hope and the potential threats to hope faced by marginalized populations and the caregivers who seek to aid them. Young African American men will serve as the primary lens to investigate the problem of threatened hope, muteness, and invisibility. However, care for other unacknowledged groups including, but not limited to the imprisoned, the homeless, and the elderly will be discussed. (Race, Ethnicity, and Gender)

PC640. Pastoral Care of Women: International Perspectives
Credit: three hours. Prerequisite: PC501 or permission of instructor. (Scheib)
This course examines the impact of issues facing women in both church and society, such as women’s development, sexual
and physical abuse, self-esteem, aging, and gender roles on the practice of pastoral care and counseling. The primary theoretical resources for this course are feminist and womanist pastoral theologies and theories of care. (Race, Ethnicity, and Gender)

PC645. Spiritual Care in African Religious Traditions
Credit, three hours. (Lartey)
(Also as WR645.) The course will examine how spiritual care is conceptualized and practiced in various African religious traditions including African-derived religions in South and Central America, the Caribbean and in North America. We will spend the first part of the course gaining theoretical grounding in African religious thought and philosophy. The second part of the course focuses on African traditional medicine, divination, rituals and practices of care. We will examine African healing systems, concepts of disease, traditional concepts of mental health, traditional beliefs and interpretations of various illnesses, as well as traditional healing and practices of medical and spiritual care. We will also explore some of the myths surrounding traditional healing in Africa. In the final part of the course African American and other African diasporan folk traditional understandings and practices of healing and spiritual care in the Americas and the Caribbean will be explored.

PC650. International Perspectives on Pastoral Care
Credit, three hours. (Lartey)
This course enables participants to examine pastoral care practices in different cultural and regional contexts. Key questions consider what can be learned for pastoral care and ministry in particular contexts through the exploration of practices in different places. By means of detailed explorations of case studies, students engage in social, socio-economic, cultural, and pastoral analysis of contextual issues in pastoral care practice and ministry. The course builds students’ skills in empathy, interpathy, social and cultural analysis, and theological reflection with a view to strengthening the practice of intercultural pastoral care. (PC650CEE when offered as a Contextual Education Elective)

PC670, 671, 672, 673. Pastoral Care Modules: Special Topics
Credit, one hour. Prerequisite: PC501. Multiple topics each semester. Offered by the staff of the Emory Center for Pastoral Services or other adjunct faculty. Several one-hour modules on a variety of pastoral care topics are offered each semester. Students may take one or more of these modules, each of which meets for approximately four weeks. The courses are separable and not inherently sequential. Recent modual topics have included: pastoral care and aging, pastoral care and family violence, pastoral care and grief in a multicultural perspective, clergy sexual ethics, Sabbath keeping, pastoral care for persons with chronic illness, and pastoral care and mental health.

PC698. Special Topics in Pastoral Care
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

Preaching
P501. Introduction to Preaching
Fall and Spring. Credit, three hours. (Faculty)
Introduction to the theology, history, literature, art, and practice of preaching. This is a foundational class that prepares students for other courses in homiletics. (Introductory Arts of Ministry)
P502. Sermon Development and Delivery  
Credit, three hours. Prerequisite: P501 or the permission of the instructor. (Long)  
The main goal of this course is to build upon the knowledge and skills gained in the basic course in preaching (P501) by encouraging creativity in sermon content and lively, engaged delivery of the sermon. The course will involve a mixture of lecture, discussion, reading, and workshop-style activities, all designed to improve the various skills of sermon design and delivery.

P613. Oral Presentation of Scripture and Sermon  
Credit, three hours. (Faculty)  
Practice and study of factors that increase the interest of a sermon as it is preached. The class emphasizes word as sound and sensitivity of the preacher to the involvement of the body and feelings in sermon delivery.

P617. Lectionary Preaching  
Credit, three hours. Co- or prerequisite: P501. (Faculty)  
This course examines the lessons of the common lectionary for the major liturgical seasons. It addresses issues of exegesis, hermeneutics, and preaching within the context of the church year. (P617CEE when offered as a Contextual Education Elective)

P620. Prophetic Voices for a New Century  
Credit, three hours. (Fry Brown)  
This course examines contextualization of the preached word, prophetic and pastoral preaching, and critical engagement of contemporary social issues and “isms” in the preaching moment.

P626. The Preacher as Theologian  
(Same as ST626.) Credit, three hours. Prerequisites: ST501, P501. (Long, McDougall)  
This course helps students with the act of theological reflection and emphasizes the crafting of sermons that express in accessible ways careful thinking about theological issues.

P631. Contemporary Black Preaching  
Credit, three hours. (Fry Brown)  
Analysis of historical and contemporary elements of the genre of black preaching. Homiletical preparation; textual integrity; spiritual-social-political content; and style, delivery efficacy, and receptivity of sermons through lecture, multimedia presentations, and preaching opportunities. (Race, Ethnicity, and Gender)

P634. Preaching with Children and Youth  
Credit, three hours. (Faculty)  
The purpose of this class is to assist preachers with preparing sermons for the children and youth of their faith communities. This class will prepare the students to lead children and youth in the process of thinking theologically and creatively about who God is. Students will be expected to use the assigned readings and other resources to prepare and to preach sermons appropriate for young listeners.

(Same as NT636.) Credit, three hours. (Kraftchick, Long)  
The purpose of this course is to help equip students to preach well-prepared and biblically and theologically astute sermons on the theme of death. Through readings, lectures, and class discussions, students will examine cultural, New Testament, and theological aspects of death.

P642. Women and Preaching  
Credit, three hours. (Fry Brown)  
Study of the preaching tradition of North American women, feminist/womanist hermeneutical techniques, and the social-historical reality of religious foremothers. (Race, Ethnicity, and Gender)
P647. Preaching the Parables of Jesus
Credit, three hours. (Long, Faculty)
This course helps students recognize and interpret the parables of the synoptic gospels in terms of contemporary pastoral situations. Through this, students produce sermons faithful to the New Testament text and relevant to modern people. This course attends to text, interpretation, and sermon production. May be cross-listed as NT647.

P649. Bible and Sermon
(Same as NT649 and OT649)
Credit, three hours. (Faculty)
This course helps students move from exegetical work to the sermon, attending to preaching that continues both the substance of the biblical text and its form and function. (P649G Bible and Sermon: Hebrews; P649S Bible and Sermon: Mark; P649U Bible and Sermon: John)

P697R. Colloquy Leadership
Credit, two hours. Offered each semester by invitation of the instructors of P501. Does not fulfill area requirements.

P698. Special Topics in Preaching
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

Religious Education

RE501. Religious Education as Formation and Transformation
Fall and Spring. Credit, three hours. (Faculty)
This course explores practices and theories of education that aim to form, renew, and transform Christian faith in persons and communities. Special attention is given to the interaction of faith and culture in congregations, schools, community agencies, and public life. (Introductory Arts of Ministry) (RE501CE when offered as a Contextualized Introductory Arts of Ministry course with Con Ed I)

RE503. Images of God
Credit, three hours. (Faculty)
This course will explore the psychological, theological, spiritual, and sociopolitical dynamics involved in imaging the divine. Each person imagines and experiences God in a unique way, depending upon her or his formative relationships, cultural location, and faith tradition. Feminist, womanist, and black theologians have called for alternative images and language for the divine, yet have often failed to address the deep emotional attachment that people carry for their particular images of/language for God and Christ. This course will engage psychological literature, personal narratives, and fiction to better understand that emotional attachment and resistance to change. In addition, an examination of the worship of the Black Madonna in several cultural contexts will serve as guide for understanding the complex dynamics of gender, race, culture, and class involved in imaging the divine. The course will explore creative pastoral approaches to religious education (including in the context of liturgy and pastoral care) in relation to these issues. (Race, Ethnicity, and Gender)

RE515. The Art of Teaching
Credit, three hours. (Faculty)
This course explores theories and practices of teaching and learning with an eye toward their aesthetic and religious dimensions. The course aims to enhance theological understanding of the teaching dimensions of ministry and the ministry dimensions of teaching. Teaching practicum experience is included in the course to facilitate the advancement of teaching skills.
RE517. Introduction to Youth Ministry
Credit, three hours. (Faculty)
This course introduces students to a range of approaches to youth ministry. Each approach exists as a distinctive vision of youth ministry involving congregations, youth, adult mentors, the Bible, and Christian tradition. Students will be challenged to engage these various approaches critically and appreciatively in order to construct specific approaches appropriate to their contexts. A special focus will be on practical dimensions of youth ministry.

RE526. Empowering Youth for Global Citizenship
Credit, three hours. (Corrie)
This course seeks to explore what it means—pedagogically, theologically, politically and ethnically—to help young people to become faithful “global citizens.”

RE527. Unlearning Violence, Learning Nonviolence
Credit, three hours. (Corrie)
This course dissects the underlying cultural assumptions around violence and myriad ways in which members of our society, particularly young people, are “taught” violence as a solution to resolving problems and conflicts. Theories and practices of youth education that help to “unlearn” these lessons, and teach instead methods of conflict transformation and nonviolent strategies for social change will be studied.

RE530G. The Congregation as Educator: Cross-Cultural Perspective
Credit, three hours. (Faculty)
This course helps students to understand the congregation’s role in educating and mobilizing members in partnership with God’s work in the world. Educative strategies are explored for attending to the wounds and blessings of faith communities in particular cultural contexts, and discerning God’s call to vocation within those contexts. In particular, the course explores a range of strategies for engaging the multiple intelligences of congregations—prayer, art, drama, ethnography, historical-cultural memory, Bible study, theological reflection, and activism—as means of reflecting on their context and God’s call within and beyond it.

RE530H. The Congregation as Educator: The Black Church Experience
Credit, three hours. (Faculty)
This course explores practices and theories of religious education that aim to form, renew, and transform Christian faith in persons and communities, with particular attention to religious education in the black church in the United States. The course introduces students to the historical emergence of the black church, its dual function as religious community and sociopolitical institution, and investigates contemporary challenges and demands confronting the black church, black community, and broader American culture.
(Race, Ethnicity, Gender)

RE540. Teaching the Bible
Credit, three hours. (Faculty)
(Same as NT540.) This course equips students with the methodology to enable others to experience the Bible as an intelligible, relevant, and powerful force in daily life. It examines how the Bible shapes personal faith and corporate life. (RE540CEE when offered as a Contextual Education Elective)

RE540. Teaching the Bible
Credit, three hours. (Faculty)
(Same as NT540.) This course equips students with the methodology to enable others to experience the Bible as an intelligible, relevant, and powerful force in daily life. It examines how the Bible shapes personal faith and corporate life. (RE540CEE when offered as a Contextual Education Elective)

RE601. Dynamics of Identity and Faith
Credit, three hours. (Faculty)
(Same as RP601.) Theological and developmental psychological perspectives on the formation and transformation of persons in faith. The course deepens participants’ understanding of self and others and strengthens participants’ approaches to ministry.
RE605. Dynamics of Difference  
Credit, three hours. (Faculty)  
(Prerequisite: RE501 or permission of instructor)  
An exploration of ways perspectives of group identity and difference are developed and affect the church. We will consider theological perspectives on cultural, racial/ethnic, gender, and other particularities, and constructively assess ways that religious education can enhance the dynamic interplay of diverse peoples within faith communities. (Race, Ethnicity, and Gender)

RE619. Modernity, Meaning, and Youth Ministry  
Credit, three hours. (Faculty)  
Explores ways to engage and support youth in discerning and living out their Christian vocations in contemporary culture.

RE621. Creativity and Pedagogy  
Credit, three hours. (Faculty)  
Examines the pedagogical and theological significance of human imagination and creativity. A variety of creative or artistic activities are studied, experimented with, and reflected upon during the course. Students learn to use creative media in informed and critical ways to enhance the educational dimensions of their ministry.
RE622. Christian Spirituality
Credit, three hours. (Faculty)

RE623. Spirituality and Liberative Pedagogy
Credit, three hours. (Faculty)
Draws from the depths of Christian spirituality and liberative pedagogy to discover insights, questions, and directions for future educational practice. Through action-reflection, students will explore and construct educational practices that can deepen spiritual life and contribute to liberation in this world.

RE632. Community Ministries as Religious Education
Credit, three hours. (Faculty)
(Same as CC632.) Students will explore methods, theories, and issues related to engaging congregations in experiential, community-based religious education. We will focus upon the educational benefits and challenges of this holistic approach to religious education and spiritual formation and will address benefits and challenges that arise with church and community partnerships.

RE649. Moral Development and Education
Credit, three hours. (Snarey)
(Same as EDU711v, RP649, and ES649.) A fundamental dimension of being human is the inevitable necessity of making moral judgments. Promoting the ability to make mature moral judgments is a core component of pastoral leadership and religious education. This course considers moral development as evidenced in the formulation and resolution of ethical dilemmas during childhood, adolescence, and adulthood. The course also places moral psychology in relation to gender, race, ethnic, and cultural differences. A major segment of the course will focus on the practice of moral education through a variety of pedagogical methods. (Race, Ethnicity, and Gender)

RE670A. Research Practices for Theological Inquiry
Credit, one hour. (Faculty)
An introduction to critical resources, strategies, and techniques for effective theological reading, research and writing.

RE670B. Technology for Ministry
Credit, two hours. (Faculty)
An introduction to creative techniques and reflective practices for the effective use of digital technologies in the arts of ministry.

RE698Y. Youth Ministry from the Ground Up
Credit, one hour. (Corrie/Winstead)
This course is intended to bring together current Candler students with youth ministers in the field and is designed for students to do research and activities with their youth groups between class sessions.

RE698. Special Topics in Religious Education
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

Religious Leadership and Administration

LA501. Introduction to Religious Leadership and Administration
Fall and Spring. Credit, three hours. (Faculty)
This course explores the church as an organization and ministry as a vocation of organizational leadership. It draws on resources of organizational studies and theology to develop a practical theology of leadership with a particular focus on the local church congregation and church-related nonprofit organizations. The course addresses specific areas of
administration, including organizational development and planning, conflict and decision-making, stewardship of resources (people, money, and buildings), and legal issues for the contemporary church. (Introductory Arts of Ministry) (LA501CE when offered as a Contextualized Introductory Arts of Ministry course with Con Ed/TP/ Anglican I)

LA503. Leading the Congregation
Credit, three hours. (Faculty)
This course introduces methods of understanding the story, symbols, rituals, character, and context of a congregation. It develops a model of imaginative pastoral leadership—leading a congregation toward deeper awareness of its strengths and assets in order to use its cultural resources more effectively for ministry and mission. The course emphasizes skills for initiating pastoral ministry with a congregation. (Introductory Arts of Ministry) (LA503CE when offered as a Contextualized Introductory Arts of Ministry course with Con Ed/TP/ Anglican I)

LA505. Leading the Small Membership Church
Credit, three hours. (Rogers)
This course will address the issues unique to small membership churches through an exploration of the distinctive strengths, qualities, challenges, and difficulties inherent in small membership congregations. Students will come to understand the unique culture and dynamics of the small membership church, develop necessary pastoral leadership skills, mobilize and empower lay resources for church growth, and develop strategies for leading the small membership church into the future. (Introductory Arts of Ministry) (LA515CE when offered as a Contextualized Introductory Arts of Ministry course with Con Ed/TP/ Anglican I)

LA509. The Work of the Minister
Credit, three hours. (Faculty)
Contemporary issues in pastoral ministry. (LA509CEE when offered as a Contextual Education Elective)

LA521. Congregational Management and Human Resources
Credit, three hours. Instructor permission required. (Winstead)
Taken in conjunction with the National Institute of Church Finance and Administration (NICFA). Advanced resources in church administration including staff relations, personnel management, information systems, technology, risk management, and property/facility management.

LA525. Organizational Theory and Practice in the Church
Credit, three hours. Instructor permission required. (Winstead)
Taken in conjunction with the National Institute of Church Finance and Administration (NICFA). Advanced resources in organizational theory, congregational self-study, strategic planning, community analysis, capital stewardship and finances, and theological understandings of the mission of the church.

LA612. Leadership and Administration in Black Church Traditions
Credit, three hours. (Faculty)
Five lenses are used to provide the interpretative framework for the study of leadership and administration in black church traditions: cultural, spiritual, relational, political, and practical. (Race, Ethnicity, and Gender)

LA613. Women in Religious Leadership and Administration
Credit, three hours. (Burkholder, Rogers)
This course will identify the biblical, historical, theological, sociological, psychological, and political issues regarding the role of women in religious leadership and
administration with the intent of preparing and forming participants for leadership in the Church. (Race, Ethnicity, and Gender)

**LA645. Nonprofit Leadership and Management**  
(Same as CC645.) Credit, three hours. (Jenkins)  
This course is designed for those students considering vocations with nonprofit agencies, social service organizations, and faith-based, social justice ministries. It focuses on the practical skills needed to direct these organizations: board development, grant writing and fund-raising, personnel management, collaboration, strategic planning, community relations, program planning, and evaluation. Faith-based initiatives and charitable choice legislation also will be reviewed. (letter grade only) (Introductory Arts of Ministry)

**LA698. Special Topics in Religious Leadership and Administration**  
Credit, variable. (Faculty)  
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

**Worship**

**W501. Public Worship**  
Fall and Spring. Credit, three hours. (Abbington, Phillips)  
Introduction to the history, theology, and practice of Christian worship, including the Sunday gathering, sacraments, wedding, funerals, and daily prayer offices. (Introductory Arts of Ministry)

**W503. Global Perspectives in Christian Worship**  
Credit, three hours. (Abbington)  
This course will examine worship from various cultural perspectives, how they are similar, how they differ, and how they can effectively enhance, enliven, and enrich each other. The scope of this course is nothing short of the worship practices of the world’s two billion Christians. The course focuses on worship as a public ritual event, an assembly usually conceived as an occasion for a kind of divine-human gift of sung and spoken prayers, scriptural preaching, and sacraments and other ceremonies. Special attention will also be given to intergenerational worship and the hip-hop generation. (Race, Ethnicity, and Gender)

**W603. Liturgy, Spirituality, and Community Formation**  
Credit, three hours. (Rogers)  
This course uses social semiotics and other critical theories in order to analyze the way that communities are formed through their liturgical practices. Through classroom liturgical experimentation and reflection as well as readings from historical and contemporary sources, the participants in this class will develop tools for analyzing and promoting community formation. This course is particularly suited to students who are engaged in 12–15 hours per week of parochial and community ministry.

**W622, W623, W624. Practica in Liturgical Leadership**  
Credit, one hour each. (Schmeling)  
Experience in designing and presiding at the most frequent services of public worship. Students may take one, two, or all three one-credit modules. Each module last four weeks, with meetings once a week. Each module includes a basic introduction to the historical and theological structure of the services, including methods of adapting modern liturgies to architectural and sociological realities. Students also practice performing the services. The modules include W622.

W632. Contemporary Christian Worship: Origins, Theory, Practice
Credit, three hours. (Phillips)
This course examines the development of patterns and practices of worship in the contemporary western churches; the effects of technology, consumerism, individualism, globalism, the loss of cultural grand narratives, and entertainment on worship; the ramifications of cultural accommodation and resistance in liturgical practice.

W638. Planning Christian Worship
Credit, variable. (Rogers)
This course explores the historical, theological, pastoral, and practical dimensions of planning for services of Christian worship including styles and patterns of congregational worship, organizing and encouraging laity in planning worship, development and critique of resources for planning and practice, and understanding ecclesial contexts.

W642, W643, W644, W646, W648. Practica in Worship
Credit, one hour each. (Faculty)
Students may take one, two, or all three one-credit modules. Each module lasts four weeks, with meetings twice a week. The modules include W642. Writing Liturgical Texts, W643. Ash Wednesday to Pentecost, W644. Advent to Epiphany, W646. Finding Voice (New Hymns by Women Writers).

W698. Special Topics in Worship
Credit, variable. (Faculty)
Special topic or one-time offering courses led by Candler regular and visiting faculty. Prerequisites may be required and are noted on the course schedule when applicable.

Denominational Courses

Courses pertaining to The United Methodist Church

DS511. History of Methodism
Fall and Spring. Credit, two hours. (Daniel, Matthews)
This course examines the development of Methodism, both as a movement and as an institution, from its origins during the life of John Wesley to the present era, especially in North America, exploring the emergence of The United Methodist Church from its ancestor bodies and its growth into a worldwide denomination. Attention also is given to Methodism elsewhere in the world and its relationship to the main British and Americans traditions.

DS512. Theology of Wesley and Methodism
Fall and Spring. Credit, two hours. (Matthews)
This course focuses on John Wesley’s life and the development of his theology in the context of the emerging Methodist movement during the eighteenth century; on developments and modifications of his theology by his nineteenth- and twentieth-century heirs and successors, especially in North America; and on contemporary discussions of doctrine and theology in The United Methodist Church.

DS513. Polity of The United Methodist Church
Fall and Spring. Credit, two hours. (White, W., Faculty)
This course examines the polity of The United Methodist Church, with attention to the way polity evolves historically and expresses the church’s ecclesiology and engagement with contemporary issues.
Courses pertaining to the Baptist Tradition

DS521. The Baptist Tradition: History and Theology
Credit, two hours. (Key)
A study of the origins, development, and theological distinctions of the various strands of the Baptist tradition from its origins in England to its flourishing in the United States and spread to other parts of the world. Does not fulfill area requirements.

DS522. Systematic Theology in Baptist Perspective
Credit, two hours. (Key)
This course seeks to engage students in critical reflection on Christian theology according to the distinct emphases of the Baptist tradition. Using the ecclesiological and ethical ideal of the believers’ church as the creative center of the Baptist tradition, the course will employ that ideal as the interpretive lens through which the broad scope of Christian doctrine may be viewed.

DS523. Baptist Traditions and Church Praxis
Credit, two hours. (Key)
This course examines worldwide Baptist traditions from their seventeenth-century English beginnings to the present, especially Baptists in America. The class explores how to apply Baptist distinctions in a constructive way to issues facing the church and society today.

Courses pertaining to Anglican Traditions

DS531. History and Polity of the Episcopal Church
Credit, three hours. (Faculty)
The course will trace the development of the Episcopal Church in the United States from the English Reformation through the colonial period, the American Revolution and its aftermath, to the present time. There will be particular emphasis on Anglican identity in the context of the American experience and the current issues this raises within the Anglican Communion. Does not fulfill area requirements.

DS533. Episcopal Prayer Book
Credit, three hours. (Faculty)
The course will trace the history, theology, and rationale of the Book of Common Prayer from the first English Prayer Book to the 1979 Book of Common Prayer, which in the light of the Liturgical Movement is a significant departure from all other prayer books in the Cranmerian tradition. Particular attention will be given to the Daily Offices, rites of initiation, and the Eucharist in the context of the Paschal Mystery. The course will also examine the polity of the Episcopal Church as embodied in its liturgy and canon law. Does not fulfill area requirements.

DS534. Anglican Theologians
Credit, three hours. (Faculty)
Explores lines of British theology that form the underpinnings of contemporary Anglicanism and Methodism. Starting with Richard Hooker, representative theologians of each century from the sixteenth to the twenty-first centuries are read and discussed in light of the theological and cultural controversies and movements of their time.

Courses pertaining to the United Church of Christ

DS541. History, Polity, and Customs of the United Church of Christ
Credit, two hours. (Faculty)
The purpose of this course is to explore the history, polity, theologies, and practices of the United Church of Christ and its predecessor denominations. The course will include exploration of current ecu-
menical conversations, denominational identity, African American traditions within the UCC, case studies around current issues of polity and structure, emerging trends within the UCC, and more. Does not fulfill area requirements.

_Courses pertaining to the African Methodist Episcopal Church_

DS551. Polity of the AME Church
Credit, two hours. (Faculty)
An in-depth study of the history and polity of the African Methodist Episcopal Church (A.M.E). Does not fulfill area requirements.

_Courses pertaining to the Christian Church (Disciples of Christ)_

DS561. History and Polity of the Christian Church Disciples of Christ
Credit, two hours. (Faculty)
Does not fulfill area requirements.

_Courses pertaining to the Reformed Tradition_

DS572. Theology of the Reformed Traditions
Credit, two hours. (Faculty)
Does not fulfill area requirements.

_Contextual Education_

CE551a,b. Contextual Education I Site Reflection/Integrative Seminar
Credit, two hours per semester for two semesters. (Faculty)
During the first year of Contextual Education I, students are placed in a social service or clinical setting, unless they are enrolled in the Teaching Parish or Anglican Studies track. Four hours of weekly engagement at these sites during the entire academic year give students the opportunity to experience various ministries and pastoral relationships. In the first semester, students meet weekly with their Contextual Education I site group and site supervisor on campus or on site. In the second semester, students continue working four hours per week at the same Contextual Education I site. Students meet with a faculty member and the site supervisor for a weekly, two-hour theological reflection group. An evaluation is made at the end of each semester and an in-progress (P) grade is assigned at the end of the first semester if the student is performing satisfactorily. To receive credit, the student must satisfactorily complete two consecutive semesters.

CE551ANGa,b. Contextual Education I for Anglican Studies
Credit, two hours per semester for two semesters. (Faculty)
For postulants preparing for ordination in the Episcopal church or other Anglican traditions. Students are placed as interns in parish settings and participate each week in a two-hour reflection seminar, which examines the parish as a situation of ministry. The class analyzes specific church ministry situations, acts of ministry, priorities and dilemmas of ministry, and development of an operational theory of ministry.

CE552ANGa,b. Contextual Education II for Anglican Studies
Credit, two hours per semester for two semesters. (Faculty)
For postulants preparing for ordination in the Episcopal church or other Anglican traditions. Students are placed as interns in parish settings and participate each week in a two-hour reflection seminar, which examines the parish as a situation of ministry. The class analyzes specific church ministry situations, acts of ministry, priorities and dilemmas of ministry, and development of an operational theory of ministry.

CE551TPa,b. Contextual Education I: Teaching Parish
Credit, two hours per semester for two semesters. (Faculty)
Permission of instructor needed. First-year MDiv students who are in the Teaching Parish Program may enroll for CE551TPa,b in lieu of CE551a,b. Participants are assigned to student pastor groups in respective districts under the leadership of the teaching parish supervisory pastors, United Methodist ministers who serve as Candler adjunct faculty. Course work is experiential and collegial in nature, with student-pastors engaging in practice and reflection on a variety of ministerial activities (e.g., preaching, systems analysis, planning, and teaching).

CE552a,b. Contextual Education II
Credit, two hours per semester for two semesters. (Faculty)
Second-year MDiv students who are not in the Teaching Parish Program are assigned to ecclesial settings that share a life of worship as well as ministry. The student’s work in the ecclesial setting is supervised by a site mentor. Students meet in reflection groups each semester. These groups are composed of co-learners inquiring into the history, meaning, and execution of the practices of an ecclesial community. Students remain in the same placement and small group for two semesters. An evaluation is made at the end of each semester, and an in-progress (P) grade is assigned at the end of the first semester if the student is performing satisfactorily. To receive credit, the student must satisfactorily complete two consecutive semesters.

CE552TPa,b. Contextual Education II: Teaching Parish
Credit, two hours per semester for two semesters. Prerequisites: CE551a,b or CE551TPa,b and permission of instructor needed. (Faculty)
Second-year MDiv students who are in the Teaching Parish Program may enroll for CE552TPa,b in lieu of CE552a,b. Participants are assigned to student pastor groups in respective districts under the leadership of the teaching parish supervisory pastors, United Methodist ministers who serve as Candler adjunct faculty. Course work is experiential and collegial in nature, with student-pastors engaging in practice and reflection on a variety of ministerial activities (e.g., preaching, systems analysis, planning, and teaching).

CE545R. Ministry Internship
Credit, variable; six hours maximum. (Faculty)
Internships are a student initiated practical experience for which the student gains academic credit at Candler. Students can intern with a church, an agency, or with an existing internship program. Students must have a Candler faculty member and an approved placement supervisor identified to direct the internship. The student must complete a contract form for approval through the office of contextual education. Internships provide students with an opportunity to tailor their course of study by meeting specific ministry-learning goals they have, to enrich and/or complement their courses, to provide more depth to a particular aspect of ministry, or greater exposure to a broader range of ministry. To get ideas for an internship opportunity, students are welcome to view the internship links on the Contextual Education website. It also can be an important avenue for discernment of the student’s professional ministry and calling.

CE546R. Clinical Pastoral Education
Credit, variable; six hours maximum. Basic Clinical Pastoral Education (CPE) is available to seminarians during the fall, spring, and summer of each year at sites accredited by the national CPE association. CPE is most often located in hospitals, clinics, and community agencies, and the program has a concentrated focus on pastoral care, counseling,
COURSE DESCRIPTIONS

relational skills development. Some traditions (e.g., UM Conferences) require CPE for ordination; students need to determine those specific requirements. CPE can be a part of a person’s preparation for parish, chaplaincy, lay ministry, teaching and counseling. Students apply directly to the site where they would like to do CPE. Once accepted into a particular CPE program, students can apply for Candler academic credit for CPE through the office of contextual education.

CE553 ANGR. Contextual Education for Anglican Studies
Credit, two hours per semester after completion of CE551 ANGa,b and CE552 ANGa,b. (Faculty)
For postulants preparing for ordination in the Episcopal church or other Anglican traditions. Students are placed as interns in parish settings and participate each week in a two-hour reflection seminar, which examines the parish as a situation of ministry. The class analyzes specific church ministry situations, acts of ministry, priorities and dilemmas of ministry, and development of an operational theory of ministry.

CE553 TPR. Teaching Parish
Credit, two hours; four hours maximum. (Rogers)
This course is taken after the completion of the CE551 TPa,b and CE552 TPa,b sequences. Participants are assigned to student pastor groups in respective districts under the leadership of the teaching parish supervisory pastors, United Methodist ministers who serve as Candler adjunct faculty. Course work is experiential and collegial in nature, with student-pastors engaging in practice and reflection on a variety of ministerial activities (e.g., preaching, systems, analysis, planning, and teaching).

Directed Studies
Variable credit, maximum of three credit hours. Study planned with a professor on a topic not covered by courses regularly taught. The syllabus is developed by the professor and student.

Certificate Studies

Baptist Studies

BAPS500. Baptist Studies Reflection Seminar
Credit, none (Key)
This course is taken concurrently with the second year of Contextual Education. This course is an integrative experience. Students reflect on their theological preparation at Candler and its pragmatic meaning for the future of the Baptist church family.

BAPS501. Baptist Studies Colloquy
Credit, one hour. (Key)
For Baptist studies certificate candidates in the their year. Provides engagement others in the certificate program and offers an opportunity for group reflection.

Black Church Studies

BCS500. Black Church Studies Reflection Seminar
Credit, none. (Fry Brown)
This course is taken concurrently with the second year of contextual education or contextual education–teaching parish. This course is an integrative experience. Students reflect on their theological preparation at Candler and its pragmatic meaning for the future of black and/or multiracial church communities.
BCS501. Introduction to Black Church Studies
Credit, three hours. (Fry Brown)
This course explores the wide variety of data related principally to the religions of Americans of African descent for the purpose of enriching personal faith and preparing persons for competent leadership on behalf of God’s mission of liberation for all people. The approach is broadly interdisciplinary and contextual, drawing especially on religious and theological disciplines. (Race, Ethnicity, and Gender)

BCS502. Black Church Studies Colloquy
Credit, one hour. (Fry Brown)
For black church studies certificate candidates in the third year. Provides engagement with the history/theology of the black church, a forum for discussion around contemporary issues related to black and multiracial churches, and an opportunity for group reflection.

BCS504. Black Church Studies Retreat
Credit, none. (Fry Brown)
This course will be added to the transcript by the registrar after completion of the retreat.

Religious Education

RE504. Religious Education Retreat
Credit, none. (Faculty)
This course will be added to the transcript by the registrar after completion of the retreat.

RE507. Religious Education Professional Conference
Credit, none. (Faculty)
This course will be added to the transcript by the registrar after completion of the conference.

Women, Theology, and Ministry

WTM500. Women, Theology, and Ministry Reflection Seminar
Credit, none. (Faculty)
ATA463. Historical and Social Dimensions of Contemporary Pastoral Counseling
Credit, three hours. (Wimberly)
Modern history of pastoral counseling is examined, including its roots in theology, philosophy, psychiatry, psychology, psychotherapy, psychoanalysis, and existential and humanistic psychology. (core course)

ATA471. Person in Context
Credit, three hours. (Faculty)
Theological and psychological theories of personhood, selfhood, and personality are examined in this course. The implications of these theories in themselves and the interactions between them are explored. The import of these theories for different approaches to pastoral counseling are assessed. (core course)

ATA473. Theory and Practice of Pastoral Counseling
Credit, three hours. (Faculty)
Taken in the first year, this course provides residents with the basic tools to begin seeing clients. This includes both the theoretical and practical aspects of pastoral counseling, such as office procedures, fee setting and scheduling, history making and intake procedures, and any other necessary practical matters. It also includes such theoretical issues as listening, empathy, transference and counter-transference, neutrality, therapeutic authority, and the use of the self. In addition, this course provides an in-depth understanding of assessment, diagnosis, and treatment from the developmental perspective of ego psychology and object relations theory. (core course)

ATA475. Pastoral Theology
Credit, three hours. (Faculty)
Pastoral theology as a theological discipline, including soteriology, ecclesiology, and methodologies of theology, pastoral care, and counseling. These are examined as a means of assisting students in theological reflection and critique appropriate to the ministry of pastoral counseling. (core course)

ATA476. Family Evaluation and Treatment
Credit, three hours. (Faculty)
This course explores diagnosis of family dysfunction and therapeutic strategies that are indicated for effective restorative treatment.

ATA478a. Group Therapy: Theory
Credit, three hours. (Faculty)
This course provides a broad overview of the theoretical underpinnings of different forms of group therapy, facilitating conceptualization of what happens in group therapeutic processes.

ATA478b. Group Therapy: Treatment
Credit, three hours. (Faculty)
Prerequisite: ATA478a. (Faculty)
This course focuses on group process, exploring and examining group therapeutic processes experientially and in practice.

ATA479. Family Development
Credit, three hours. (Faculty)
This course explores the cycles of development that families go through in particular cultural settings.

ATA481. Research Methods
Credit, three hours. (Cooper-White)
This course consists of a three-hour seminar and one hour of integrative colloquy. The course focuses on research methodology in pastoral counseling and pastoral theology directed to the development of a student’s doctoral dissertation proposal. It includes attention to research method and design and provides opportunities for students to integrate theory and practice in the construction of a viable research proposal.
ATA484a,b. Developing Intercultural Competence in Pastoral Counseling
Credit, three hours. (Faculty)
Taken in the second year, students focus on working with clients with disorders most difficult to understand and help. Professional development is emphasized through study of the influences of race, ethnicity, gender, culture, and spirituality on theories and practices of pastoral counseling.

ATA485S. Summer Practicum
Credit, three hours. (Faculty)
In the summer between the first and second years students are given supervision and reflection on their ongoing clinical work.

ATA485a, b, c, d. Practicum: Individual Supervision
Credit, four hours. (Faculty)
Students in the practicum are given one credit hour per semester of supervision by a certified pastoral counselor for their clinical practice.

ATA486a, b, c, d. Practicum: Group Supervision
Credit, four hours. (Faculty)
Students in the practicum are given one credit hour per semester of supervision in groups by qualified pastoral counselors.

ATA487a, b, c, d. Practicum: Case Conference
Credit, four hours. (Faculty)
Students meet in groups with professionals (in social work, psychiatry, and practical theology) for one and a half credits per semester, in discussion of the clinical casework.

ATA489. Intercultural Pastoral Care and Counseling
(Cross-listed with GDR course RLPC 720G)
This course examines the influence of race, ethnicity, gender, culture, and spirituality on theories and practices of pastoral counseling. Particular attention is paid to how cultural analysis can assist the processes of counseling and pastoral care. Some exposure to clinical counseling practice is required to participate in this class.

ATA489R. ThD Directed Study
Credit, one to three hours. (Faculty)
Study planned with a professor on a topic not covered by courses regularly taught. The syllabus is developed by the professor and student.

ATA490. Advanced Seminar
Credit, variable. (Faculty)
Topics determined from time to time by faculty.

ATA497. ThD Exams Process
Credit, none. (Registrar)
Students who have finished their coursework must enroll in this course during the semesters in which they are preparing for and taking their qualifying examinations.

ATA499. ThD Dissertation Research
Credit, none. (Registrar)
Students who have successfully completed qualifying examinations and are working on the dissertation must enroll in this course during each fall and spring semester in order to maintain continuous enrollment. Summer registration is not required or allowed unless summer is the graduation term.

Administrative Courses by Degree

MASTER OF DIVINITY

MDIV502. Master of Divinity Thesis
Credit, six hours maximum. (Kraftchick)
Students prepare thesis proposals that must be approved before permission is given to proceed with the thesis writing.
COURSE DESCRIPTIONS

MDIV505. Master of Divinity First Year Advising Group
Credit, none. (Faculty)
First-year students are required to enroll in the First Year Advising Group. Advising groups will be composed of ten to twelve first-year students, along with a faculty adviser and third-year MDiv student peer advisers. These groups will assist first-year students with orientation to the Candler community, Emory, and the first year of graduate studies.

MDIV510. Thinking Through Theological Education I
Credit, one hour. (Wilson)
MDiv students are required to enroll in MDIV510 in the first semester of the first year. This course, which is conducted in a small colloquy format, focuses on certain key skills needed for thoughtful and discerning leadership amidst the complex contexts of ministry in an ever-changing world. Specifically, this course (and MDIV511) focuses on developing and sharpening the skills of critical investigation, analysis, and communication (both written and oral). Clarity, precision, and purposefulness in these skills are emphasized, all with an eye toward the public nature of much theological discourse.

MDIV511. Thinking Through Theological Education II
Credit, one hour. (McFarland)
MDiv students are required to enroll in MDIV511 in the second semester of the first year. This course, which is conducted in a small colloquy format, focuses on certain key skills needed for thoughtful and discerning leadership amidst the complex contexts of ministry in an ever-changing world. Specifically, this course (and MDIV510) focuses on developing and sharpening the skills of critical investigation, analysis, and communication (both written and oral). Clarity, precision, and purposefulness in these skills are emphasized, all with an eye toward the public nature of much theological discourse.

MDIV522. Traditions of the Church Concentration Capstone Course: Christianity and the Book
Credit, three hours. (Strom)
This course examines the production, reception, and influence of the book in Christian life and practice from the early church to the present. It will focus on those who produced the books, how they were distributed, the ways that Christians (and others) read and interpreted them, their influence on the development of intellectual history, and the future of the book in the digital age.

MDIV524. Concentration Capstone Course: Theology and the Arts
Credit, three hours (Faculty)
The seminar will focus on theories of interpretation, reception, and response in literature, visual art, liturgy, and music. The relationship between author/artist, text, receiver, use, and history of interpretation will be considered. The course will also attend to the difference between description/phenomenology of interpretation and method in interpretation. We will also look at issues of ethics and responsibility, both in terms of artist and receiver responsibility. Although the course will overview all three art forms, students will choose one art form to focus a final paper/project.

MDIV526. Theology and Ethics Concentration Capstone Course: Theology and Ethics in Conversation
Credit, three hours. (McFarland)
This course is the required common course for third-year students enrolled in the Theology and Ethics concentration. Responsibility for this course rotates among Theology and Ethics faculty, and the particular issues and texts studied each year will vary according to the expertise and interests of the
instructor(s). In each case, however, the course will explore the relationship between what Christians confess to be doctrinally normative (theology) and what they affirm to be morally normative (ethics), with particular attention to the way in which ethical and theological reasoning inform each other. While not necessarily team taught, each iteration of this course will normally include some participation (e.g., via guest lectures) by faculty in both theology and ethics.

MDIV999R. Master of Divinity Administrative Fee
Credit, none. (Registrar)

Master of Theological Studies

MTS502. Master of Theological Studies Thesis
Credit, six hours maximum. (Kraftchick)
Students prepare thesis proposals that must be approved before permission is given to proceed with the thesis writing.

MTS503. Master of Theological Studies Integrative Paper
Credit, two hours. (Kraftchick)

MTS505. Master of Theological Studies Advising Group
Credit, none. (Faculty)
First-year MTS students are required to enroll in the MTS First Year Advising Group. Advising groups will be composed of 10–12 first-year MTS students along with a faculty adviser. The groups assist entering students with orientation to Emory, Candler and in exploring vocational options for the degree.

MTS520M. Research Methods Seminar (Modern Religious Thought and Experience)
Credit, three hours. (Faculty)
This course will focus on research in the various fields of religious and theological studies by considering both theoretical and functional approaches to critical research and writing in fields associated with the focus in Modern Religious Through and Experience.

MTS520T. Research Methods Seminar (History, Scripture, and Tradition)
Credit, three hours. (Faculty)
This course will focus on research in the various fields of religious and theological studies by considering both theoretical and functional approaches to critical research and writing in fields associated with the focus in History, Scripture, and Tradition.

MTS600M. Capstone Seminar (Modern Religious Thought and Experience)
Credit, three hours. (Faculty)
Prerequisite: MTS520M
Students concentrating in Modern Religious Thought and Experience are required to complete this capstone course during their final or graduating semester. A component of the capstone course is the completion of an Integrative Paper or the MTS thesis (which may be taken for additional credit by enrolling in MTS502).

MTS600T. Capstone Seminar (History, Scripture, and Tradition)
Credit, three hours. (Faculty)
Prerequisite: MTS520T
Students concentrating in History, Scripture, and Tradition are required to complete this capstone course during their final or graduating semester. A component of the capstone course is the completion of an Integrative Paper or the MTS thesis (which may be taken for additional credit by enrolling in MTS502).

MTS999R. Master of Theological Studies Administrative Fee
Credit, none. (Registrar)
Master of Theology

THM501a,b. Master of Theology Seminar
Credit, four hours.

THM600. Post-MDiv Elective
Credit, one hour.
When applied for by the student, one credit of THM600 is associated with a three credit hour course to complete the four-hour post-MDiv elective requirement.

THM999R. Master of Theology Administrative Fee
Credit, none. (Registrar)

ATA Cross Registration

CO999R. Columbia Course Work
Variable credit. Used to designate coursework taken through cross-registration at Columbia Theological Seminary in Decatur, Georgia.

ER999R. Erskine Course Work
Variable credit. Used to designate coursework taken through cross-registration at Erskine Seminary in Due West, South Carolina.

IT999R. Interdenominational Theological Center Course Work
Variable credit. Used to designate coursework taken through cross-registration at Interdenominational Theological Center in Atlanta.

LTC999R. Lutheran Theological Center Course Work
Variable credit. Used to designate coursework taken through cross-registration at the Lutheran Theological Center in Columbia, South Carolina.

MC999R. McAfee Course Work
Variable credit. Used to designate coursework taken through cross-registration at McAfee School of Theology, Mercer University, in Atlanta.

English for Speakers of Other Languages

TESL300. English as a Second Language—Written Skills
Credit, three hours. (Rubin)
Students will become familiar with the grammar, diction, organization, and stylistic conventions that characterize written English for academic purposes. Students will engage in close analysis of academic writing in English, will engage in a series of writing exercises, and will produce coherent essays of varying length and topical focus. Active participation in class discussions and peer feedback is required.

TESL301. English as a Second Language—Oral Skills
Credit, three hours. (Rubin)
Students will learn advanced skills in English pronunciation to enhance intelligibility and communication effectiveness. In addition, students will become more comfortable and competent in making oral academic presentations and in engaging in classroom discussion in English. Students will practice principles of English pronunciation including word stress, emphasis, and sentence intonation. Students will prepare and deliver several oral presentations of varying length and topical focus. Active participation in class discussions and peer feedback is required.
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Associate Dean of Methodist Studies

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Director of International Initiatives and Director of Contextual Education I

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Director of the Anglican Studies Program

Robert W. Winstead  
Director of Lifelong Learning

Winston Worrell  
Director of the World Methodist Evangelism Institute
James Abbington
Abbington is the author of Let Mt. Zion Rejoice! Music in the African American Church (Judson Press), Readings in African American Church Music and Worship (GIA Publications, Inc.), Let the Church Sing On! Reflections of Black Sacred Music (GIA). He has compiled and edited a two-volume collection of organ music, King of Kings: Organ Music by Black Composers, Past and Present (GIA), and New Wine in Old Wineskins: A Contemporary Congregational Song Supplement (GIA). He edited Wyatt Tee Walker’s Spirits that Dwell in Deep Woods: The Prayer and Praise Hymns of the Black Religious Experience (GIA) and is an associate editor of the best-selling African American Heritage Hymnal (GIA). He is also the executive editor of the African American Church Music Series published by GIA Publications of Chicago and has served as co-director of the annual Hampton University Ministers and Musicians Conference since 2000. He has served as national director of music for both the Progressive National Baptist Convention and the NAACP.

Associate Professor of Church Music and Worship. BA, Morehouse College, 1983; MM, University of Michigan, 1995; DMA, 1999.

Timothy E. Albrecht
Albrecht is Emory University Organist and also holds a joint faculty appointment at both Candler and Emory’s Department of Music. He heads the graduate organ performance degree programs (Master of Sacred Music and Master of Music). He is the author of twelve published volumes of Grace Notes for Organ I–XII (1987–2005) and has recorded...

Professor of Church Music, Professor of Music, and University Organist. BM, Oberlin Music Conservatory, 1973; BA, Oberlin College, 1973; MM, Eastman School of Music, 1975; DMA, 1978.

### Jennifer R. Ayres

Ayres is the author of *Waiting for a Glacier to Move: Practicing Social Witness* (forthcoming). She currently is researching issues of faith formation through religious practices of food justice. Other research interests include faith formation in the context of popular culture, pedagogical theory and practice, feminist practical theology, social activism and religious/moral formation, and eco-theology and the global food system. She also has written for the *Feasting on the Word* commentary series and the *Being Reformed* adult study series.

Assistant Professor of Religious Education; Director of the Religious Education Program. BA, University of North Carolina, Chapel Hill, 1994; MDiv, Union Theological Seminary-Presbyterian School of Christian Education, 2000; ThM, 2002; PhD, Emory University, 2007.

### Elizabeth M. Bounds

Bounds is author of *Coming Together/Coming Apart: Religion, Modernity, and Community* (1997), coeditor of *Feminist Critiques* (1999), and is currently working on *Christian Engagement with the U.S. Prison System*. Her interests include peacebuilding/conflict transformation, restorative justice, democratic practices and civil society, feminist and liberation ethics, and transformative pedagogical practices.

Associate Professor of Christian Ethics. BA, Harvard University, 1978; BA/MA, Cambridge University, 1980; MDiv, Union Theological Seminary, 1986; PhD, 1994.

### Anthony A. Briggman

Briggman’s research interests focus on binitarian and early Trinitarian theology in the Apologists, especially Irenaeus of Lyons and Justin Martyr, with special attention to the influence of contemporaneous Jewish thought on their theologies. Briggman’s book, titled *The Theology of the Holy Spirit According to Irenaeus of Lyons*, is now in press (Oxford University Press).

Assistant Professor of the History of Early Christianity. BA, Cedarville University, 1997; MDiv, Trinity Evangelical Divinity School, 2000; PhD, Marquette University, 2009.
Michael Joseph Brown

Associate Professor of New Testament and Christian Origins. BA, Vanderbilt University, 1990; MDiv, University of Chicago, 1994; PhD, 1998.

Anne Burkholder
Burkholder, an ordained elder in The United Methodist Church, has served as the director of connectional ministries, district superintendent, urban ministries director, and pastor in the Florida Conference. She has extensive experience as a congregational transformation consultant, social service ministries developer, and disaster response coordinator. Her research and teaching focus on women in religious leadership, ministerial ethics, United Methodist polity, and issues facing the twenty-first century church, including multicultural ministry and leadership, the gifts and challenges of property in the life of congregations, and the declining effectiveness of modern ecclesiastical institutional systems in a postmodern world.

Associate Dean of Methodist Studies; Professor in the Practice of Ecclesiology and Church Leadership. BA, Florida State University, 1974; MDiv, Candler School of Theology, 1977; PhD, Emory University, 1992.

Elizabeth Corrie
Corrie’s teaching draws on commitments both to peace with justice and to the education of young people, particularly the development of pedagogical and youth ministry practices that empower people for global citizenship. Her research interests include theories and practices of nonviolent strategies for social change, the religious roots of violence and nonviolence, peace-building initiatives in areas affected by war and oppression, and character education and moral development with children and youth.

Director, Youth Theological Initiative; Assistant Professor in the Practice of Youth Education and Peacebuilding. BA, College of William & Mary, 1993; MDiv, Candler School of Theology, 1996; PhD, Emory University, 2002.

W. Harrison Daniel
Daniel has taught at seminaries in Liberia and Austria, as well as the Mission Resource Center of The United Methodist Church in Atlanta. He is a former commissioned missionary of the General Board of Global Ministries, and an elder who has served pastorates in South Georgia, Scotland, and Austria. His research focuses on the history and globalization of the Methodist movement, particularly in German-speaking Europe, Eastern Europe, and West Africa. Daniel is author of *Historical Atlas of the Methodist Movement* (2009), published by Abingdon Press in partnership with Google Earth.

Associate Professor in the Practice of History and Mission. BA, University of Florida, 1985; MA, Asbury Theological Seminary, E. Stanley Jones School of
World Mission and Evangelism, 1989; PhD, Edinburgh University, Scotland, Centre for the Study of Christianity in the Non-Western World, 1993.

Barbara Day Miller
Day Miller is a deacon in the North Georgia Conference of The United Methodist Church. Her teaching and research interests include congregational planning and participation in worship, creative worship and the arts, and global hymns and songs. She is author of A New Pastor’s Guide to Worship Leadership (Abingdon) and Encounters with the Holy: A Conversational Model for Worship Planning (Alban).

Associate Dean of Worship and Music; BM, Illinois Wesleyan University, 1968; MDiv, Emory University, 1988.

L. Wesley de Souza
de Souza, a Luso-Brazilian born in Sao Paulo, is a founder of and visiting professor at South American Theological Seminary in Londrina, Brazil, where he also served as vice president of the seminary’s board of trustees. He represents Candler on the governing board of the Hispanic Summer Program (HSP), serves on the governing board of the Center for Studies in Global Christianity (CSGC), and on the editorial advisory board for the Asbury Journal. His research focuses on contextualization of the Gospel and on Latin American classical Pentecostalism, Pan-Wesleyan movements, and base ecclesial communities. He is an ordained elder in full connection of the North Georgia Conference of The United Methodist Church.

Arthur J. Moore Associate Professor

in the Practice of Evangelism. BTh, Methodist University of Sao Paulo, 1982; ThM, E. Stanley Jones School of World Mission and Evangelism of Asbury Theological Seminary, 2000; PhD, 2003.

Gregory C. Ellison II
Ellison’s research examines the intersections of pastoral care, personality development, theologies of hope, and marginalized populations. His book-in-progress, Cut Dead but Still Alive: Caring for African American Young Men (Abingdon), is based on his years of counseling youth and his work with young men transitioning out of correctional facilities. He is an ordained Baptist minister and has served on the ministerial staffs at United Methodist and Presbyterian churches.

Assistant Professor of Pastoral Care and Counseling. BA, Emory University, 1999; MDiv, Princeton Theological Seminary, 2002; PhD, Princeton Theological Seminary, 2008.

Noel Leo Erskine
Erskine is author of Black People and the Reformed Church in America (1978), Decolonizing Theology (1981, 1998), King Among the Theologians (1994), From Garvey to Marley: Rastafari Theology (2005), and Black Theology and Pedagogy (2008). His research interests include black theology and pedagogy, the history and development of the black church, and theological method in the work of James Cone, Karl Barth, Dietrich Bonhoeffer, and Martin Luther King Jr.

Professor of Theology and Ethics.
Diploma, Calabar College and United

Teresa L. Fry Brown


Professor of Homiletics; Director, Black Church Studies. BS, University of Central Missouri, 1974, MS, 1975; MDiv, Iliff School of Theology, 1988; PhD, Iliff School of Theology and University of Denver, 1996.


Don Harp

Harp served in the North Georgia Conference of The United Methodist Church for more than forty years. His congregation experienced tremendous growth during his years as senior minister at Peachtree Road United Methodist Church, which now has more than 7,000 members. Harp is pastor/theologian-in-residence and teaches in the contextual education program at Candler.

Pastor/Theologian-in-Residence. MDiv, Emory, 1966; DMin, University of Chicago, 1983.

M. Patrick Graham


Librarian and Margaret A. Pitts Professor of Theological Bibliography. BA, Abilene Christian University, 1973; MA, 1974; MDiv, 1976; PhD, Emory University, 1983; MLIS, University of Texas, Austin, 1990.


The History of Israel’s Traditions: The Heritage of Martin Noth (1994), The Chronicler as Historian (1997), The Hebrew Bible Today: An Introduction to Critical Issues (1998), The Chronicler as Author: Text and Texture (1999), and

The Chronicler as Theologian (2003). His current research focuses on the interpretation of 1 and 2 Chronicles and the illustration of Scripture in early printed books.

Librarian and Margaret A. Pitts Professor of Theological Bibliography. BA, Abilene Christian University, 1973; MA, 1974; MDiv, 1976; PhD, Emory University, 1983; MLIS, University of Texas, Austin, 1990.

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Pastor/Theologian-in-Residence. MDiv, Emory, 1966; DMin, University of Chicago, 1983.

M. Patrick Graham

Graham is the author of The Utilization of 1 & 2 Chronicles in the Reconstruction of Israelite History in the Nineteenth Century (1990), and coeditor of The History of Israel’s Traditions: The Heritage of Martin Noth (1994), The Chronicler as Historian (1997), The Hebrew Bible Today: An Introduction to Critical Issues (1998), The Chronicler as Author: Text and Texture (1999), and

The Chronicler as Theologian (2003). His current research focuses on the interpretation of 1 and 2 Chronicles and the illustration of Scripture in early printed books.

Librarian and Margaret A. Pitts Professor of Theological Bibliography. BA, Abilene Christian University, 1973; MA, 1974; MDiv, 1976; PhD, Emory University, 1983; MLIS, University of Texas, Austin, 1990.

Don Harp

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Pastor/Theologian-in-Residence. MDiv, Emory, 1966; DMin, University of Chicago, 1983.

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Lösel is the author of *Kreuzwege: Ein ökumenisches Gespräch mit Hans Urs von Balthasar* (2001), and several English-language articles on Balthasar’s work. He has recently published articles on contemporary Roman Catholic and Protestant ecclesiology, liturgy and politics, and theology and the arts. His
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Matthews has been deeply involved in academic publishing throughout his career, serving as senior editor of academic books for Abingdon Press (1989–1997) and as editorial director of Scholars Press (1997–1999) and of the Society for Biblical Literature (1999–2003). He is currently the general editor of the Kingswood Books program for scholarly works in Wesleyan and Methodist studies, which he established during his tenure with Abingdon Press, and the managing editor of Methodist Review: A Journal for Wesleyan and
Methodist Studies, an online scholarly journal based at Emory. His own research interests focus on the life and thought of John Wesley, particularly in his eighteenth-century theological and philosophical context, and on the history and theological development of Methodism in Britain and America. He is the compiler of Timetables of History for Students of Methodism (2007).

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Associate Professor of Systematic Theology. BA, Yale University, 1985; MAR, Yale Divinity School, 1990; PhD, University of Chicago, 1998.

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Associate Professor of Systematic Theology. BA, Trinity College, 1984; MDiv, Union Theological Seminary, 1989; ThM, Lutheran School of Theology at Chicago, 1991; PhD, Yale University, 1995.

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Director, Teaching Parish Program; Director, Contextual Education II; Assistant Professor in the Practice of Congregational Leadership. BA, Converse College, 1983; MDiv, Duke University, 1986; DMin, Emory University, 1998.

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Associate Professor of Pastoral Care and Pastoral Theology; Director, Women, Theology, and Ministry Program. BA, Sonoma State University, 1977; MDiv, Pacific School of Religion, 1980; PhD, Vanderbilt University, 1994.

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Associate Professor of Old Testament. BA, Point Loma Nazarene University, 1992; MDiv, Princeton Theological Seminary, 1995; PhD, 2001.

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Candler Deans

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Associate Dean of Admissions and Financial Aid. BA, West Virginia Wesleyan College, 1981; MTS, Boston University, 1990.

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Associate Dean of Methodist Studies; Professor in the Practice of Ecclesiology and Church Leadership. BA, Florida State University, 1974; MDiv, Candler School of Theology, 1977; PhD, Emory University, 1992.

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Jan Love
Love is an internationally recognized leader in church and ecumenical arenas and a scholar of world politics, particularly issues of religion and politics, conflict transformation, globalization, and ecumenism. She is known for facilitating constructive relationships among people with deeply held differences and for her work in racial justice. Love has authored two books on international relations, Southern Africa in World Politics: Local Aspirations and Global Entanglements (Westview Press, 2005) and The U.S. Anti-Apartheid Movement: Local Activism in Global Politics (Praeger Publishers, 1985), as well as scores of scholarly articles, book chapters, and reviews. She led the Women’s Division of the UMC, served on the World Council of Churches (WCC) central and executive committees, and was on the faculty at the University of South Carolina in the departments of religious studies and political science. In 2010 she was elected to a four-year term on the board of the Association of Theological Schools.
Dean and Professor of Christianity and World Politics. BA, Eckerd College, 1975; MA, Ohio State University, 1977; PhD, 1983.

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Professor of Old Testament

Arthur W. Wainwright
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James L. Waits
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Theodore R. Weber
Professor of Social Ethics

Carlton R. Young
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Preparing real people to make a real difference in the real world.