VIRGINIA UNION UNIVERSITY
Samuel DeWitt Proctor School of Theology

Academic Catalog
2017 – 2018

Virginia Union University is accredited by the
Commission on Colleges of the Southern Association
of Colleges and Secondary Schools
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Samuel DeWitt Proctor School of Theology
is accredited by the
Association of Theological Schools
in the
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Virginia Union University is a Member of the
United Negro College Fund

Samuel DeWitt Proctor School of Theology is a member of the
Richmond Theological Consortium and the Washington Theological Consortium

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List of Abbreviations

ATS - Association of Theological Studies
BTSR – Baptist Theological Seminary at Richmond
CEU - Continuing Education Units
CGSS - Coordinator of Graduate Student Services
Con Ed - Continuing Education
D.Min. - Doctor of Ministry
M.A. - Master of Arts
M.A.C.E. - Master of Arts in Christian Education
M.Div. - Master of Divinity
NTH - Non-Traditional Hours
POM - Profiles of Ministry
RTC - Richmond Theological Consortium
SACS - Southern Association of Colleges and Secondary School
STVU - Samuel DeWitt Proctor School of Theology of Virginia Union University
TH - Traditional Hours (formerly Day)
UPS - Union Presbyterian Seminary
VCU - Virginia Commonwealth University
VIP Care - Virginia Institute of Pastoral Care
VUU - Virginia Union University
WTC - Washington Theological Consortium
# Table of Contents

Virginia Union University ........................................................................................................... 1
List of Abbreviations ..................................................................................................................... 2
Welcome from the Dean .................................................................................................................. 4
Minnesota University Vision and Mission ...................................................................................... 5
Samuel DeWitt Proctor School of Theology .................................................................................. 5
Setting .......................................................................................................................................... 6
Administration ............................................................................................................................... 7
Faculty and Staff ............................................................................................................................. 10
Academic Calendar ........................................................................................................................ 12
Academic Programs ......................................................................................................................... 14
  Master of Divinity ....................................................................................................................... 14
    Program Design ....................................................................................................................... 15
    Formation for Ministry ........................................................................................................... 16
    Additional Learning Opportunities ....................................................................................... 17
  Master of Arts in Christian Education ......................................................................................... 19
    Program Design ....................................................................................................................... 20
  Dual Degree Programs ............................................................................................................... 21
  Doctor of Ministry Program ........................................................................................................ 22
    Program Design ....................................................................................................................... 23
    Student Expenses ................................................................................................................... 25
Satisfactory Academic Progress (Enrollment & Financial Aid) ..................................................... 26
General Information ...................................................................................................................... 29
  Credit Policy .............................................................................................................................. 29
  Transfer Credit/Advanced Standing ......................................................................................... 29
  Class Attendance ...................................................................................................................... 29
  Grading System ......................................................................................................................... 29
  Honor System ............................................................................................................................ 30
  The Library ............................................................................................................................... 30
  Bookstore .................................................................................................................................. 30
  Student Life ............................................................................................................................... 30
  Theologue Fellowship ............................................................................................................... 31
  Total Community Formation ..................................................................................................... 31
  Chapel Services ........................................................................................................................ 31
  Placement ................................................................................................................................... 31
  Health and Counseling Services ............................................................................................... 31
  Student Complaint Process ....................................................................................................... 31
  Student Expenses ...................................................................................................................... 32
  Financial Aid ............................................................................................................................. 33
  Scholarships ............................................................................................................................... 34
Course Descriptions ....................................................................................................................... 35
Cooperative Institutions and Academic Programs ......................................................................... 52
  Virginia Institute of Pastoral Care ............................................................................................. 52
  United Methodist Students ........................................................................................................ 54
  American Baptist Students ........................................................................................................ 55
  Richmond Theological Consortium ............................................................................................. 55
  Washington Theological Consortium ......................................................................................... 55
Centers, Institutes and Initiatives ..................................................................................................... 56
Welcome from the Dean

On behalf of the entire Samuel DeWitt Proctor School of Theology family, I welcome you to our historic institution. For over seventy-five years, STVU has been dedicated to preparing students to serve the church and community with faithful knowledge, authentic commitment, and passionate service.

As one of the oldest African American seminaries in the United States and as the graduate theological school of Virginia Union University, an urban liberal arts university, STVU is a unique place for graduate theological education. Grounded in the rich and diverse traditions of African and African American culture, religion and history, the STVU intellectual experience is characterized by its deep commitment to social justice, affirmation of the worth, value, and dignity of all humanity, and dedication to holistic liberation in Christian ministry.

Our distinguished faculty uniquely combine rigorous scholarship with a passion for producing faithful leaders who are spiritually and intellectually equipped for dynamic Christian ministry in a complex world. With several research, teaching, and leadership centers and initiatives and membership in the Richmond and Washington Theological Consortiums, STVU provides students with a world-class theological education that empowers them to fulfill their call and commitment to Christ, church and community.

I invite you to come and visit us in historic Kingsley Hall on the beautiful campus of Virginia Union University. I am sure you will find STVU to be a special place where one’s call to ministry is affirmed within a critical, confessional, and compassionate community.

Corey D. B. Walker, Ph.D.
Vice President, Virginia Union University
Dean, Samuel DeWitt Proctor School of Theology
Professor of Religion and Society
VISION STATEMENT

Virginia Union University is a premier liberal arts urban institution of higher education and center of excellence for the preparation of students and development of leaders for tomorrow’s world.

MISSION STATEMENT

Virginia Union University is nourished by its African American and Christian heritage and energized by a commitment to excellence and diversity. Its mission is to: 1) Provide a nurturing intellectually challenging and spiritually enriching environment for learning; 2) Empower students to develop strong moral values for success; and 3) Develop scholars, leaders, and lifelong learners of a global society. To accomplish this mission, Virginia Union University offers a broad range of educational opportunities that advance liberal arts education, teaching, research, science, technology, continuing education, civic engagement, and international experiences.

SAMUEL DEWITT PROCTOR SCHOOL OF THEOLOGY

The Samuel DeWitt Proctor School of Theology of Virginia Union University (STVU) is a historically African American institution that, in partnership with the church and community, equips students for service within diverse, social contexts through a curriculum that emphasizes academic excellence, spiritual (trans) formation, and faithful service in the church and world.

The mission of the Samuel DeWitt Proctor School of Theology of Virginia Union University is:

1. To act as a catalyst for the critical and conscientious faith development of students.
2. To assist students in defining and developing the specifics of their service in ministry.
3. To provide a compassionate and nurturing context for substantive theological study.
4. To serve as a facilitator of the church in defining and identifying worship in its broader aspects and in understanding its mission as it affects everyday life.

Committed to its historic mission and compelled by its obligation to nurture leadership for African-American and other communities, STVU offers an exceptional educational experience that fosters the development of church leaders who are personally concerned and theologically informed to collaboratively and creatively articulate shared visions and implement strategies for a just and sustainable future. The learning environment at STVU enables students to integrate thinking, feeling, and acting, as they seek to develop informed, imaginative, and consecrated ministries.

The program requires that students demonstrate a clear and broad understanding of the Christian story and the capacity to interpret critically and creatively and to communicate effectively that story. Reflection merges with action, as students are expected to translate the Christian story, relate it to contemporary religious and global issues, and appropriate that story and faith in a manner that enables personal and social transformation.

The curriculum includes diverse offerings in the biblical, historical, theological, and pastoral fields as well as interdisciplinary studies. STVU takes seriously the impact of the African-American experience, as it relates to biblical interpretation, theological construction, historical analysis, ethical action, and the role and character of ministry.

Employing the historical Trans-Atlantic Middle Passage as the guiding focus for theological inquiry in conjunction with acknowledging the uniqueness of students, STVU seeks to discern and respond to the unfolding of God’s truth in its multidimensional forms. The curriculum is classical and innovative, structured and flexible, traditional and contemporary. Within the style, life, and curriculum of STVU, students from all ethnic backgrounds and cultures can find a uniquely relevant approach to the preparation for Christian ministry.

With the founding of the Richmond Theological Institute in 1865, one of the foundational stones for the present day School of Theology and indeed for the University itself was laid. Thus, from its very beginnings Virginia Union University has been integrally involved in the preparation of persons for Christian ministry.
In 1941, under the leadership of Dr. John Malcus Ellison, the University's first African-American president and an ordained clergyman and alumnus, there was a recognized awareness that the professional and scholarly demands of the ministry warranted a more rigorous course of study beyond that which the undergraduate curriculum could provide. Therefore, the School of Religion was organized. It carried that name until 1969, when it was renamed the School of Theology and moved from the main campus to the campuses of the Presbyterian School of Christian Education (PCSE) and Union Theological Seminary in Virginia (UTS). These three institutions formed the Richmond Theological Center (RTC). In 1991, a fourth school, the Baptist Theological Seminary at Richmond, joined the Center and the association was re-designated the Richmond Theological Consortium. In 1997 Union Theological Seminary and the Presbyterian School of Christian Education federated as one institution and is now known as Union Presbyterian Seminary. During that same year, the School of Theology was renamed the Samuel DeWitt Proctor School of Theology, in honor of famed alumnus and former president of Virginia Union University, and distinguished pastor, scholar, educator, and civic leader. The Richmond Theological Consortium now includes Baptist Theological Seminary, the Samuel DeWitt Proctor School of Theology at Virginia Union University and Union Presbyterian Seminary. This cooperative effort was and continues to be unique in theological education, for no other cluster of seminaries in the United States or Canada brings together faculties and students differing in denomination, race, or culture as this one does. This arrangement provides a singular opportunity for interracial and interdenominational dialogue, while preserving the heritage and insights, which come from the African-American church experience. Cooperative efforts include special RTC courses, open curricula between schools, and the coordination of class schedules. In addition, STVU participates in the Washington Theological Consortium (WTC). The Washington Theological Consortium, a community of theological institutions of diverse Christian traditions, has as its mission: to embody and witness more perfectly, through its diverse membership, to the unity that is ours in Christ, so that all may believe; to provide an ecumenical context, within the region of the nation's capital, for equipping leaders to serve the mission and ministry of the Church in the world; to make known and provide the means for member institutions to share their rich theological and spiritual resources with students, faculties and laity; to seek a deeper appreciation of other world religions and to explore, in concert with members of those faiths, values we hold in common. STVU holds membership within WTC which includes the following schools: Byzantine Catholic Seminary, Catholic University of America School of Theology, Dallas Theological Seminary, Howard University School of Divinity, John Leland Center for Theological Studies, Lutheran Theological Seminary at Gettysburg, Pontifical Faculty of the Immaculate Conception at the Dominican House, Reformed Theological Seminary – DC, Virginia Theological Seminary, Wesley Theological Seminary, Paulist Fathers House of Mission and Studies, Shalem Institute of Spiritual Formation, Graduate School of Islamic and Social Sciences, and Institute for Islamic Christian and Jewish Studies.

Throughout its life, STVU has been a covenanted seminary within its founding denomination, the American Baptist Churches, USA. In addition, four other Baptist bodies contribute regularly to various facets of the curriculum and the scholarship aid network: Lott Carey Baptist Foreign Mission Convention; National Baptist Convention of America; National Baptist Convention, USA, Inc.; Progressive National Baptist Convention; and National Missionary Baptist Convention of America.

THE SETTING

The Samuel DeWitt Proctor School of Theology is located in Kingsley Hall on the historic campus of Virginia Union University, a premier historically black liberal arts university. Built in 1899, Kingsley Hall forms one of the original “Noble Nine” gray granite buildings commissioned by the American Baptist Home Mission Society and designed by New York architect John Hopper Coxhead. The exterior of Kingsley retains its Romanesque Revival architectural style while the interior has been extensively remodeled and technologically upgraded to house the University’s graduate theological school.

The capital city of Richmond, Virginia combines the amenities of a big-city with the charm and feel of an intimate community. Founded in 1607, Richmond is perched on hills overlooking the James River and is rich in natural beauty, historic sites, and artistic, cultural, educational, and religious institutions. In addition to Virginia Union University, Richmond is home to Virginia Commonwealth University, the largest urban public research university in the Commonwealth of Virginia and the University of Richmond, a top ranked private liberal arts university. Also calling Richmond home along with the Samuel DeWitt Proctor School of Theology are the members of the Richmond Theological Consortium – Baptist Theological Seminary in Richmond and Union Presbyterian Seminary. The constellation of diverse universities and seminaries makes Richmond a unique location for graduate theological education.
Opportunities for cultural enrichment abound in Richmond – from the Black History Museum and Cultural Center of Virginia located in the historic Jackson Ward district of Richmond to the Virginia Museum of Fine Arts to the symphony, opera and ballet companies, numerous dinner theaters and performing arts centers. Situated just two hours south of Washington, DC and an hour from historic Jamestown and Colonial Williamsburg to the east and Charlottesville to the west, Richmond is a hub to some of our nation’s most treasured and revered locales.

Richmond provides a full range of opportunities for ministry and training in ministry. The promises and problems of a diverse, multi-faceted, and constantly evolving urban environment provides a rich matrix of issues which demand a theologically creative, ethically just and culturally responsive ministry. Indeed, Richmond offers a rich heritage of African-American and African diasporic history and culture that critically forms and inform graduate theological education at STVU.

Throughout its life, the Samuel DeWitt Proctor School of Theology has been a covenanting seminary with its founding denomination, American Baptist Churches, USA. In addition, four other corporate Baptist bodies contribute to various facets of the institution: Lott Carey Baptist Foreign Mission Convention; National Baptist Convention of America; National Baptist Convention, USA, Inc.; Progressive National Baptist Convention; and National Missionary Baptist Convention of America.

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ACTING PRESIDENT

The Virginia Union University Board of Trustees named Dr. Joseph F. Johnson Acting President of the University effective July 1, 2016. Dr. Johnson’s educational expertise spans more than four decades. He served as Senior Vice President of Virginia Union University from January 2011 through December 2012. As the senior administrative officer for the University, he supervised the Divisions of Academic Affairs, Enrollment Management and Student Affairs, Campus Police and Safety, and Research, Planning and Special Programs.

Before joining Virginia Union as Senior Vice President in 2011, Dr. Johnson was a Senior Professor of Educational Leadership in the School of Education’s Department of Educational Leadership at Fayetteville State University. He served as Dean of the School of Education at Fayetteville State for five years from 1997 through 2002, and two years from 2004-2006. He has also served as the Coordinator of the Master of School Administration Program and Coordinator of the North Carolina Principal Fellows Program from 2002-2004, as well as Director of the Ed. D. Program from 2006-2007.

Dr. Johnson has served as either associate or assistant superintendent of schools for several school districts in North Carolina, including New Hanover County, Durham County, and Rocky Mount. He has worked as the Supervisor of Operations and Services for an educational consortium among five public school districts in the Richmond, Virginia metropolitan area (The Mathematics and Science Center), and has held various leadership positions with Richmond Public Schools over a span of 14 years.

Dr. Johnson earned a Doctorate in Educational Administration from Virginia Polytechnic Institute and State University in 1981. He earned a Master of Education degree in Science Education from Virginia State University in 1973, and a Bachelor of Science in Biology from Fayetteville State University in 1968.

VICE PRESIDENT AND DEAN

Dr. Corey D. B. Walker is Vice President of Virginia Union University and Dean of the Samuel DeWitt Proctor School of Theology. He is also Professor of Religion and Society.

A scholar of African American social, political, and religious thought, Dean Walker has published broadly on African American religion and philosophy, African American history and culture, and religion and American public life.

Dean Walker is the author of A Noble Fight: African American Freemasonry and the Struggle for Democracy in America (University of Illinois Press) and has completed the manuscript for his next book entitled Between Transcendence and History: An Essay on Religion and the Future of Democracy in America. He is editor of the special issue of the journal Political Theology on “Theology and Democratic Futures” and Associate Editor of the award winning SAGE Encyclopedia of Identity. He has published over fifty articles, reviews, book chapters, and essays appearing in wide range journals such as Amerikastudien/American Studies, boundary 2, Cahiers Charles V, C.L.R. James Review, Journal of American History, Journal of the American Academy of Religion, and South Atlantic Quarterly. Dean Walker co-directed and co-produced the documentary film fifeville with acclaimed artist, filmmaker, and University of Virginia professor Kevin Jerome Everson. Dean Walker has served as Book Review Editor and as an Associate Editor of The Journal of the American Academy of Religion, generally considered the top academic journal in the field.

Before assuming his current position, Dean Walker was Dean of the College of Arts, Sciences, Business and Education and inaugural John W. and Anna Hodgin Hanes Professor of the Humanities at Winston-Salem State University. Previously, Dean Walker served as chair of the department of Africana Studies at Brown University where he was also a tenured professor. He was also a faculty affiliate in the department of American Studies, department of Religious Studies, Center for Latin American and Caribbean Studies, Center for the Study of Race and Ethnicity, and Committee on Science
and Technology Studies. Dean Walker also served as a faculty member in the department of Religious Studies and the Carter G. Woodson Institute of African-American and African Studies at the University of Virginia. He was the inaugural director of the Center for the Study of Local Knowledge established by the Carter G. Woodson Institute, with support from the Ford Foundation, as the only research center in the country dedicated to new and innovative research related to the concept of local knowledge. Dean Walker also served as a visiting professor at the Historisches Institut at Friedrich-Schiller Universität Jena in Germany where he delivered the Johann Gustav Droysen Lecture.

Dean Walker has long been involved in civic affairs including serving as Vice Rector of the Board of Visitors of Norfolk State University and as a member of the Workforce 2000 Advocacy Council for the Commonwealth of Virginia. He currently serves on the National Advisory Board of the Middle Passage Ceremonies and Port Markers Project. Most recently Dean Walker served on the Board of Directors of the Southeastern Center for Contemporary Art (SECCA), Board of Directors of the RiverRun International Film Festival, Board of Trustees of the Arts Council of Winston-Salem and Forsyth County. He was a champion of the Winston-Salem Community Innovation Lab. and member of the Advisory Boards of the Flywheel Foundation, Project Impact, and UNC-TV’s Black Issues Forum. He has appeared on a variety of radio and television shows and has served as guest commentator for a number of media outlets in the United States and abroad.

Dean Walker is a licensed American Baptist clergyperson having received his license to ministry at his home church, the historic Bank Street Memorial Baptist Church in Norfolk, Virginia. He has served in various ministerial capacities at the Ebenezer Baptist Church, Charlottesville, Virginia, First Baptist Church, Charlottesville, Virginia, and Bank Street Memorial Baptist Church. Dean Walker has also served as chaplain at the Charlottesville-Albemarle Regional Jail in Charlottesville, Virginia. Dean Walker has preached in churches in Virginia, North Carolina, Massachusetts, and Rhode Island.

Dean Walker earned his bachelor’s degree in Finance with honors from Norfolk State University. After a career in financial services, he went on to earn the Master of Divinity degree from the Samuel DeWitt Proctor School of Theology of Virginia Union University, the Master of Theological Studies degree from The Divinity School of Harvard University, and the Ph.D. in American Studies from The College of William and Mary. He also holds a Master of Arts degree, ad eundem, from Brown University.
FACULTY

EARL BLEDSOE - Instructor of Practical Theology and Director of Field Education, B.S., Open University System; M.Div., Lancaster Theological Seminary; D.Min., Lancaster Theological Seminary.

ADAM L. BOND - Associate Professor of Historical Studies and Liaison for American Baptist Churches USA, B.P.S., University of Memphis; M.Div., Virginia Union University; M.A., Marquette University; Ph.D. Marquette University

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JESSICA YOUNG BROWN – Assistant Professor of Counseling and Practical Theology, B.A. Elon University, M.A., Virginia Commonwealth University; Ph.D., Virginia Commonwealth University.

LYNNE BLANKENSHIP CALDWELL - Instructor in Practical Theology and United Methodist Studies, Director of The Johnson A. Edosomwan Center, B.A., Berea College; M.Div., Asbury Theological Seminary; D.Min., Wesley Seminary; other studies: Candler School of Theology at Emory University and The Divinity School, Duke University.

PATRICIA GOULD-CHAMP - Assistant Professor of Practical Theology, B.A., M.Div., Virginia Union University; M.Ed., Virginia State University; Ed.D., Virginia Polytechnic Institute & State University.

JAMES HENRY HARRIS – Distinguished Professor of Pastoral Theology and Homiletics, B.S., Virginia State University; M.Div., Virginia Union University; M.A., Ph.D., Old Dominion University; D.Min., United Theological Seminary; other studies; University of Virginia.

DENISE JANSEN – Associate Professor of Christian Education, B.A., University of Sioux Falls M.Div., Northern Baptist Theological Seminary; Ph.D., Garrett-Evangelical Theological Seminary.

ALISON GISE JOHNSON – Associate Professor of Historical and Theological Studies, Director of Doctor of Ministry Program, B.S.ChE, Northwestern University; M.Div. Proctor School of Theology at Virginia Union University; Ph.D Temple University.

YUNG SUK KIM – Associate Professor of New Testament and Early Christianity, B.A., Kyungpook National University; M.Div., McCormick Theological Seminary; Ph.D., Vanderbilt University.

JOHN WILLIAM KINNEY - Professor of Theology and Historical Studies, B.A., Marshall University; M.Div., School of Theology Virginia Union University; M.Phil., Ph.D., Columbia University and Union Theological Seminary, New York.

LAKISHA R. LOCKHART – Instructor in Practical Theology, B.A., Claflin University; M.Div., Wesley Theological Seminary; M.A., Vanderbilt University; ABD, Boston College.

RAY McKENZIE - Instructor in Practical Theology. B.A., Virginia State University; M.Div., Virginia Union University; D.Min., Virginia Union University.

BOYKIN SANDERS – Distinguished Professor of New Testament and Greek, B.S., Morris College; M.Div., Interdenominational Theological Center; Th.M., Harvard Divinity School; M.A., Ph.D., Harvard University.

HARRY E. SIMMONS - Assistant Professor of Pastoral Care, B.A., M.Div., Virginia Union University; M.A., Union Presbyterian Seminary and Clinical Pastoral Education Supervisor for the Association for Clinical Pastoral Education; D.Min., Virginia Union University.

SYLVESTER THOMAS SMITH - Assistant Professor of Interdisciplinary Studies, B.S. Bethune-Cookman College; M.Div., Virginia Union University; Ph.D., University of Virginia.
**ROBERT WAFAWANAKA** - Associate Professor of Biblical Studies, B.A. Gen., B.A. Special Honours, University of Zimbabwe; MTS., Th.M., Harvard Divinity School; Th.D., Boston University.

**COREY D. B. WALKER** - Vice President, Dean and Professor of Religion and Society, B.S., Norfolk State University; M.Div., Virginia Union University; MTS., Harvard University; MA., *ad eundem*, Brown University; Ph.D., The College of William and Mary, other studies; University of Virginia.

**NATHANIEL WEST** - Assistant Professor of Christian Education, B.S., Christopher Newport University; M.Div., Virginia Union University; M.A., Union Presbyterian Seminary; Ph.D., Virginia Commonwealth University

**FACULTY EMERITUS**

**ALLIX BLEDSOE JAMES** - ThM., Th.D., LL.D., D.D., Professor Emeritus, Pastoral Theology

**ADMINISTRATIVE STAFF**

**JACQUELINE ANDERSON** - Executive Assistant for the Center for Lifelong Learning and Leadership, A.A.S., J. Sargeant Reynolds Community College; M.Div., MACE, School of Theology Virginia Union University

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**DENISE G. COLEMAN** - Coordinator of Graduate Enrollment Services, B.S., Virginia Union University; M.Div., Virginia Union University

**LAURA A. DAVIS** - Executive Administrative Assistant to the Vice President and Dean, Samuel DeWitt Proctor School of Theology, B.S., Virginia Commonwealth University.

**YVETTE GOODE** - Receptionist/Faculty Assistant

**MICHELLE HATCHER** - Coordinator of Graduate Financial Aid, B.S., Friends University; M.Div., Virginia Union University, M.A.C.E., Presbyterian School of Christian Education

**DEBORAH M. MARTIN** - Coordinator of Graduate Admissions and Development, B.A., University of North Florida; M.Div., Virginia Union University; D.Min., United Theological Seminary.

**KEISHA POWELL** - Graduate Enrollment Assistant, A.S., J. Sargeant Reynolds Community College; B.S., Virginia Commonwealth University; M.Div., Virginia Union University; M.S., Virginia Commonwealth University.

**NICOLE SMITH** - Graduate Admissions Counselor, B.S., Virginia Tech; M.Div., Virginia Union University.

**SABRINA W. SMITH** - Coordinator of Graduate Student Services, B.S., Howard University; Master of General Administration, University College, Univ. of Maryland; M.Div., Virginia Union University.

**SHERYL SMITH** - Administrative Assistant for the Center of Life Long Learning and Coordinator, Evan-Smith Institute (Richmond Site), Diploma, Pan American Business School; M.A.C.E, Virginia Union University.
2017-18 ACADEMIC CALENDAR

AUGUST 2017
1 Fall/Year Long Term Regular Registration Begin (M.Div. & MACE ONLY)
7 STVU Scholarship Applications are due for new incoming students.
25-26 New Student Fall Orientation (M.Div. & MACE ONLY)

SEPTEMBER 2017
4 Labor Day – University Closed
11 Fall/Year Long Term Regular Registration Ends (M.Div. & MACE ONLY)
12 Fall/Year Long Term Classes Begin (M.Div. & MACE ONLY)
12 Fall/Year Long Term Late Registration Begins - $500 fee (M.Div. & MACE ONLY)
14-16 DMIN New Student Orientation
15 Fall Community Formation at 6:30pm – Coburn Hall (ALL STVU STUDENTS)
16 Fall Community Formation at 8:30am – Coburn Hall (ALL STVU STUDENTS)
21 Virginia Union University Fall Opening Convocation – 11:00AM
24 Fall/Yearlong Term Last day to Register/Add/Drop (M.Div. & MACE ONLY)

OCTOBER 2017
7 Centering Women Session
13-14 Theological Inquiry Weekend hosted by Richmond Theological Consortium
16 Winter Term Regular Registration Begins (M.Div. & MACE ONLY)
20 DMin Spring Semester Regular Registration Begins
28 Virginia Union University Homecoming – Chapel Service hosted by School of Theology
31 School of Theology Graduation Application Deadline

NOVEMBER 2017
3 First Friday’s at the Seminary – Center for Life Long Learning Event
4 Centering Women Session
14-17 John Malcus Ellison- Miles Jerome Jones Convocation
17 Deadline to submit Fall Term Incomplete Grade Request Forms
18 Fall Term Classes End (D.Min, M.Div. & MACE)
18 D.MIN Last Day of Fall Term
21 D.Min Late Spring Registration Begin ($500 fee)
21-25 NO CLASSES – Thanksgiving Break
23-24 Thanksgiving Holiday – University Closed
27 Last day to Add/Drop for Spring Registration (D.Min Only)
27 Winter Term Regular Registration End (M.Div. & MACE ONLY)
28 Winter Term Classes Begin (M.Div. & MACE ONLY)
28 Winter Term Late Registration Begins - $500 fee (M.Div. & MACE ONLY)

DECEMBER 2017
1 DMIN Spring Term Begins
1 Winter Community Formation at 6:30pm – Coburn Hall
2 Winter Community Formation at 8:30am – Coburn Hall
3 Centering Women Session
4 Winter Term Last day to Register/Add/Drop (M.Div. & MACE ONLY)
17- Jan 2 Christmas Break – (No CLASSES)
19- Jan 2 University Closed

JANUARY 2018
1-2 University Operations Close
3 Winter Term Resumes
15 Deadline for DMIN Early Admission Decisions
15 Dr. Martin Luther King Jr HOLIDAY - University Closed
16-19 DMIN residency (Colloquium I Only)
22-26 DMIN residency (Colloquia 1&3)
22  Spring Regular Registration Begins (M.Div. & MACE ONLY)
TBA  New Student Spring Orientation

FEBRUARY 2018
2  Virginia Union University Founder’s Day
3  Centering Women Session
16  Deadline to submit winter incomplete grade request form
17  Winter Term Classes End (M.Div. & MACE ONLY)
19  Spring Term Regular Registration Ends (M.Div. & MACE ONLY)
20  Spring Term Classes Begin (M.Div. & MACE ONLY)
20  Spring Term Late Registration Begins - $500 fee
23  Spring Community Formation at 6:30pm – Location TBA (M.Div. & MACE ONLY)
24  Spring Community Formation at 8:30am – Location TBA (M.Div. & MACE ONLY)

MARCH 2018
1  STVU Scholarship Applications are due for returning students.
2  First Friday’s At the Seminary
3  Spring Term Courses Last day to Register/Add/Drop
3  Centering Women Session
10  The Center for Life Long Learning and Leadership Annual Church Leadership Conference
27-31  Spring Break – No Classes
30  Good Friday – University Closed

APRIL 2018
1  DMIN Regular Admission Begin
2  Centering Women Session
9  Summer Term Regular Registration Begin
23-26  Spring Convocation (Center for African American Pentecostalism and Leadership Development)
30  DMIN Spring Term End
30  Final Grades Due for Graduating Seniors by 12pm

MAY 2018
4  Deadline to submit Spring Incomplete Grade Request Forms
5  Spring Term Classes End (DMin, MDiv & MACE)
5  Year Long Term Ends
11  Baccalaureate Ceremony
12  Commencement Ceremony
14  Summer Term Regular Registration Ends
15  Summer Term Classes Begin
15  Summer Term Late Registration Begins - $500 fee
20  The Johnson A. Edosomwan Center Evangelism Conference
26  Summer Term Courses Last day to Register/Add/Drop
26  The Center for Lifelong Learning and Leadership Certification Ceremony
28  Memorial Day – University Closed

JUNE 2018
5  STVU Annual Alumni Luncheon
    Gethsemane Baptist Church, 5405 Roanoke Ave, Newport News, VA

JULY 2018
1  DMIN Fall Term Begins
4  Independence Day – University Closed
9-13  DMIN Residency (Colloquia 2&4)
20  Deadline to submit Summer Incomplete Grade Request Form
21  Summer Term Classes End
23-27  DMIN Cohorts (Meets Online Only)
TBA  STREAM Youth Theology Institute
ACADEMIC PROGRAMS

The Samuel DeWitt Proctor School of Theology offers the Master of Divinity (M.Div.), the Master of Arts in Christian Education (M.A.C.E.), and the Doctor of Ministry (D.Min.) degrees. Additionally, STVU has collaborative relationships with Virginia Commonwealth University through which students can enroll in two dual degree programs. Student may also take advantage of extending learning opportunities through Richmond Theological Consortium and Washington Theological Consortium member schools.

I. MASTER OF DIVINITY PROGRAM

ADMISSION

Any person holding the baccalaureate degree or its equivalent from an accredited college or university is eligible to apply for admission to the course of study leading to the Master of Divinity degree.

Each student must provide a written statement of recommendation from his/her pastor or spiritual mentor, and a college professor, employer or person who can verify the character and ability of the applicant. Evidence must be shown of intellectual preparedness to do graduate work, promise of leadership skills, high ideals and character, and consecration to the work of ministry.

To support the request for admission to the course of study, the applicant must submit a clear statement indicating why they wish to pursue a Degree. All applicants must submit an application along with a non-refundable fee of $25. Following a review of these documents by the Admissions Committee, the student will be notified of the action taken.

June 15th is the recommended deadline to apply for the Fall term. November 15th is the recommended deadline to apply for the Spring term; however the university operates on a rolling admission policy. Therefore, students have up until the first day of class to have all admission requirements met to begin with the term of application.

PRE-SEMINARY STUDIES

It is acknowledged that students choosing to enter seminary come from diverse educational backgrounds. Therefore, any student contemplating theological study should correspond at the earliest opportunity with STVU and with the appropriate leadership of his/her church, in order to learn what will provide satisfactory preparation for the anticipated seminary program. It is the judgment of the Association of Theological Schools in the United States and Canada that an ideal pattern of pre-seminary studies will include many of the following subjects which constitute a broad liberal arts education: English language and literature; history, including non-Western cultures as well as European and American; philosophy, particularly its history and its methods; natural sciences, both the physical and the life sciences; social sciences, psychology, sociology, and anthropology; the fine arts and music, especially for their creative and symbolic values; biblical and modern languages, religion, both in the Judeo-Christian and the Near- and Far-Eastern traditions. It is the understanding gained in these fields, rather than the total of credits or semester hours, which is significant.

RE-ADMISSION

Persons who have not been enrolled for two or more consecutive terms may apply for re-admission by obtaining a re-admission application from the Office of Graduate Enrollment Services.

REGISTRATION/WITHDRAWAL/COURSE CHANGES

Students must register for courses during the open registration periods through their myvuu.edu account. Registration dates (and instructions) are located on MyVUU.edu e (under the “students” tab); students are also sent registration reminders through their VUU email account. The late registration fee $500.00.

Withdrawal from class(es) is official, only when a withdrawal form has been submitted to the Graduate Enrollment Services Office. The form may be obtained from the Graduate Enrollment office located in Kingsley Hall. Students may withdraw from a course up until the last day of the class. It is the responsibility of the student to understand the academic and financial repercussions of withdrawing from courses. Withdrawal from courses will prolong matriculation and will not warrant special accommodations by the school for graduation within the prescribed three academic years.
PROGRAM REQUIREMENTS

a) A minimum of 135 quarter hours and 135 grade points in seminary studies, including all required courses (Required courses are indicated on the diagram, "The Course of Study.") Degree requirements must be completed within seven (7) years. A grade percentage of 2.0 or C must be earned in order to graduate.

b) Work prescribed by the faculty for the removal of any deficiencies in pre-seminary training

c) Matriculation in the School of Theology for at least one year and a half (1 ½). (Minimum of 70 quarter hours)

d) A written application for the degree at the Office of Graduate Enrollment Services no later than the prescribed application deadline listed on the application. The graduation application can be found on the STVU webpage, listed under the “academics” tab. The graduation fee must be paid by the end of the Spring Term.

ACADEMIC YEAR

The educational programs of STVU include a course of study that provides individuals an opportunity to pursue their degree at hours that best work for their life schedule. Most required courses are offered during the week days, evenings and on the weekends. The academic year is divided into four ten week terms – Fall, Winter, Spring and Summer.

Courses offered Tuesday-Friday during the day are taught in four hour blocks similar to classes held Tuesday and Thursday evenings from 6:30 p.m. to 10:30 p.m., Fridays from 6:30 p.m. to 10:30 p.m. and Saturdays from 8:30 a.m. to 1:30 p.m. Courses are also offered in an intensive format giving students the opportunity to take a 5 credit course in one week. Intensive courses generally meet Tuesday – Friday from 9:00 a.m. – 5:00 p.m. Wednesday morning classes break at 9:30am for chapel service and then resume immediately following the service. The first hour of the Saturday courses is spent in chapel service. Maximum flexibility in scheduling, creative educational methods, and innovative teaching techniques are utilized. The resident STVU faculty provides instruction. Adjunct faculty persons holding appropriate academic degrees and having recognized competencies also serve as members of the instructional team. Provisions are made for the spiritual and associative experiences of a well-rounded theological education.

COURSE LOAD

The minimum course load for full-time status is 10 credits per term. Anything less than 10 credits is considered as part-time status. The average course load for any given term is 15 credit hours. All course loads in excess of the 15 hours must be approved by the faculty advisors.

MASTER OF DIVINITY PROGRAM DESIGN

Courses for the Master of Divinity program are offered Tuesday - Friday during the day, Tuesday, Thursday and Friday evening beginning at 6:30pm; and Saturday mornings. The total degree requirements for the Master of Divinity degree are 135 quarter hours.

The Samuel DeWitt Proctor School of Theology requires an additional 15 non-academic hours by way of the Formation for Ministry courses. In total, students will graduate with 150 earned hours. The following course pattern demonstrates the year of study in which student must complete the required course work. Many courses are offered within multiple terms. It is highly recommended that a student work with her/his advisor and the current academic course schedule when developing a course schedule.

Junior Year (First Year)
BS 500 Introduction to Biblical Studies
ID 500 Introduction to Church & Ministry
NT501 Introduction to New Testament
OT 501 History of Old Testament
PT 520 Field Education I (year-long course)
PT 530 Introduction to Pastoral Care
PT 533 Introduction to Sermon Prep & Worship
PT 536 Christian Education
PT 555 Formation for Ministry I
Elective
Elective
MIDDER YEAR (SECOND YEAR)
CH 640 History of Christianity
CH 641 History of Religion in the U. S.
CT 622 Systematic Theology I
CT 623 Systematic Theology II
PT 556 Formation for Ministry II
PT 622 Field Education II
PT 631 Ministry of Pastoral Care
PT 632 Church Administration
PT 634 Preaching and Worship II
Elective
Elective

SENIOR YEAR – (THIRD YEAR)
CT 728 Christian Ethics
ID 700 Senior Seminar
PT 557 Formation for Ministry III
PT 735 Advanced Preaching & Worship
Elective (This elective must be a Biblical Studies Course)
Elective
Elective

FORMATION FOR MINISTRY
The Center for Career Development and Ministry is a not-for-profit, ecumenical and interfaith church-related agency working with those facing career decisions. The specialty of the organization is providing psychological assessment and vocational development consultation to persons considering religious vocations, or those already in ministry. Furthering the integration of human, pastoral, and spiritual formation is a primary aim of the Center’s work. Founded in 1968, the Center has roots in the American Baptist Churches, USA, tradition, and works with mainline Protestant denominations, clergy, missionaries, and seminarians, and Jewish rabbinical students. To model collegiality in ministry, a team teaching model is utilized, involving Center staff and STVU faculty.

- **STVU PROGRAM PURPOSE**
The seminary has institutionalized this program and made it a requirement for all students, regardless of denominational affiliation. In this program, seminarians will be given the opportunity to develop greater self-awareness of their personal, pastoral and spiritual formation, and readiness for ministry through examination of family of origin, emotional, social, cultural and academic experiences. Students reflect on these elements, and develop an understanding of the impact of such shaping experiences and resulting strengths and vulnerabilities on their pastoral/ministry identity and function.

- **COURSE SCHEDULE**
Designed to provide vocational, emotional, intellectual, spiritual support and direction to students who are seeking to fulfill their ministry purpose by defining or claiming more clearly the calling to which they have responded. The formation model that is used for this class focuses upon social, emotional, psychological, intellectual, spiritual, vocational, pastoral, and professional factors. These modules are designed to help students discern, explore, and affirm the calling to which they are responding.

During the course of study for the Master of Divinity Program, students will complete three Formation for Ministry Modules. Dates and times for scheduling of the modules will vary. The modules are:

- PT555 – Formation for Ministry I (Junior Year – Spring and Summer Terms)
- PT556 – Formation for Ministry II (Middler Year – Winter Term Only)
- PT557 – Formation for Ministry III (Senior Year – Spring Term Only)
ADDITIONAL LEARNING OPPORTUNITIES

In addition to the main delivery systems through which students may obtain the Master of Divinity and Master of Arts in Christian Education, there are also additional opportunities by which students can meet curriculum requirements. These “outside the classroom” options provide an opportunity for students to incorporate their own areas of interest and expertise into their graduate study experience.

1. SERVICE LEARNING

Service Learning provides an opportunity for students to gain knowledge and skills, while offering their gifts of mind and person to a church, agency, and/or activity committed to the holistic development of persons and communities. Service Learning is contextual education, where the content and method of the educational experience is determined through the interaction of the context, the student, and a context mentor. The institution shares in the offering of service by waiving the tuition for the course.

Students must submit a proposal for service learning that meets the approval of the context mentor, the faculty advisor, and the dean. Submission of service learning proposals is not confined to normal registration periods, but any such proposal must be submitted no later than September 30 of the student’s senior year. No letter grades are awarded for service learning. During the course of study, credit for service learning can be earned one time only.

Service learning requires a minimum of one hundred (100) hours. A minimum of fifty of these hours must be contact hours in the context. Up to fifty of the hours can be used for research, planning, and preparing for the offering of the service. Service learning proposals shall include the following:

1. Context of service learning;
2. Description of service learning project;
3. Identification and qualifications of context mentor (resume may be required);
4. Learning objectives for the experience;
5. Criteria for evaluation.

Upon completion of the service learning experience, the submission of appropriate documents, and the receipt of a letter from the context mentor indicating the successful execution of all performance measures, a note will be entered upon the transcript and five (5) quarter hours of credit awarded.

2. EXPERIENTIAL LEARNING AND CULTURAL IMMERSION

Students have the opportunity to make proposals for experiential learning. Experiential learning is extra classroom education that enables the acquisition and enhancement of knowledge and skills through employment related seminars, training sessions, certifications etc. and/or church related conferences, workshops, denominational forums, etc. Any proposal for experiential learning must indicate how the learning event(s) contribute to excellence in ministry and must be executed during the student’s matriculation at STVU. Credit for experiential learning will not be awarded for past service to the church or past activities in ministry.

Students also have the opportunity to make proposals for study through cultural immersion in a global context or a specifically identifiable different cultural context within the contiguous United States, such as Native American communities. General foreign travel, without specific assignments and assessment criteria does not qualify for an immersive experience. As in the case of experiential learning, any proposal for immersive learning must indicate how the experience contributes to excellence in ministry and must be executed during the student’s matriculation at STVU.

Students must submit a proposal for Experiential or Immersion learning that meets the approval of the faculty advisor, the dean, and, in some cases, an event supervisor. Submission of Experiential Immersion Learning proposals is not confined to normal registration periods and no tuitions payment is required. Any such proposals must be submitted no later than September 30th of your senior year. No letter grades are awarded for experiential or cultural immersive learning.

During the period of matriculation, a student can utilize no more than one of each of the indicated experiential or immersive learning events. Any deviation from this policy will require a vote of the faculty.

In any experiential or immersive learning event, after consultation with the faculty advisor or the dean, the
student must complete an Experiential Learning/Cultural Immersion Study Form indicating the following:

1. Description of the Experience
2. Contribution of experience to excellence in ministry
3. Individual(s) and/or agency sponsoring or supervising event
4. Qualifications of sponsoring/supervising agent or agency
5. Learning objectives for the experience
6. Performance measures
7. Procedures, Assignments, Bibliography, and Resources for learning experience

Upon completion of the experiential or immersive learning event, the submission of appropriate documents, successful execution of all performance measures, and, when appropriate, endorsement from the event supervisor/sponsor, a note will be entered upon the student’s transcript and five (5) quarter hours of credit awarded.

All materials evidencing completion of the experience must be submitted to the dean.

3. DIRECTED AND INDEPENDENT STUDIES

A. DIRECTED STUDY:
A student can receive authorization for a directed study: (1) when an elective course listed in the catalogue is not offered during a student’s period of matriculation; (2) an elective course is offered on a schedule that creates an unavoidable conflict for the student; and/or (3) there is an additional elective course needed to meet denominational, certification, or graduation requirements that cannot be accessed in normal scheduling sequence. Required courses may not be taken by directed study. The approval of the student’s faculty advisor and the instructor who will supervise the directed study is required.

B. INDEPENDENT STUDY:
The opportunity for independent study is a privilege for students who have demonstrated academic excellence and disciplined study. A GPA of 3.0 (B) is required for participation in an independent study. In the case of independent study, a student, with the guidance of an instructor, can design and develop his/her own course with flexible structure, methodology, and delivery. The approval of the faculty advisor and the instructor/supervisor who will guide the study is required.

In any directed or independent study, after consultation with the professor or supervisor guiding the course/event, the student must complete a directed/independent study form and indicate the following:

1. Participating Professor/Supervisor;
2. Topic to be considered/researched, or the nature of the experiential/cultural immersion event;
3. Learning objectives for course or event;
4. Established assignments;
5. Bibliography;
6. Criteria for Evaluation;
7. Number of sessions or duration of event.

Any directed or independent study requires enrollment during an established registration period, execution during an established term, and payment of the normal tuition. A letter grade is normally awarded for directed or independent study. Students can utilize no more than one each of the non-classroom alternatives for degree requirements. Any deviation from this policy will require a vote of the faculty.
II. MASTER OF ARTS IN CHRISTIAN EDUCATION

ADMISSION
Any person holding the baccalaureate degree or its equivalent from an accredited college or university is eligible to apply for admission to the course of study leading to the Master of Arts in Christian Education degree (M.A.C.E.).

Each student must provide a written statement of recommendation from his/her pastor or spiritual mentor, and a college professor, employer or person who can verify the character and ability of the applicant. Evidence must be shown of intellectual preparedness to do graduate work, promise of leadership skills, high ideals and character, and consecration to the work of ministry.

To support the request for admission to the course of study, the applicant must submit a clear statement indicating why they wish to pursue a degree. All applicants must submit an application along with a non-refundable fee of $25. Following a review of these documents by the Admissions Committee, the student will be notified of the action taken.

RE-ADMISSION
Persons who have not been enrolled for two or more consecutive terms may apply for re-admission by obtaining a re-admission application from the Office of Graduate Enrollment Services.

PROGRAM REQUIREMENTS
a. A minimum of 90 quarter hours and 90 grade points in seminary studies, including all required courses (Required courses are indicated on the diagram, "Master of Arts in Christian Education Course Design") Degree requirements must be completed within seven (7) years. A grade percentage of 2.0 or C must be earned in order to graduate.

b. Work prescribed by the faculty for the removal of any deficiencies in pre-seminary training.

c. Matriculation in the School of Theology for at least one year (1). (Minimum of 45 quarter hours)

d. A written application for the degree at the Office of Graduate Enrollment Services no later than February 1st of the year in which the degree is to be conferred (By the end of the Spring Term the graduation fee must be paid.)

ACADEMIC YEAR
The school year for the M.A.C.E. is divided into four terms of 10 weeks each. They are Fall, Winter, Spring, and Summer. The educational program of STVU includes a course of study that provides an opportunity for interested individuals to pursue the M.A.C.E. Degree at other than regular hours. These courses are open only to persons with a bachelor’s degree or its equivalent. The courses are presently taught during four 10-week terms. Classes are held Friday 6:30 to 10:30 pm and Saturday 8:30 a.m. to 1:30 p.m. Chapel is held on Saturdays from 8:30-9:30 am. Evening courses are also offered on Thursdays from 6:30 p.m. to10:30 p.m. Maximum flexibility in scheduling, creative educational methods, and innovative teaching techniques are utilized. The resident STVU faculty provides instruction. Adjunct faculty persons holding appropriate academic degrees and having recognized competencies also serve as members of the instructional team. Provisions are made for the spiritual and associative experiences of a well-rounded theological education. Application Deadline: June 15th

COURSE LOAD
A full-time student in the M.A.C.E. program is expected to average 10 hours of work in each of the four terms. All course loads in excess of the hours prescribed must be approved by the faculty advisors. Excepted are overloads caused by year-long courses.
MASTER OF ARTS IN CHRISTIAN EDUCATION PROGRAM DESIGNS

Courses for the Master of Arts in Christian Education are offered Tuesday, Thursday and Friday evening beginning at 6:30pm; we also offer Saturday courses. There are very few day-course offerings for the MACE program. The total degree requirements for the Master of Arts in Christian Education Two-year Program are 90 credits. The total degree requirements for the Master of Arts in Christian Education One-year Program (Post M.Div.) are 45 credits. It is highly recommended that a student work with her/his advisor and the current academic course schedule when developing a course schedule.

<table>
<thead>
<tr>
<th>Two – Year Program Course Design</th>
<th>1st Year</th>
<th>2nd Year</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td>BS500 Introduction to Biblical Studies</td>
<td>Fall Term</td>
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<tr>
<td></td>
<td>PT550 Intro. to Life-Cycle Ministries</td>
<td>CH640 History of Christianity</td>
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<td></td>
<td>PT 626 Music and the Arts in CE (Year-long)</td>
<td>PT648 Faith &amp; Human Development</td>
</tr>
<tr>
<td><strong>Winter Term</strong></td>
<td>PT625 Group Dynamics</td>
<td>Winter Term</td>
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<tr>
<td></td>
<td>OT501 Introduction to Old Testament</td>
<td>CT742 Professional Ethics in Ministry</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td>NT501 Intro. to New Test.</td>
<td><strong>Spring Term</strong></td>
</tr>
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<td></td>
<td>PT536 Christian Education</td>
<td>PT644 Curriculum Theory and Design</td>
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<td></td>
<td>Elective</td>
<td><strong>Summer Term</strong></td>
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<tr>
<td></td>
<td>PT537 Philosophy of Education</td>
<td>PT537 Philosophy of Education (or substitution)</td>
</tr>
<tr>
<td></td>
<td>PT530 Introduction to Pastoral Care</td>
<td>PT550 Intro. to Life Cycle-Ministries</td>
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<tr>
<th>One – Year (Post M.Div.) Course Design Options</th>
<th>Option 1: (M.Div Without C.E. Emphasis)</th>
<th>Option 2: (M.Div. With C.E. Emphasis)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td>PT537 Philosophy of Education (or substitution)</td>
<td>Fall Term</td>
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<tr>
<td></td>
<td>PT550 Intro. to Life Cycle-Ministries</td>
<td>PT550 Intro. to Life Cycle-Ministries</td>
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<tr>
<td></td>
<td>PT560 Education in Context (Year-long)</td>
<td>PT560 Education in Context (Year-long)</td>
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<td></td>
<td>PT626 Music and the Arts in Christian Ed. (Year-long)</td>
<td>Elective</td>
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<tr>
<td></td>
<td>(or substitution)</td>
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<tr>
<td><strong>Winter Term</strong></td>
<td>PT625 Group Dynamics (or substitution)</td>
<td>Winter Term</td>
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<tr>
<td></td>
<td>PT644 Curriculum Theory and Design (or substitution)</td>
<td>PT742 Professional Ethics in Ministry</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td>PT648 Faith &amp; Human Development (or substitution)</td>
<td><strong>Spring Term</strong></td>
</tr>
<tr>
<td></td>
<td>PT748 Teaching Practicum (or substitution)</td>
<td>PT610 Church and Community</td>
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<td></td>
<td>Elective</td>
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</tbody>
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III. DUAL DEGREE PROGRAMS

In addition to the Master of Divinity and Master of Arts in Christian Education degrees STVU also offers two opportunities to earn dual degrees with Virginia Commonwealth University in two areas: Master of Divinity and Master of Social Work; and Master of Divinity and Master of Science in Patient Counseling.

The two joint degree programs with Virginia Commonwealth University (M.Div./Master of Social Work, and M.Div./Master of Science in Patient Counseling) both require that the student completes at least 22 of the total 27 courses necessary for earning the M.Div. degree at STVU. The institution accepts up to 5 courses through transfer credit from Virginia Commonwealth University.

A. MASTER OF DIVINITY AND MASTER OF SOCIAL WORK

STVU and the RTC have developed a cooperative arrangement with the School of Social Work of Virginia Commonwealth University (VCU), which allows a student to earn credentials from both schools. Students can earn a Master of Divinity degree from STVU and a Master of Social Work degree from VCU. This four-year professional degree program is offered by VCU in cooperation with RTC schools that include UPS, BTSR, and STVU. The purpose of the dual degree program is to prepare students for service in occupations where social work and the church’s ministries intersect; to enable social workers to perform and evaluate social work practices as they relate to biblical, theological, ethical, educational, and pastoral perspectives; and equip graduates for various forms of ministry in which clinical and administrative skills in social work are critical.

To participate in the program, a student must apply separately and be admitted to both the Master of Divinity program at STVU and to the Master of Social Work program at VCU. The student also pays tuitions separately to each school. This program requires four continuous years of study resulting in Master degrees in both divinity and Social Work. Permission for part-time study must be given by the dual degree advisor at VCU and the appropriate theological school dean or faculty member. All degree requirements must be completed within seven years of matriculation. Students can apply simultaneously to both schools and begin study at either institution following the approved curriculum plan. Or, a student may begin at either VCU or the seminary and then apply for admission to the other school during the first year of study in accordance with application deadline dates.

Separate applications for admission should be made to each institution. Those interested should contact both the School of Graduate Studies, Virginia Commonwealth University, 1001 Grove Ave, Richmond, VA 23284 (804) 828-6916 or gradschool@vcu.edu and the STVU Admissions Office, 1500 N. Lombardy Street, Richmond, VA 23220 (804) 257--5724 or theology@vuu.edu.

B. MASTER OF DIVINITY AND MASTER OF SCIENCE IN PATIENT COUNSELING

The program in Patient Counseling is designed to assist an individual to work in the health field as one skilled in dealing with the whole person in the context of life’s crises and in a cooperative inter-professional team approach. It is offered to persons who have an existing identity in a helping or counseling profession. Our programs are particularly directed toward persons seeking professional certification as health care chaplains as well as clinical pastoral education supervisors.

Clinical Pastoral Education (CPE) was conceived by Richard C. Cabor as a method of learning pastoral practice in a clinical setting under supervision. The concept was enlarged by Anton T. Boisen to include a case study method of theological inquiry—a study of “living human documents.” As CPE developed, other leaders opened the doors to the integration into pastoral practice of knowledge from medicine, psychology, and other behavioral sciences.

Separate applications for admission should be made to each institution. Those interested should contact both the School of Graduate Studies, Virginia Commonwealth University, 1001 Grove Ave, Richmond, VA 23284 (804) 828-6916 or gradschool@vcu.edu and the STVU Admissions Office, 1500 N. Lombardy Street, Richmond, VA 23220 (804) 257--5724 or theology@vuu.edu.
IV. DOCTOR OF MINISTRY PROGRAM

Consistent with the mission of the school to provide expanding opportunities for equipping persons in fulfilling their call to service in the church, STVU offers a Doctor of Ministry Program. The Doctor of Ministry program focuses on personal and cultural realism in ministry; therefore, the program is generally described as Ministry in Cultural Context. It recognizes the unique and special contributions that each cultural context provides for the church at large. Moreover, there is the recognition that persons are best prepared to serve the world when there is an awareness of the particulars of one's own culture. The ultimate goal is to prepare the laity to understand and to embody their unique gifts as persons and groups, in order to share those gifts in a pluralistic society. Because the nature of the program relates so closely to the constituency of the church or ministry context, the applicant should be able to demonstrate the position of his or her engagement with the church/context for the period of the program.

ADMISSION

The Doctor of Ministry Program is open, without discrimination, to applicants who have completed the Master of Divinity (M. Div.) degree at an ATS accredited seminary, provided the applicant has been engaged in professional church-related/other ministry for at least three (3) years subsequent to receiving the M. Div. degree, and provided the applicant has demonstrated the ability to do academic work at the graduate level. The demonstration of such ability will be evidenced by a grade of B or better, demonstrated quality in communication skills, and cognitive ability as ascertained in a review of the application packet.

Applicants must submit an online application, four letters of recommendation, personal and project statements, and official transcripts from all academic institutions attended. Only completed applications are reviewed for admissions. More information regarding admission requirements for the Doctor of Ministry program is available on our website. Admission deadlines are posted on our website.

Applications are evaluated by the Doctor of Ministry Admission Committee on the strength of the following: previous academic record, clarity of ministry research interest, letters of reference, and personal and project statements.

TRANSFER STUDENTS

Those who were doctoral students in an ATS accredited institution may apply for admission. Once the full application is submitted, it is referred to the Doctor of Ministry Committee to determine eligibility of admission. Once admission is confirmed, credits and coursework from previous institution are evaluated to determine equivalency to STVU D.Min. degree requirements. Once transferability of courses and course work is evaluated and established, the application is submitted to the D.Min. Admissions Committee for approval. Upon acceptance, the student's stage of entrance, in relation to the STVU program, is configured and the student enters the program in the appropriate semester. The date of entry is at the discretion of the Committee and is dependent upon program capacity.

PROGRAM CONCENTRATIONS

The Doctor of Ministry Program periodically identifies areas of concentration focused on addressing concerns affecting communities based on changing social, economic and political landscapes. Students participating in the concentrations may develop ministry research projects informed by individual interests and/or collaborative efforts. Currently, the Doctor of Ministry Program has identified the following areas of concentration:

- **Community Health and Sustainability** - An agency collaborative interdisciplinary concentration focused on developing sustainable ministries related to community health and sustainability. Particular attention is given to the interconnectedness of theological formation, socio-economic stability, sustainable health practices (physical, emotional, mental, intellectual and nutritional), and policies governing such. Students should projects be designed to develop substantive replicable resources potentially formed by agency collaborations for the purpose rebuilding and stabilizing families and communities.

- **Global Leadership and Institutional Reform** - A rigorous inter-contextual study of the intersection of missions, liberation theologies and global leadership formation. Particular attention is given to the inextricable nature of theological formation, justice-oriented missions, institutional viability and community sustainability. Student projects should represent commitment to excavation and distribution of intellectual resources informing theory and praxis.

- **Preaching and Social Concern** - Rooted historically in the traditions of liberation preaching, a rigorous interdisciplinary and inter-textual approach to the substance and form of preaching. Particular attention is
given to the inextricable nature of individual transformation and efforts toward community mobilization and sustainability by addressing practical and theoretical issues ranging from the study of rhetoric to analysis of social context.

- **Worship and the Creative Arts** - A rigorous interdisciplinary program designed for ministerial leaders committed to substantive study and interface of theology, ethics and performing/fine arts. Particular attention is given to the inextricable nature of cultural productions as means of religious, moral and theological tutoring. Student research to evince commitments to translating movement and media into resources informing theory, praxis and sustainability of artistic expressions as essential to faith and community building.

- **Youth and Young Adult Engagement** - A cross-generational engagement in theory and praxis of the centrality of nurturing youth and young adult in the faith inclusive of personal integrity and participation in social justice movements. Particular attention is given to the inextricable nature of theological formation, historical and biblical foundations informing sustainable transformation committed to developing trans-continental research and conversations among youth and young adults in order to develop relevant repositories of methods and outcomes for sustainable faith-based social action.

**PROGRAM REQUIREMENTS**

Upon acceptance into the program, students will begin an online research course beginning July 1st of their acceptance year. In addition, there will be a three-day residency requirement held in September of the same year. After the residency, the research course will continue through the online portal. This course will guide the student in the utilization of research and writing techniques, as the program will require extensive use of these skills.

Each participant must successfully complete four colloquia and three on-line courses over the course of the first two years of the program. Students are free to take additional courses – outside of the required STVU D.Min. curriculum – that relate to their project context. Doctoral students must maintain a 3.0 cumulative GPA to remain in the program. Each colloquium has a residency requirement (per semester) and a required online course. The Doctor of Ministry degree has a 62-hour requirement.

**DOCTOR OF MINISTRY PROGRAM DESIGN**

**COLLOQUIUM I – TWO-WEEK RESIDENCY**

**Week One:**
- Intensive Seminar With Guest Lecturer(s)
- Group Advising

**Week Two:**
- Advanced Topics in Theological Studies
  - Biography as Theology
  - Practical Theology
  - Theology, Ethics, and History
  - Biblical Studies
- D.Min. Luncheon
- Meetings with Advisors
- Concentration Cohort Meetings

**On-line Course Requirement I - Theoretical Foundations for Ministry (DM711):** Exposes students to the breath of project design; presents introductory IRB course matters and program writing expectations. Expected outcomes of this course – Literature Review and Research Paper outlying student’s research
DOCTOR OF MINISTRY – Program Design (continued)

COLLOQUIUM II: ONE-WEEK RESIDENCY

Week One:
- Intensive Seminar With Guest Lecturer (Morning Session)
- Appreciative Inquiry Method Seminar (Afternoon Session)
- Group Advising
- Concentration Cohort Meetings

Week Two:
- Online IRB Course
- Project Development (Coaching for Candidacy)

On-line Course Requirement II - Resources for Doctoral Research Methods (DM 712): Integrates advanced topics in theological studies with ministry project focus; engages resources informing theories informing the project of the student; develops the Candidacy Proposal and outlines the Project Document. Expected outcomes – research paper defining theoretical foundations informing the project and foundation for Candidacy Proposal PowerPoint presentation.

COLLOQUIUM III: ONE-WEEK RESIDENCY

Week One:
- Candidacy Presentations - (see page 24-25 of the Doctor of Ministry Handbook)
- Concentration Cohort Meetings

Week Two:
- Begin DM713 Final Online Course


COLLOQUIUM IV: ONE-WEEK RESIDENCY

Week One:
- Intensive Seminar (One-Day)
  Publishing for Ministry Professionals
- Capstone Seminar I - Context Resource Presentation; Student translation of research into resources suitable for context and communities-at-large (Morning Session)
- Advisor Consultations (Afternoon Session)
- Concentration Cohort Meetings/Practicum (Travel where required)

Week Two:
- On-line Writing “Boot Camp”
- Concentration Cohort Meetings/Practicum (Travel where required)
DOCTOR OF MINISTRY STUDENT EXPENSES*
Tuition is $200.00 per quarter hour

**FIRST ACADEMIC YEAR**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Description</th>
<th>Hours</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Orientation (ORI 601) and Research Course</td>
<td>(10 qtr. hours)</td>
<td>$2,000.00</td>
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<tr>
<td></td>
<td>DMIN Consultation (CON 605)</td>
<td>(2 qtr. hours)</td>
<td>$400.00</td>
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<tr>
<td>Spring</td>
<td>Colloquium I (COL 602)</td>
<td>(5 qtr. hours)</td>
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<tr>
<td></td>
<td>Doctoral Elective</td>
<td>(5 qtr. hours)</td>
<td>$1,000.00</td>
</tr>
<tr>
<td></td>
<td>DMIN Consultation (CON 606)</td>
<td>(2 qtr. hours)</td>
<td>$400.00</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL FEES</strong></td>
<td></td>
<td>$4,800.00</td>
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**SECOND ACADEMIC YEAR**

<table>
<thead>
<tr>
<th>Term</th>
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<th>Fee</th>
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<tbody>
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<td>DMIN Consultation (CON 607)</td>
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<td>Spring</td>
<td>Colloquium III (COL 604)</td>
<td>(5 qtr. hours)</td>
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<tr>
<td></td>
<td>Doctoral Elective</td>
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<td>$1,000.00</td>
</tr>
<tr>
<td></td>
<td>DMIN Consultation (CON 608)</td>
<td>(2 qtr. hours)</td>
<td>$400.00</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL FEES</strong></td>
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**THIRD ACADEMIC YEAR**

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<th>Term</th>
<th>Course Description</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Colloquium IV (COL 605)</td>
<td>(5 qtr. hours)</td>
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<tr>
<td></td>
<td>DMIN Consultation (CON 609)</td>
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<td>Spring</td>
<td>Project/Document (DIS 608)</td>
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<td></td>
<td>DMIN Consultation (CON 610)</td>
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<tr>
<td></td>
<td><strong>TOTAL FEES</strong></td>
<td></td>
<td>$2,800.00</td>
</tr>
</tbody>
</table>

**TOTAL COST OF PROGRAM**

$12,400.00

Graduation Fee - $150.00, covers all cost associated with producing the commencement ceremony. *This does not include the cost of the doctoral regalia; please estimate $600 - $800 for your regalia purchase. There is a rental option, but please note that the rental robe will not have the same look.*

NOTE: Tuition is assessed at the beginning of each term: September (*new students only*), January and July. Add and Drop periods will occur at the beginning of each term when tuition is charged. An additional fee of $75 will be assessed by the University if student does not pay the total tuition before or on the day of registration.

Continuation Fee: A Continuation fee of $1,000 is assessed at the beginning of the term in which a student informs the Director in writing that s/he will not participate. Additionally, this fee is assessed each consecutive term that a student does not return to the program for up to seven (7) years, after which time a student must apply for readmission to the program.

*Tuition is subject to change*
SATISFACTORY ACADEMIC PROGRESS (SAP) GUIDELINES

The Higher Education Act and state government require recipients of any Title IV (Federal PELL Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study (FWS), Federal Direct Stafford Loan(s), and Federal Direct Parent PLUS Loan for Undergraduate Students) and State Student Incentive Grant, to maintain satisfactory academic progress towards a degree. Satisfactory academic progress applies to all terms regardless of whether the student received financial aid. All students are required to meet both Quantitative (pace) and Qualitative (grade point average or GPA) standards. A review will be made at the end of each academic quarter to determine if the student meets these criteria.

Graduate/Professional

A. Quantitative (PACE) In order to maintain academic success and financial aid eligibility, a Graduate/Professional student must complete at least 75% of the total credit hours attempted cumulatively. Courses that are accepted as transfer credit are added into the cumulative total of successfully completed credits when calculating PACE.

B. Qualitative (GPA) In order to maintain academic success and financial aid eligibility, a Graduate/Professional student is required to maintain a minimum 2.0 GPA each quarter.* Master’s Degree Programs: Graduate/Professional hours attempted Minimum GPA 10-15 quarter hours 2.0

*Doctor of Ministry Degree Program: Successful completion of courses is equal to a grade of “P” (Pass). Note: This degree program does not calculate GPA.

C. Maximum Allowable Time

Master’s Degree:
A student pursuing a Graduate/Professional degree at The Samuel Dewitt Proctor School of Theology at Virginia Union University (which requires at least 135 quarter hours for completion in the Master of Divinity degree program and 90 quarter hours for completion in the Master of Christian Education degree program) may register for a maximum of 202 credit hours for MDiv and 135 credit ours for MACE or 150% of the length of the program (excluding repeated courses). Full time students in the Master's Degree program are required to maintain 10-15 hours per quarter. Part-time students are required to enroll in 5 credit hours per quarter to be eligible for consideration of federal aid.

Doctor of Ministry:
A student pursuing a Graduate/Professional degree at The Samuel Dewitt Proctor School of Theology at Virginia Union University (which requires at least 55 quarter hours for completion in the Doctor of Ministry degree program) may register for a maximum of 82 credit hours or 150% of the length of the program (excluding repeated courses). Full time students in the Doctor of Ministry program are required to average 7-13 hours per year.

Failure to meet both Quantitative (PACE) and Qualitative (GPA) will result in the student being ineligible to enroll or receive federal financial aid.

If a student is suspended or expelled from the University, for any reason, the student will not be eligible for enrollment or Federal aid until the minimum standards are met.

FINANCIAL AID (S.A.P.) WARNING

All students must maintain a minimum grade point average of 2.0 (4.0 grading scale.) Students with lower grade point averages are subject to academic warning, probation or expulsion. The minimum grade point average for graduation is 2.0 or a “C.” Required courses are passed with a minimum grade of “C.” Failure to achieve at least a “C” in required courses will necessitate repeating the course. Satisfactory Progress is determined after the end of each academic quarter.

Full-time and part-time students failing to meet the full requirements of the Satisfactory Academic Progress (PACE and GPA) for the first time will be placed in a warning status for one quarter without an appeal.

Students who fail to make satisfactory progress by the end of the Warning period will be able to enroll but will lose their aid eligibility unless they successfully appeal and are placed on probation.
If the student becomes ineligible for Federal Financial Aid, the student can appeal the decision by following the guidelines as set forth in the Financial Aid Appeal Process.

FINANCIAL AID APPEAL PROCESS
Waivers for failure to make satisfactory academic progress will be considered if the student has suffered undue hardship such as death of an immediate family member, injury or illness of the student, or other special circumstances as determined by the financial aid administrator or designee (include appropriate documentation to support reason(s).

Students requesting an appeal must submit a letter requesting reinstatement to the Financial Aid Office explaining the circumstances which affected the student’s academic performance.

All appeals should be submitted, via email (Gradaid@vu.edu) or US Postal mail and addressed to the attention of the Coordinator of Graduate Financial Aid, Virginia Union University, Kingsley Hall, 1500 N Lombardy St., Richmond, VA 23220. Appeal letters must be received by the Office of Graduate Financial Aid no later than July 31st for the Fall quarter, November 1st for the Winter quarter, January 3rd for the Spring quarter and April 30th for the Summer quarter. In some instances, an interview may be scheduled for the student to meet with the SAP committee that is reviewing the appeal to answer any questions concerning the appeal letter. (Please note that any information mentioned in the appeal is subject to verification and all information will be taken into consideration.)

The financial aid appeal letter should:
- include the student’s name, address, phone number, student ID number and Degree program
- clearly state why the student was not able to make SAP (Satisfactory Academic Progress).
- state what has changed in the student’s situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation.
- detail what the student will do differently academically if they are granted an appeal to continue matriculation at VUU

As part of the appeal process, the letter of appeal will be sent to the SAP committee to be reviewed. If the SAP committee recommends approval, an Academic Success Plan must be developed, signed, and agreed upon by the University Official and the student. If the appeal is granted, the original signed copy of the Academic Success Plan must be filed in the Office of Enrollment Services prior to enrollment and the Office of Graduate Financial Aid prior to any aid being disbursed.

FINANCIAL AID (S.A.P.) PROBATION
Only students whose appeal has been granted will be placed on SAP Probation. If the appeal is approved, the student will be placed on Probation for one quarter. At the end of the academic quarters, the student’s academic record will be reviewed to determine if the student has met the requirements specified in the academic plan. Their continued enrollment is contingent upon:
- Receiving not less than a 2.0 grade point average per term
- Obtaining a cumulative grade-point average of not less than 2.0 within their next two successive terms
- Completing all course work attempted -two terms in succession

If the student does not obtain the required 2.0 cumulative grade-point-average in the time specified, or complete all attempted course work in these two specified terms the student will be dismissed. During the student’s matriculation, the student will not be allowed to appeal more than two (2) times. Once a decision has been rendered, no further information will be considered.

DISMISSAL
Dismissal will occur if the student:
- Does not receive a term grade–point–average of at least 2.0
- Does not obtain a cumulative grade–point average of 2.0 after academic probation period
- Does not complete 75% of their all attempted coursework

RE-ESTABLISHING SATISFACTORY ACADEMIC PROGRESS
Any student whose financial aid has been terminated may re-establish satisfactory progress by any of the following methods:
- Repeating and passing failed courses
- Removing Incomplete grades

Cumulative grade point average can only be increased by completing courses at Virginia Union University. **NOTE:** A students’ non-enrollment for two consecutive quarters affects a student’s academic progress standing, so this is not sufficient to re-establish enrollment eligibility.

**WITHDRAWALS (W GRADES), which are recorded on the student’s transcript,** will be included as credits attempted and will have an adverse effect on the student’s ability to maintain satisfactory academic progress. The successful completion of a course is defined as receiving one of the following grades: A, B, C. Courses with grades of D, F, I, and W will not qualify in meeting the minimum standard.

**REPEATED COURSES** will be counted as hours completed only once. The student’s highest grade will be counted toward satisfaction of degree requirements.

**CHANGE OF DEGREE PROGRAM**
A student may change from one degree program to another during attendance at the University. Students who change from one degree program to another are still expected to maintain satisfactory academic progress and complete the coursework within the time frame or hour limitation stated unless an appeal is approved.

**CLASS LOAD**
The number of hours in which a student is enrolled at the end of the published add/drop period will determine the class load. Full-time status is 10 hours or more.

**TRANSFER STUDENTS** will be evaluated on the number of quarter hours earned and the grade point average while in attendance at Virginia Union University.

**INCOMPLETE GRADES**
A student who has incomplete grades has 30 days from the end of the term to complete and submit all assignments to the instructor. It is the responsibility of the student to comply with the terms of receiving and removing an “I”. If a student does not comply with the terms of the incomplete policy, the “I” grade will revert to the grade listed by the instructor on the “Request for Incomplete Grade” form.

**NON-MATRICULATING STUDENTS** are not eligible for federal and state aid.

**NOTE:** The Graduate Satisfactory Academic Progress Policy of all Graduate/Professional students is also found on the our website.
GENERAL INFORMATION

CREDIT HOUR POLICY
Virginia Union University employs sound and acceptable practices for determining the amount
and level of credit awarded for all of its courses. The faculty must review and approve new
courses and changes to existing courses, inclusive of determining the amount and level of credit
awarded for each course.

In compliance with Federal Requirement 4.9, Virginia Union University defines a credit hour as
follows:

In accordance with Federal Government guidelines, Virginia Union University defines a
credit hour as (1) the amount of student time investment that reasonably approximates
one hour of classroom or direct faculty instruction and a minimum of two hours out of
class student work for approximately fifteen weeks for one semester or (2) at least an
equivalent amount of work as outlined in one for other academic activities as established
by Virginia Union including laboratory work, internships, practicum, studio work, and
other academic work leading to the award of credit hours. In accordance with commonly
accepted practices in higher education, Virginia Union operates on a 55-minute hour for
this definition.

Academic credit at the Samuel DeWitt Proctor School of Theology credit is based on the
University definition of credit hour adapted to the quarter system for graduate theological
education. STVU operates on a 10-week quarter calendar. Each five credit quarter class is
equivalent to three semester hours consistent with the established equivalency for the learning
outcomes and evidence of student academic achievement. A quarter-long class consists of 10
sessions that meet for forty (40) hours of in-class instruction with an additional ten (10) hours of
other instructional activities.

TRANSFER CREDIT/ADVANCED STANDING
All students earning the Master of Divinity degree from STVU must complete seventy (70) quarter hours of study at
STVU and must fulfill all operative graduation requirements. The number of transfer credits accepted from other accredited graduate theological studies programs will be determined by the Admissions Committee and the Dean. In cases when the transfer credit has been used to earn another degree, no more than one half of the hours applied for the previous degree can be applied to the STVU Master of Divinity degree. Thus, no more than one year of a Master in Religious Education or Theological Studies may be applied to the Master of Divinity in the STVU.

In some cases, transfer credit can be awarded for courses completed in accredited non-theological graduate studies programs. Any request for the consideration of such transfer credit should be submitted to the dean prior to the end of the first term of registration in the STVU and must provide the following:

2. Identification and description of the courses to be considered for transfer credit.
3. Indication of how the identified courses were an aspect of preparation for and contribute to effectiveness in executing the specified ministry.
4. An official transcript documenting successful completion of the course(s) submitted for consideration.

Normally, the maximum number of hours that can be transferred from non-theological graduate degree programs is twenty (20) quarter hours or the equivalent of four (4) courses. Courses taken ten (10) or more years prior to enrollment in the STVU may be refused consideration. STVU does not give credit for life or work experience.
Transfer credit is not accepted for the **Master of Arts in Christian Education** program except for the basic biblical, historical and theological courses completed in an accredited M.Div. program. All discipline specific courses required for the Christian Education degree must be completed at STVU.

Transfer credit is not accepted for the **Doctor of Ministry of Ministry** program. All D. Min. courses must be completed at and/or under the direction of STVU faculty and advisors.

**CLASS ATTENDANCE**
Class attendance is expected in every course in which the student is registered. Illness or other sufficiently serious circumstances are the only legitimate reasons for missing class. In case of absence, the student is responsible for immediately contacting the professor, attaining missed class work and/or assignments, and examinations, and must take the initiative to ascertain the professor's expectations. Pastoral or job-related activities are not valid reasons for absences. Class attendance is also a requirement for students utilizing Federal Financial Aid.

**GRADING SYSTEM**

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<tr>
<th>Letter Grade</th>
<th>Percent Points</th>
<th>GPA Scale</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
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<tr>
<td>A</td>
<td>96-93</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>92-90</td>
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<td>B+</td>
<td>89-87</td>
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</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>0.0</td>
</tr>
</tbody>
</table>

- A student who receives four (4) failing grades within one (1) academic year will be subject to probation/expulsion.
- A student who receives six (6) failing grades during his/her matriculation at STVU will be subject to suspension/expulsion.
- Required courses must be passed with a grade of C or better. Failure to achieve at least a C in required courses will necessitate the re-taking of the course. Pass/Fail grades are given for certain practical courses.

**HONOR SYSTEM**
The purpose of the Honor System is to provide among peers an effective ministry for preventive and corrective guidance in the maintenance of high standards of decorum, conduct, and scholarly integrity.

An honors committee is selected annually for the purpose of hearing, investigating, and devising means of dealing with serious social or academic misconduct among the students.

All matters of serious misconduct are referred to the Honors Committee and are subject to referral to the faculty, if other corrective measures prove to be ineffective. In cases of verified plagiarism, unauthorized use of materials and/or resources, and inappropriate consultation during examinations or preparation of written assignments, it is the responsibility of the faculty to take necessary corrective action against the student. When warranted by the situation and recommended by the faculty, violations of the honor code may result in disciplinary or academic probation or expulsion.

**THE LIBRARY**
The L. Douglas Wilder library houses more than 150,000 volumes with over 10,000 volumes dealing with religion and theology. The library has 102 electronic full text journals in the area of religion and houses several video and audio collections of African American preachers and religious leaders. It contains a specialized collection of African American history and literature and its archives hold several rare bibles and religious papers. The library holds over 15,000 volumes dealing with black studies and nearly 2,000 volumes dealing with African culture and religion. The library resources also include electronic databases, electronic books, special study carrels for graduate theology students, a media center, a computer lab, and interlibrary loan services. The Wilder Library is part of the Richmond Academic Library Consortium and Virtual Library of Virginia. In addition to these associations with other libraries, The School of Theology of Virginia Union University participates in the Washington Theological Consortium. These combined resources in Black Studies and in theology find few equals anywhere in the country. The library is widely used by educators, clergy, and laity alike.
BOOKSTORE
STVU students purchase textbooks from the Virginia Union University Bookstore located in the L. Douglas Wilder Library, 1500 N. Lombardy St. The standard hours vary per term and holiday breaks. For the most accurate store hours, please visit www.vuu.edu.

STUDENT LIFE
The nearly four hundred students of the Samuel DeWitt Proctor School of Theology represent a diverse range of personal, professional, and religious experiences. A truly intergenerational body, range in age from the early 20s to late 60s and is almost equally split between male and female. The majority of students reside in Virginia and surrounding Mid-Atlantic States.

STVU is a constitutive and cooperative member of the three seminary Richmond Theological Consortium (RTC) and the ten seminary Washington Theological Consortium (WTC). The RTC and WTC provide a uniquely rich living and learning experience for both faculty and students.

Student life at STVU is characterized by informal encounters such as impromptu conversations in Kingsley and student led study groups, worship services, and other activities add to the intensity and diversity of activity in student life.

THE THEOLOGUE FELLOWSHIP
Each STVU student is a member of the Theologue Fellowship. The Theologue Fellowship exists “to promote the spirit of unity within the school community and to strive for spiritual and intellectual excellence.” Members of the Theologue Fellowship endeavor to both study with seriousness and seek to be involved in the intellectual and spiritual development of the life of STVU and the RTC and WTC Consortiums. The Theologue Fellowship pursues a balanced approach to reflection and action in contributing to growth of each member.

TOTAL COMMUNITY FORMATION
The administration and faculty of the School of Theology are fully committed to Community Formation as a foundational component of the preparation of ministry. To that end, we have scheduled three opportunities whereby the total community gathers for a time of celebration, instruction, and formation. Total Community Formation is a time in which students come together to participate in thematic presentations that address specific vocational, spiritual and cultural concerns.

CHAPEL SERVICES
Corporate worship is essential in the life of all persons, especially those preparing for a full-time Christian vocation. Therefore, each student is required to attend each Chapel Service. The schedule for TH students is Wednesdays at 9:30 a.m. The schedule for NTH students is Saturdays at 8:30 am.

PLACEMENT
STVU uses PantherTrak, an online career service system maintained by the University’s Department of Career Services that affords students the opportunity to access ministry vacancy announcements as well as upload their resume for potential employers to view. A placement board is also maintained outside the office of Graduate Student Services where job announcements and ministry opportunities are listed. When opportunities arrive by hand or mail, the information is conveyed to students via email. We maintain relationships with churches, various associations, conventions, ministers’ conferences and denominational leadership and serve as liaison for placement processes.

HEALTH AND COUNSELING SERVICES
University health services available to students in the undergraduate college are also open to students in STVU. Several nurses direct the campus infirmary for minor illnesses, and the University physician responds to the call of students. Counseling services are available on referral.

STUDENT COMPLAINT PROCESS
The school continues to be committed to assisting students meet their educational and professional goals. If a student has a complaint, including concerns with ATS accrediting standards, he/she may initial the VUU Student Complaint Process outlined at https://www.vuuemsa.com/sic-student-complaint-process.
STUDENT EXPENSES
Tuition for the Master Degree programs is $215.20 per credit hour and $100.00 per credit hour for Audit. All courses in the Master programs of the School of Theology are 5 credit hours. Students enrolled in 5 credit hours per term are considered part-time. Students enrolled in 10 or more credits per term are considered full time. Students may enroll in a maximum of 15 credit hours per term; a load exceeding 15 credit hours will require an advisor’s approval.

**Additional Cost below

<table>
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<th>Fall Term:</th>
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<tbody>
<tr>
<td>Fall – 3 courses (15 qtr. Hours)</td>
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<tr>
<td>Comprehensive Fee* (term)</td>
<td>$205.00</td>
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<td>FALL TUITION &amp; FEES</td>
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<tr>
<td>Winter – 2 courses (10 qtr. hours)</td>
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<tr>
<td>WINTER TUITION &amp; FEES</td>
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<td>Spring – 3 courses (15 qtr. Hours)</td>
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</tr>
<tr>
<td>FALL TUITION &amp; FEES</td>
<td>$3,434.00</td>
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<table>
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<tr>
<th>May/Summer Term:</th>
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<tr>
<td>May/Summer – 2 courses (10 qtr. hours)</td>
<td>$2,153.00</td>
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<tr>
<td>Comprehensive Fee* (term)</td>
<td>$205.00</td>
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<tr>
<td>WINTER TUITION &amp; FEES</td>
<td>$2,358.00</td>
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TOTAL ANNUAL TUITION & FEES                      $11,584.00

TOTAL COST OF PROGRAM                           $34,752.00**
(Tuition & Fees amount based on 3-year completion Total does not include estimated costs for Transportation, Books/Supplies, Room/Board, Personal/Misc. or Other fees.)

**OTHER FEES:
(1) Late Registration Fee – $500 (per term) will be assessed by the University if student does not pay the total tuition before or on the last day of regular registration.
(2) Installment Fee (self-paying students only) – $100.00 (per term) is charged at each registration when your balance, including the current charges, if not paid in full.
(3) Transcript fee – $6.00.
(4) Duplicate I.D. card – $50.00.
(5) Parking permit – $100.00 (cash, check, or charge; online payment available). (6) Graduation Fee – $154.00 covers all cost associated with the commencement ceremony including regalia (cap and gown). Celebration Kente Stole sold separately.
**NOTE:** An Add/Drop period will occur prior to each term (September, November, February and May). After tuition is posted, scholarships/financial aid is processed. Federal Financial Aid (Graduate Unsubsidized Loan and/or Grad Plus Loan) is available for eligible students. Endowment Scholarships are awarded annually based on separate applications and eligibility (Application Deadline: March 1st for the upcoming year).

**GRADUATE FINANCIAL AID**

The Office of Graduate Financial Aid at STVU provides various types of financial assistance to admitted students enrolled in the Master Degree programs. STVU currently offers the following funding:

- The Federal Stafford Loan Program (Unsubsidized loans)
- Federal Work Study (eligibility required)

All students, expecting to receive Financial Aid (*Federal Direct Unsubsidized Stafford Loan or Grad Plus Loan*) to cover school expenses, are required to complete and submit the information listed in **STEPS 1-5**.

*Returning students are only required to complete Step 1 annually; Step 5, if selected.*

**STEP 1 – F.A.F.S.A.** Annually complete and submit the Free Application for Federal Student Aid (FAFSA) using the “free” website [www.FAFSA.ED.GOV](http://www.FAFSA.ED.GOV); include VUU in schools “schools to be notified”. Submit the FAFSA **AFTER** taxes have been processed by the IRS. Use the [IRS Data Retrieval Tool](http://link.in.finance.section) to enter tax information. (*Three business days are required for receipt of submitted FAFSA information*). The Virginia Union University school code is **003766** and should be included on the FAFSA Application.

**STEP 2 – MASTER PROMISSORY NOTE.** Complete and electronically sign a Master Promissory Note (MPN) using the website [www.studentloans.gov](http://www.studentloans.gov) (*use the same PIN number used to complete the FAFSA*). Students are to sign the “Subsidized/Unsubsidized” MPN unless otherwise advised. Students must include VUU in schools “schools to be notified”.

**STEP 3 – ENTRANCE COUNSELING.** Complete Entrance Counseling using the website [www.studentloans.gov](http://www.studentloans.gov). Students must include VUU in schools “schools to be notified”.

**STEP 4 – STUDENT AID REPORT.** After completion of the FAFSA, students are to go to [www.FAFSA.ED.GOV](http://www.FAFSA.ED.GOV) to review their Student Aid Report (SAR) carefully for accuracy or to make corrections if needed. **Note:** Re-entering the website (*more than twice*) to make corrections may cause delays.

**STEP 5 – VERIFICATION.** Upon reviewing the SAR, **IF** the Expected Family Contribution (EFC) has an asterisk (*), the student has been selected for Verification by the Department of Education and must submit the following documents to the Graduate Financial Aid Office prior to being awarded:

- A copy of the prior year **Tax Return Transcript** (*student and if applicable, spouse*).
- A completed verification worksheet (*available on the VUU website - Graduate Financial Aid webpage*)

*The tax return transcripts and other document copies will not be returned.* IRS Tax Return Transcripts (NOT a regular tax return) can be obtained 3 ways: (1) visiting [www.irs.gov](http://www.irs.gov). Under “Tools” – select **Get Transcript of Your Tax Records** then create an account to print out or save transcript; (2) calling 1-800-908-9946; (3) visiting a local IRS office.

**AWARD NOTIFICATION.** Students have the right to cancel all or a portion of the loan within 14 days after notification that the funds have been placed on the students’ account. All requests for loan cancellation must be made in writing using an Adjustment/Decline form. Returning students will be able to view financial aid award/scholarships offered via MYVUU. “New” students will receive an award letter via orientation or U.S. Mail. If adjustments are needed, students must complete a Revision Request form (*available on Graduate Financial Aid webpage*) **prior to fall or spring disbursements only.**
**IMPORTANT NOTES:**

1. Students must be enrolled at least "half-time (1 paid course per term) to be eligible for financial aid. Half-time enrollment is as follows: (M.Div. and M.A.C.E.) 1 course; (D.Min.) 1 course, (M.A.C.E1) 2 courses. Adjustments to the Financial Aid award must be processed by the Office of Graduate Financial Aid.

2. Tuition is assessed at the beginning of each term. An Add/Drop period will also occur at the beginning of each term PRIOR TO attendance verification which is mandatory for Federal Aid processing.

3. The annual cost of attendance for full-time enrollment: (M.Div. and M.A.C.E.) 10 or more courses; (D.Min.) 4 courses, (M.A.C.E1) 9 courses which includes a combination of enrollment in the appropriate terms: (Fall, Winter, Spring, Summer).

4. A Comprehensive Technology Fee of $205 will be charged for each term ((Fall, Winter, Spring, Summer) equaling $820 annually.

**SCHOLARSHIPS**

The following is a list of scholarships awarded available to selected STVU students based on academic performance, character and demonstrated potential for faithfulness in ministry.

- John A. & Inez C. Bacoats Scholarship
- Benjamin F. Bunn Memorial Scholarship
- The Dean Scholars Scholarship
- J. M. Ellison Scholarship
- J. Raymond Henderson Scholarship
- Dr. & Mrs. John B. Henderson Scholarship
- Rev. H. H. Mitchell Scholarship
- Louis D. Mitchell Scholarship
- John O. Peterson Scholarship
- Adam Clayton Powell, Sr. Memorial Scholarship
- Samuel DeWitt Proctor Scholarship
- David J. Ragland Scholarship
- STVU Seminary Scholarship
- Dr. Wendell C. Somerville Endowed Scholarship
- Francis Tabla Scholarship
- S. Leon Whitney Memorial Scholarship
- Samuel L Whitney Scholarship
- John & Cora Wright Scholarship
- Barry T. Young Scholarship

Students who wish to be considered for these scholarships must submit an Office of Graduate Financial Aid Scholarship Application. Applications are available for student pick-up or on the web beginning in November of each year for the upcoming fall term. All application materials have a deadline date of **March 1st**. First year students are not eligible to receive institutional scholarships. In addition, the Samuel Horace James, Sr. Memorial Award is awarded to the graduate valedictorian.

STVU students are also encouraged to apply for funding from sources outside of the university (Ex. American Baptist Churches USA, UNCF, GBHEM – The United Methodist Church). Students are encouraged to check with local churches, local, state and regional conventions for obtaining grants and scholarships. Students are encouraged to start early in applying for outside scholarships as many programs have early submission dates to be considered.

Graduating seniors may have a reduced Cost of Attendance as determined by their projected senior year enrollment. Students expecting or receiving financial aid other than the aid showing on the Financial Aid Award Letter must notify the Office of Graduate Financial Aid. Awards are issued based on the total cost of attendance generated by an assumed enrollment (full-time, part-time). Students enrolling for less than the intended time period will have their financial aid adjusted. Students will be responsible for notifying the Office of Graduate Financial Aid of changes in enrollment status. Also, payment of any charges not covered as a result of financial aid adjustments is the student’s responsibility.

All financial aid is issued for terms in the current school year only. Students must complete a new (FAFSA) each year to continue receiving financial aid. Students must meet and continue to meet Satisfactory Academic Progress (SAP) requirements. Any student placed on probation must satisfy SAP Policy requirements to be considered eligible for financial assistance.
COURSE OFFERINGS

Each course offering yields 5.0 quarter hours unless indicated otherwise.

BIBLICAL STUDIES

BS 500 INTRODUCTION TO BIBLICAL STUDIES Designed to provide a general introduction to critical study of the Bible. The modern, exegetical approaches will be examined, and related to, study of the Bible, considering its origins, forms, settings, and uses. As a result of this course the student should be able to engage the Bible, conscientiously and critically, and begin to understand the ancient Israelite and Christian traditions in their respective contexts.

BS 600 THE BIBLE IN AFRICA: TEXT, APPROPRIATION, AND HERMENEUTICS IN CONTEXT This course is an analysis of the Bible in Africa exploring various hermeneutical issues. The intention is to demonstrate the contextual appropriation of the Bible in Africa. This course seeks to investigate the presentation, acculturation, and utilization of the Bible in Africa on a historical continuum. It will focus primarily on the precolonial, colonial, and postcolonial periods. Implications of the Bible in Africa will be used to expand and inform current hermeneutical practices in the academy.

OLD TESTAMENT

OT 501 HISTORY OF ISRAEL Designed to give students an understanding of the ancient Yahwists’ (Israelite and Judahite) interpretations of their historic events as presented in the Hebrew Bible and to introduce them to critical study (particularly, the historical-critical method) of the Hebrew Scriptures, by which the students may interpret the Hebrew Scriptures on a scholarly and relevant basis.

OT 502 ISRAELITE LITERATURE Designed to give students familiarity with and understanding of the various kinds of literature in the Old Testament, their forms, settings and purposes. Old Testament forms and interpretations of salvation history will be examined, assessed, and surveyed with regard to the functions and intentions of the user/writers.

OT 503 BIBLICAL HEBREW I The aim of this course is to introduce students to the Hebrew language, including basic rules and grammatical principles. Students will learn the basic parts of speech, practice writing, reading, and translating Hebrew sentences. The course seeks to facilitate reading of various sections of the Hebrew Bible as well as traditional stories in Biblical Hebrew.

OT 601 BIBLICAL HEBREW II The aim of this course is to further introduce students to Biblical Hebrew grammar, syntax, and vocabulary. Students will also be introduced to the basic Hebrew verb conjugation or stem and its inflections. The course seeks to facilitate reading comprehension of various sections of the Hebrew Bible by applying grammatical concepts and insights learned.
Prerequisite: OT 503

OT 603 THE PSALMS Designed to facilitate critical study of the Psalms as Hebrew poetry and liturgical literature, wherein the forms and the statements of the Psalms may be understood within their respective, socio-cultic settings and utilized within commensurate, modern settings. Prerequisite: OT 501.

OT 604 THE PROPHETS Designed to explore the basic forms of prophetic speech in the Old Testament and their messages in the light of the historical contexts, as indicated in the Hebrew Bible. The main focus of the course will be analysis and interpretation of the texts. Prerequisite: OT 501.

OT 605 OLD TESTAMENT LAW Designed to develop the student's ability to interpret, critically and adequately, the legal traditions of the Old Testament and to appreciate the theology or principles presented for living therein, so as to apply these principles to contemporary ethical issues. Prerequisite: OT 501.
OT 606 BIBLICAL PERSPECTIVES ON POVERTY AND WEALTH  Designed to introduce students to the problem of poverty and wealth in ancient Israel, as reflected in the Old Testament. It explores what poverty and wealth meant in that ancient context, who the poor and rich were, and how they were treated. The emphasis of the course is on the various perspectives on, and attitudes towards poverty and wealth as reflected in the different parts of the Bible. Prerequisite: OT 501.

OT 607 BIBLICAL HEBREW III This course is designed to complete the full study of Hebrew grammar in order to enable students to fully engage the Hebrew Bible. By completing a full study of the derived Hebrew verbal conjugations or stems, students will be able to fully engage the Hebrew Bible in its entirety and with more facility. Prerequisite: OT 503; 601.

OT 608 RAPID READING HEBREW AND EXEGESIS This course is designed to complement the complete study of Biblical Hebrew grammar and all the seven Hebrew verbal conjugations, their stems, and inflections. As a result, the students will be able to fully engage most of the Hebrew Bible in its complexity and with more facility. The course will consist of rapid reading and exegesis of select parts and books of the Hebrew Bible. Students will be expected to read, translate, and parse relevant grammatical elements. The goal is to enhance the students’ knowledge of Hebrew grammar through direct contact with the biblical text. The students will also be encouraged to use the Hebrew dictionary in order to facilitate competency in reading, translating, and performing exegesis from the Hebrew Bible. Prerequisites: OT 503; OT 601; and OT 607.

OT 700 OLD TESTAMENT EXEGESIS  Designed to sharpen students’ skills in interpreting (words, phrases, and passages of) the Old Testament and to enable them to interpret systematically and methodically the Old Testament, so as to construct and develop sermons that are biblically sound. Prerequisite: OT 501.

OT 701 THE PENTATEUCH  Designed to facilitate an understanding of the diversity of ancient Yahwistic traditions that are found in the Pentateuch, that is, the distinguishing features of and conceptual developments within the various traditions, how the various traditions originated, how they countered, corrected, or critiqued their preceding or contemporary traditions, and how they were utilized within their respective contexts—their rationales or operative premises, their views of YHWH, evil, etc., and their significances for Yahwistic cult and society. The primary concern is to articulate and comprehend their message(s) and to consider such as measures for critique of modern theologies. Prerequisites: BS 500, OT 501.

OT 720 SELECTED OLD TESTAMENT TOPICS  Designed to be a seminar on an Old Testament topic. The topic selected will be focused on throughout the term and will be announced at least one term in advance. Prerequisites: OT 501 and OT 502.

OT 721 ANCIENT ISRAELITE CULTURE  Designed to explore and examine the impact of the various cultures upon the ancient Israelites and to compare Israelite culture to its surrounding cultures, particularly the Egyptian culture, in an effort to show the distinctiveness or compatibility of Israel in regard to its neighbors. Prerequisites: OT 501 and OT 502.

OT 722 YAHWISTIC SHORT STORIES  Designed to facilitate reading and appreciation of Yahwistic short stories as forms of communication for teaching or inculcating Yahwistic values that are directed toward survival in response to a culturally-diverse and politically-dominating society and/or for reclamation of Yahwistic identity as an act of minority consciousness. Prerequisites: BS 500, OT 501, PT 533, PT 536.

OT 750 INDEPENDENT STUDY  Topics of interest not covered in the other course offerings may be chosen for independent study, in consultation with the faculty. Prerequisites: OT 501 and OT 502.

NEW TESTAMENT

NT 501 INTRODUCTION TO THE NEW TESTAMENT  Designed to provide an introduction to New Testament literature, history, and theology. The New Testament materials are examined for the comments and insights they offer regarding the social and religious world of earliest Christians and for the theological perspectives espoused. Special attention is given to exegetical and contemporary issues.

NT 510 THE SYNOPTIC GOSPELS  Designed as a critical study of the four Gospels (Matthew, Mark, Luke, and John) with special attention to their literary arrangement and social and theological perspectives. Attention is also given to the historical Jesus question. This course is designed to complement NT 501.
NT 511 THE PAULINE EPISTLES  Designed to be a complementary course to NT 501 this course focuses on Paul's life and theology within early Christian experience, using authentic writings of Paul. Secondary allusions to Paul (e.g. Acts, Ephesians, etc.) are considered where appropriate. Contemporary concerns vis-a-vis Paul are stressed.

NT 512 PREACHING FROM THE SYNOPTIC GOSPELS  This course will enable students to sharpen their exegetical skills and therefore write sermons that are more text-oriented and biblically based. All exegetical work in this course will be done with an eye toward preaching. The course will include lectures, class discussion, extensive practice in exegesis and the preaching of sermons. Particular attention will be given to texts drawn from the Synoptic Gospels.

NT 518 PARABLES OF JESUS  This course will examine the parables of Jesus in their cultural and literary contexts. Special attention will be given to recent literary analysis of the parables in the Synoptic Gospels and the Gospel of Thomas. The parables of Jesus will be read as part of these gospel texts and interpreted from diverse interpretive perspectives.

NT 608 PAUL’S LETTER TO THE ROMANS  This course is designed to introduce students to the life of Paul and his Letter to the Romans. In doing so, the course seeks to explore the historical, literary context of Romans and he various theological issues there. Students will engage the text critically from the diverse perspectives.

NT 613 ELEMENTARY GREEK I  Designed as an introduction to the grammar of Koine Greek. Emphasis on the mastery of forms, fundamentals of syntax, and basic vocabulary.

NT 614 GREEK II (EXEGESIS)  Continuation of NT 513. Designed to introduce issues focusing on Greek exegesis within the New Testament, with emphasis on historical and theological problems.

The following courses have NT prerequisites:

NT 620 THE ENVIRONMENT OF THE NEW TESTAMENT  Designed to be a study of Jewish and Hellenistic philosophic/religious movements and traditions, and their influences on the life, world, and thoughts of early Christians. Emphasis is placed on the context-world of the New Testament, but some attention is given to the New Testament materials themselves. Prerequisites: BS500, NT501 and OT501

NT 624 EARLY AFRICAN CHRISTIANITY  Designed as a study of African Christianity in the first four Christian centuries, focusing on the area of North and North-East Africa. Attention is given to the impact of African history and civilization on Christian foundations and expressions in this area. Prerequisites: BS 500; OT 501

NT 626 EXEGESIS: 1st AND 2nd CORINTHIANS  Designed as an exegesis of the Corinthian communications. Attention to social and religious setting of the Corinthian church and Paul's theological critique of it.

NT 627 EXEGESIS: BOOK OF REVELATION  Designed as an exegesis of the Book of Revelation. As such it aims to establish the essentials of the work. Assuming the validity of critical and literary interpretative methods, it is intended that the student become conversant with the religious-social-political world responsible for the making of Revelation. More importantly, an effort is made to seek to be guided by the "word" Revelation generates.

NT 628 EXEGESIS: PHILIPPIANS  Designed as a combination lecture and seminar course on the book of Philippians with attention to such problems as church order, stewardship, evangelization, eschatology, Christology, heresy, and above all, involvement in ethical problems within history; special attention will be paid to the important Christological hymn in 2:6-11. Comparisons will also be made with the other undisputed Pauline letters as well as Acts.

NT 634 EXEGESIS: THE GOSPEL OF JOHN  Designed as an Exegesis of the Gospel of John, with attention to the community and theology of Johannine Christianity.

NT 721 TOPICS IN HERMENEUTICS  Designed as a seminar on a New Testament topic, which grows out of contemporary faith issues. Whatever topic is selected is focused on throughout the term and will be announced at least one term in advance. An example of such a topic could be "Charismatic Figures and their Philosophies/Theologies in the New Testament World."

NT 750 INDEPENDENT STUDY  Topics of interest not covered in the other course offerings may be chosen for
independent study, in consultation with the faculty.

THEOLOGICAL STUDIES

CT 621 PHILOSOPHICAL INTRODUCTION TO THEOLOGY Designed as a study of the history of Western philosophy from the Pre-Socratics to Whitehead, with special concern for those philosophers who have markedly influenced the development of Christian thought. Attention is also given to African philosophers and philosophy.

CT 622 SYSTEMATIC THEOLOGY I Designed as the first component of a two-term comprehensive study of the meaning, nature, and content of theology. This first course focuses on introductory investigations related to theological prolegomena and methodology.

CT 623 SYSTEMATIC THEOLOGY II Designed as the second component of the theology requirement focuses upon doctrine proper and considers anthropology, Christology, ecclesiology, the doctrine of God, and eschatology. During this course, each student will write and present a constructive statement of his/her theological position.

CT 627 WOMANIST THEOLOGY Designed to introduce students to Womanist Theology as both theoretical framework for “unmasking, disentangling and debunking” systems of oppression and as theo-ethical resource for constructing paradigms for social justice.

CT 725 ADVANCED SEMINAR IN THEOLOGICAL STUDIES Designed to probe the frontiers of theology. Sometimes it considers contemporary doctrinal developments, the current status of a movement in theology, or the work of a single theologian.

CT 726 CHRISTIAN THEOLOGY IN AFRICA Designed as an examination of the practical and conceptual theological developments in the Christian churches of Africa, as they relate to traditional African religion, classical Christian doctrine, and other world religions.

CT 729 BLACK RELIGION AND BLACK THEOLOGY Designed as an in-depth study of the implicit theology emerging from the African-American religious experience, with particular attention given to developments, discussions, and debates in contemporary African-American theology.

CT 730 CHRISTOLOGY Designed as a critical interpretation and analysis of selected views of the person of Christ.

CT 731 THEOLOGICAL IMAGES AND BLACK LITERATURE Designed as an assessment of the theological character of ideas and themes conveyed in African-American literature.

CT 732 ECCLESIOLOGY Designed to be a critical examination of some historical and contemporary reflections of the Church.

CT 733 THEOLOGY FROM THE BLACK PERSPECTIVE Designed as an in-depth, critical, and constructive theological interpretation of a selected African-American thinker from among such names as Martin Luther King, Jr., Howard Thurman, Adam Clayton Powell, and others.

CT 734 TRANSFORMED THEOLOGY Designed to be a creative engagement of the episodes in the worship experience as the foundation for theological construction and Christian praxis.

CT 735 TRADITION AND CONTEMPORARY THEOLOGY Designed as a critical interpretative analysis of crebral development in the pre-Reformation Church and a constructive analysis of its contribution to contemporary theological discussion and models.

CT 736 ANTHROPOLOGY Designed as a critical examination of some historical and contemporary reflections on the nature of humanity.
CT 737 ESCHATOLOGY Designed to provide a critical examination and analysis of selected reflection on the meaning of the "Kingdom of God."

ETHICS AND SOCIETY

CT 728 INTRODUCTION TO CHRISTIAN ETHICS Designed as an exploration of the ethical foundations of the Christian faith, the variety of motifs informing Christian ethical tradition, and the impact of such motifs upon the direction and character of Christian ethical decision-making in contemporary society.

CT 742 PROFESSIONAL ETHICS IN MINISTRY Designed to explore issues of ethics in ministry with particular attention to sexual ethics and clergy misconduct. Foundations and guidelines for the maintenance of excellence and accountability in ministry are examined.

CT 743 THE IMPACT OF URBANIZATION ON THE BLACK RELIGIOUS EXPERIENCE Designed as an examination of the historical and sociological factors that prompted African-American migration inside the United States from largely rural to urban contexts, and of the consequent issues, problems and challenges to the African-American religious community caused by such migration. The theological institutional responses made by the African-American Church are examined in depth with attention given to emergent quasi-Christian and non-Christian alternatives. Offered in collaboration with the Church History faculty.

CT 745 THEOLOGICAL ETHICS Designed as an exploration of the theological foundations of ethics and how the understandings of God influence the formation and development of criteria for ethical reflection. The course will delineate the theological foundations of ethics by examining the theologies and ethics of major theologians.

CT 747 PERSPECTIVES ON AFRICAN AMERICAN CHRISTIAN ETHICS Designed as an exploration of various perspectives, both in theory and in practice, for the development of a uniquely African American approach to Christian ethics.

CT 748 THE BIBLE AND ETHICS Designed as an examination of the problems and issues inherent in the use of the Bible as a norm for Christian ethical decision-making. The nature of biblical authority, the relationship between exegesis and ethical judgment, and the functions of the various types of biblical materials in the moral life are among the many questions to be examined in connection with contemporary issues. Offered in collaboration with Biblical Studies faculty.

CT 750 INDEPENDENT STUDY Topics of interest not covered in the other course offerings may be chosen for independent study in consultation with the faculty.

HISTORICAL STUDIES

CH 640 HISTORY OF CHRISTIANITY Designed to cover the history of the Christian Church from its beginning to the present. Particular attention will be given to the institutions, thought, and outstanding personalities in the development of the church.

CH 641 HISTORY OF RELIGION IN THE UNITED STATES Designed as an examination of the African and European backgrounds out of which the various forms of American religion emerged with attention to the specific environments in which they flourished. Attention is given to the correlative and symbiotic developments of African-American and white religious traditions. The course also examines of the Reconstruction Era and the African-American preacher, the reversal of the Reconstruction, the appearance of Protestant polarities, non-Protestant immigrants, the Civil Rights Movement, and modern Protestant conservatism. The course ends with in-depth studies of the history, structure, and teachings of the various denominations, and other religious bodies, together with a study of the ecumenical movement among African-Americans as well as whites.

CH 643 BLACK FIRE: AFRICAN AMERICAN PENTECOSTALISM This course examines the history of African American Pentecostalism with attention to the foundational and significant personalities, major movements and contributions, theological variations and practices, and emerging trends and future prospections.

CH 645 BAPTIST HISTORY Designed to cover the origin, organization/polity, and development of the various groups which bear the name Baptist.
CH 646 THE SOCIAL GOSPEL IN AMERICA
The course is an overview of the historical ideas and persons associated with the Social Gospel. Course readings will provide students with sources about and by the shapers of this theological tradition. The course will also create opportunities to consider the social and political environment in which it developed and, in some cases, thrived.

CH 650 THE AFRICAN AMERICAN BAPTIST EXPERIENCE
The purpose of this course is to introduce students to the black Baptist experience in the United States. The course situates black Baptist history in the larger narrative of African Americans in the United States. Topics of interest include notable leaders, institutions, and events within the African American Baptist denominations. Readings include black Baptist newspapers, autobiographies, and secondary source materials on Baptist history.

CH 651 A HISTORY OF THE BLACK CHURCHES
Challenging the idea of The Black Church, this course charts the historical development of black Christians in the United States. The course aims to identify the history of the construct “The Black Church” and the histories of the Christian experiences of African Americans.

CH 652 PROSPERITY GOSPEL IN AMERICAN CHRISTIANITY
As a movement, the Prosperity Gospel has found its way into contemporary mainstream media. A survey of this phenomenon reveals that similar theological questions about health and wealth date back to antiquity. The course will follow the trajectory of prosperity gospels into the twenty-first century.

CH 653 BLACK RELIGION AND THE GREAT MIGRATION
This seminar is a study of the varied religious practices of African Americans during the Great Migration. As African Americans moved from the South to the North, religious practices in both regions changed. This course will examine the music, preaching, and literature of black religious groups and figures from 1900-1950.

CH 654 BLACK RELIGION, BLACK POLITICS
This seminar examines the intersection of race, religion, and politics. The course will emphasize the complex relationship between religion and politics in the African American experience. Readings on and by black religious leaders will provide context for the social and political issues of the nineteenth and twentieth century United States. The course will assess the contributions of black religious and political traditions ranging from nationalism to social conservatism.

CH 744 AFRICAN TRADITIONAL RELIGIONS
Designed as an inquiry into the beliefs and practices found in African Traditional Religions (ATR) with emphasis also given to the survival of this culture and religion in contemporary African-American culture and religious practice. The issue of the methodological problems of tracing these survivals is included.

CH 746 MODERN SECTS AND CULTS IN AMERICA
Designed to provide a study of significant religious sects in America, with particular reference to cults of under-privileged Americans.

CH 747 GROWTH OF CONSERVATIVE CHURCH MOVEMENTS
Designed as a study of fundamentalist, conservative, and neo-evangelical church groups in an effort to understand their growth patterns. Emphasis given to the charismatic movement within "traditional" church groups and the "independent" church movement. This includes the American and European scenes.

CH 748 REPRESENTATIVE BLACK LEADERS

CH 749 AFRICA'S CONTRIBUTION TO THE CHRISTIAN CHURCH
Designed to provide a study of the first six centuries of Christianity's encounter with Africa, theologians, the church fathers and institutions. Also, some attention will be given to the modern currents of the Christian churches in Africa.
CH 751 SEMINAR ON THE HISTORIOGRAPHY OF RELIGION IN THE UNITED STATES
Designed to study specific periods in history and the religious documents relating to them. Particular attention will be given to placing readings into their proper historiographical contexts.

MISSION AND GLOBAL CHRISTIANITY

CH 551 MISSIONS SEMINAR (By Special Announcement) A lecture-discussion series by world Christian scholars and church leaders held from time to time for seminarians under the auspices of the Overseas Ministries Study Center, an international, interdenominational mission agency.

CH 644 MISSIOLOGY: AN INTRODUCTION TO MISSION HISTORY, MISSION THEOLOGY, AND EVANGELIZATION
Designed to include (a) some re-thinking of the missionary task, emerging mission, and mission structures; (b) some discussion of the Christian mission and human transformation; (c) some emphasis on the development of people and the meaning of service; and (d) a delineation of the ecumenical imperative.

CH 646 APPLIED ANTHROPOLOGY FOR CHRISTIAN MISSIONS
Designed to apply anthropology, a behavioral science, to cross-cultural situations at home or overseas. Problems to be addressed will include how cultures differ and how differences in customs and cultures influence the communication or reception of and response to the Gospel by various societies around the church in different cultures and the role of the Christian mission and message in social change.

CH 648 ENCOUNTER OF CHRISTIAN FAITH WITH OTHER FAITHS
This course provides an introduction to the biblical basis for Christian understanding of, attitudes toward, approaches to, and encounters with persons of other faiths and belief systems. Special attention will be given to the major living religions: Hinduism, Buddhism, Judaism, Christianity and Islam, and will include brief discussions of some other faith traditions like Primal Religions, Native American faith practices, and Sikhism. The course will help students explore ways for expressing the universality of the Christian faith in a religiously plural world and for deepening meaningful dialogue with persons of other faiths and ideologies. Teaching methodology will include selective use of media resources, visitation to worship sites, interviews with persons of other faiths, and exploration of print and internet resources.

CH 731 ECUMENICAL MISSION STUDY OF THE CARIBBEAN
Designed as a seminar designed to help persons who are interested in an ecumenical mission study of the Caribbean. Issues relevant to the area such as work, family life, religion, ecology, intergroup relationships, and economics are investigated.

CH 750 INDEPENDENT STUDY
Topics of interest not covered in the other course offerings may be chosen for independent study in consultation with the faculty.

PASTORAL STUDIES

PT 520 FIELD EDUCATION I
This course requires the student to learn the practical application of theology and ministry in the context of a social agency in their first academic year. The student works within a social service type agency for seven months, from October to April. The overall objective is to keep students in the instructional tension of the academic environment while being exposed to the practice and practical realities of ministry in a social agency or social ministry environment.

PT 520-02 UM FIELD EDUCATION I
This course requires the student to learn the practical application of theology and ministry in the context of a social agency, institutional, or non-parish ministry setting.

PT 622 FIELD EDUCATION II
This course requires students to engage the instructional tension of the academic environment while being exposed to the practice and practical realities of ministry in a congregation or a congregational type ministry. The ministerial experience will cover seven months, October to April. The objective of the second year of field education allows the student an opportunity to work in a church with a minister in a supervisory relationship, who has earned at least a Master of Divinity degree. Therefore, the student can learn about and be in direct dialogue relating to the existential aspects of ministry. While the student will have access to the Field Education Instructor, the ministry leader will provide direct supervision of the experience.
**PT 622-02 UM FIELD EDUCATION 2** This course requires the student to learn practical applications of theology and ministry in a parish setting. Each year’s field education experience covers eight months, from September to April.

**UNITED METHODIST** students are in a track specifically designed to address particular requirements of Boards of Ordained Ministry for Annual Conferences, and to assist UM students in their candidacy and ordination process. All United Methodist Students enrolled at STVU should coordinate their schedules in such a way that the Field Ed Class time is with Dr. Lynne Caldwell, Instructor in Practical Theology and Coordinator of United Methodist Relations. Students of other traditions and denominations may also be in the United Methodist sections of Field Education from time to time as their course schedules indicate.

Students are strongly encouraged to register for Field Ed 1 in the first year at STVU, for Field Ed 2 in the second year at STVU so that in the third/Senior year, students can complete the requirement of Senior Seminar. Some students also consider and enroll in a ½ unit of CPE (Clinical Pastoral Education) in that third year. CPE is not required for graduation. However, United Methodist candidates for ordination in the Virginia Conference are required to complete at least ½ unit of CPE in the three years between becoming a Provisional Elder and applying for Elders Orders.

**CHRISTIAN EDUCATION**

**PT 536 CHRISTIAN EDUCATION** This course is designed to assist the student in acquiring knowledge, understanding, and appreciation of the ministry of Christian education from a theoretical as well as a practical stance. Through various readings and activities students will experience Christian education as the means by which persons are introduced to the life, mission, and ministries of the church and systematically enabled to grow in faith. This course explores foundational issues, organizational structures, and basic principles of teaching and learning.

**PT 536 EDUCATIONAL MINISTRY OF THE CHURCH** Designed to provide a context for understanding Christian Education as a discipline as well as a distinct ministry of the Christian church. Explores foundational issues, organizational structures, role of the pastor as educator, and basic principles of teaching and learning.

**PT 537 PHILOSOPHY OF CHRISTIAN EDUCATION** Designed to promote critical reflection about the nature of what it means to know. Students will be encouraged to formulate his/her worldview and examine values of education and learning from a Christian perspective.

**PT 550 – INTRO TO LIFE CYCLE MINISTRIES** Students will demonstrate their understanding of nurturing faith people of all ages by focusing on the developmental needs of children, youth, and adults at various stages of life. We will pay special attention to how the whole church organizes to attend to the faith development of people of all ages. Emphasis will be given to spiritual formation in adults (emerging, young, middle, and older) in the fall, youth in the winter, and children in the spring. Participants in the course will develop a resource notebook, and identify/create models for an educational ministry program for a local church.

**PT 560 – EDUCATIONAL INTERNSHIP** The purpose of this course is to provide opportunities for students to chronicle their learning experience in the Master of Arts in Christian Education Program and to demonstrate that learning by their ability to design a church or church-based ministry proposal. Students will also develop an Educational Portfolio of artifacts representing their work in the program. Finally, the course will also provide opportunity for students to become more keenly acquainted with 20th Century Christian Educators and their historical impact on current Christian education best practices.

**PT 572 CREATIVITY IN CHRISTIAN EDUCATION** Creativity in Christian Education is a hybrid course is designed to motivate learners to examine and utilize non-traditional methods of teaching and learning Christian Education. This course will teach students how to reach, encourage and engage the current and future generations. This course will discuss the relevance of creativity in teaching Christian Education, provide a variety of examples in which to teach and experience Christian Education and utilize tools for incorporating creativity in educational experiences for people of all ages in the local congregation. This course will also employ a variety of creative and experiential strategies along with readings, papers and technology to challenge students as they consider the role of creative thinking in the learning and teaching of Christian Education.

**PT 603 MULTICULTURAL MINISTRY** In this course we study the biblical, theological and other interdisciplinary foundations of multicultural ministry with special emphasis on its educational implications. This study is done within the
framework of an increasingly multicultural and diverse society, the complexity of a world that is in many ways a global village, and the prevalence of racism as an obstacle to multiculturalism. During the course, participants have the opportunity to give particular attention to the challenges and possibilities for applying multicultural principles and practices to different aspects of congregational life.

**PT606 TEACHING FOR BIBLICAL FAITH**  Christians have been called people of the book. The profession of most Christian churches is that the Bible contains the witness sufficient for faith and life (some claim it contains the Word of God). People across the theological spectrum claim to “take the Bible seriously”, but what does that mean? This course will focus opening the Bible to laypersons in congregations, building skills for exegesis and effective teaching strategies applicable for pastors, Christian educators, chaplains, and lay leaders.

**PT610 CHURCH AND COMMUNITY**

**PT 623 LEADERSHIP IN THE CHURCH**  This course is designed to assist the student in acquiring knowledge, understanding, and skills needed for leadership in a congregational setting from a theoretical as well as a practical stance. Through various readings and activities students will explore leadership as the means by which persons are directed in the mission and ministry of the church.

**PT 625 GROUP DYNAMICS** – This course is designed as a study of how to cause groups to function cohesively in accomplishing assigned tasks. Through various readings and experiential activities students will experience the process in which groups operate. Attention will be given to the value of each participant showing care and being cared for in the context of a supportive learning environment.

**PT 626 MUSIC AND THE ARTS IN CHRISTIAN EDUCATION**  Designed to focus on the unique place of music and the arts—drama, paintings, sculptures, etc.—as aids to learning and understanding the Christian faith and life.

**PT 640 MINISTRY WITH CHILDREN IN THE BLACK CHURCH**  Designed to focus on the developmental needs of children and how the total church organizes to meet these needs. Special attention is given to faith growth in children. Participation in the course will include experiences in organizing a ministry of advocacy, including the selection of resources appropriate to the level of development.

**PT 641 MINISTRY WITH YOUTH IN THE BLACK CHURCH**  Designed as an in-depth study of the issues, methods and settings for a viable ministry with 21st century youth. Attention will be directed to the total development of youth, with special attention to faith and spiritual development. Primary concern is given to integrating youth into congregational life.

**PT 642 MINISTRY WITH ADULTS IN THE BLACK CHURCH**  Designed as a review of contemporary insights into the dynamics of learning and developmental characteristics of adults of all ages. Special focus will include expanding the horizon of adult education and planning how the ministry of the church can become a center of learning related to preparing leaders for service to the church and world.

**PT 643 THEOLOGY AND EDUCATION**  Designed to explore the foundational relationship of theology and Christian education. Attention will focus on the contextual nature of theology and education, seeking to confirm a relationship of mutual respect and collaboration. Various theologies will be examined for the value of each as basic to Black church education.

**PT 644 CURRICULUM THEORY AND DESIGN**  Designed to introduce students to the concept of curriculum as integral to total church ministry. Traces history of Christian curriculum from the nineteenth century and shows how the contemporary understanding is designed to foster effectiveness in ministry implementation.

**PT 645 BIBLICAL MODELS FOR EDUCATION**  Designed to consider various models of teaching/learning taken from the Old and New Testaments. Particular attention is paid to the methods of Jesus as Teacher. Students will determine how these biblical models may lend variety and authenticity to modern teaching and learning.

**PT647 TECHNOLOGY IN THE CHURCH** - This course is designed to explore the ways technology and faith can be hospitable to each other. In particular, the course will explore ways that pastors and church educators can make informed decisions about and implement the use of technology in the local church. Because this is a course about technology, you
will need access to a computer to be successful. Though not required, access to a laptop or tablet that you can bring with you to class will add significantly to your experience.

**PT 648  FAITH AND HUMAN DEVELOPMENT**  - The purpose of this course is to bring selected human development and other educational learning theories into dialogue with matters of faith. It is the premise of this course that understanding how learners develop throughout the life-span helps us to create pedagogically appropriate learning environments in church education and provides us with the skills to nurture persons into mature Christ-like individuals.

**PT 748 TEACHING PRACTICUM**  This course focuses on teaching and learning in the church. Through theological, educational, and ministerial lenses, the course explores a variety of pedagogical models. Students teach in class and in the parish, focusing on continual growth and development through reflection on the self as teacher.

**HOMILETICS**

**PT 533 INTRODUCTION TO SERMON PREPARATION AND WORSHIP**  Designed to provide the foundation for future study of Homiletics offerings in the curriculum. As a basic course, the focus is on sermon structure, development of content and noting the context in which the proclamation is to be delivered. Also, the place of the sermon in the worship setting is surveyed, giving particular attention to the African-American church experience.

**PT 630 PREACHING AS HEALING/Therapy**  Designed to introduce the student to the use of the sermon as a means of providing the individual worshipper facing personal problems and crisis situations with encouragement, wisdom and healing by way of the biblical message of the Christian gospel presented from the pulpit. Several articles from the field of pastoral counseling and crisis preaching and their relevance for preaching as healing therapy will be explored. Prerequisite: PT 533; Advisable: PT 634.

**PT 634 PREACHING AND WORSHIP II**  Designed to expand on the areas covered in the introductory preaching and worship course. It concentrates on textual preaching as a homiletical paradigm and applies the Hegelian dialectic as a methodology for fostering textuality. The course also seeks to introduce the student to the hermeneutics of liberation as a tool for preaching and worship.

**PT 735 ADVANCED PREACHING AND WORSHIP**  Designed to build upon previous experience gained in sermon preparation and delivery, and therefore points toward the presentation of the student's senior sermon. The student prepares and leads a complete service of worship and is expected to demonstrate the benefits received from exposure to the various academic disciplines. Sermon delivery and worship leadership are subjected to final faculty review and evaluation.

**CHURCH ADMINISTRATION AND WORSHIP**

**PT 561 MANAGING DEBT IN MINISTRY AND LIFE**  Prevent or reduce excessive student loan debt by learning how to create and manage personal and church ministry budgets. Students learn how to create multiple, diversified streams of income as a part of their regular ministries. Certified Public Accountants and Personal Financial Planners are provided as a part of this course to help students learn how to plan for and organize their personal/home finances. No accounting and finance background needed.

**PT 611 UNITED METHODIST POLITY**  This course provides an overview of basic United Methodist Polity as found in *The Book of Discipline* (BOD) of The United Methodist Church (UMC), and helps students explore some of the links between polity, history and theology of The UMC. The course also explores practical applications of patterns for organization, order and administration in local church/ministry settings, and helps students understand local church organization in the larger context of connectional relationships of The United Methodist Church. No prerequisites. Course meets BOD and Board of Ordained Ministry requirements for students pursuing ordination in the UMC.

**PT 612 UNITED METHODIST HISTORY**  An introductory survey of the history of the Methodist movement in England and especially in the United States, from the period of the Wesleys to the present. The focus will be upon that stream of the movement which became a part of The United Methodist Church.
PT 613 UNITED METHODIST DOCTRINE This course is designed as an exploration of the foundational, definitive theological affirmations of the United Methodist Church. Considering Wesleyan teaching, emphasis and tradition; exploring Wesleyan theological heritage and interpretation; and considering the history of the various church mergers that have given rise to the modern UMC; the course seeks to thoroughly explore the UMC’s current doctrinal stance. We will develop a working understand of UMC doctrine and become well informed and well grounded apologists for it.

PT 614 WOMEN IN MINISTRY Designed to explore how God's call of women to the ministry is facilitating a refocus and reshaping of ministry as a whole. The course will explore the biblical, theological and practical issues related to women in ministry and their effect upon the African-American church.

PT 629 WORSHIP AND THE SACRAMENTS This course will provide students with an overview of historical, biblical and theological foundations for worship; provide them with an opportunity to explore various worship traditions and rituals practiced in North American Christianity in the 21st century, equip them with tools and practices for worship design and development, and will offer some approaches to daily spiritual disciplines that will guide and sustain the pastor’s personal practices for meaningful worship in their local contexts.

PT 632 CHURCH ADMINISTRATION Designed to introduce the student to the theory and practice of managing and leading the church. The focus is on leadership as a necessary correlate to management and administration. Topics range from strategic planning and budgeting to the spiritual life of the church leader.

PT 633 BAPTIST POLITY Designed as a study of polity and practices in Baptist churches. This course explores doctrines, governances, customs, and practices peculiar to Baptist churches from both theological and historical perspectives.

PT 636 CHURCH GROWTH AND RENEWAL Designed to explore the new paradigms that shape ministry and influence church growth and renewal. The course will focus on congregational mega trends and principles of church growth. Included in the course will be site visitations and presentations by churches undergoing growth and renewal.

PT 637 PREPARING FOR THE PASTORATE Designed to explore principles and practices of worship in the Protestant context, from both historical and contemporary perspectives, and develops skills in the planning and conduct of public worship, including the administration of the ordinances or sacraments and the conduct of funerals, weddings, and other special services.

PT 638 RELIGION AND THE LAW Designed as a practical guide to the law as it pertains to ministerial and church functions. The course will survey the vital role the courts play in recognizing and defining religious practices, in protecting religious beliefs. In addition, the student will understand the interface between law and religion regarding contemporary social issues. The religious professional will also become sensitized to his/her personal and professional liabilities in the practice of ministry.

PT 639 MUSIC IN WORSHIP IN AFRICAN-AMERICAN CHURCHES Designed as a survey of music and its uses in worship in churches of the African-American tradition. Emphasis will be placed on helping participants develop a methodology for selecting appropriate music for worship services for all occasions. Students will make use of scripture, which is normative and primary, the history and traditions of churches' cultural analysis, and reasons as they seek to gain a clearer understanding of music in worship.

PT 649 MANAGEMENT FOR MINISTRY Designed to explore in detail a wide range of management theories and practices affecting the church and its ministries. The course is divided into six major areas: Management and Organizational Theory in the Church, Administration and Strategic Planning, Leadership Development, Stewardship and Financial Resource Development, Congregational Studies and Church Growth, and Social Ministry and Community Development. Students will come to understand and appreciate the complexity of the church as an organization and will learn some of the skills and techniques needed for improving both the effectiveness of the church and the effectiveness of church leadership.

PT 653 SUBSTANCE ABUSE MINISTRY Designed to provide a comprehensive overview of the alcohol and drug
community. Students will explore the specific dynamics of human behavior that lead to an addictive lifestyle and how this lifestyle affects the family and immediate spiritual community. Students will examine and obtain a clear understanding of how to employ appropriate spiritual counseling techniques for the substance abusing population. Through experiential exercises, they will be exposed to the basic elements in designing a faith based substance abuse program.

PT 651 PARTNERS FOR LIFE Designed to explore an African-American way toward conscious living within creation. Students will engage conscious living within creation. Students will engage themselves in the imagery and symbolism of African heritage in order to become more conscious of lives as "servants of responsibility," co-creators with God in the restoration of people and environments under the rule of God. Students will come to terms with their directions and strengths as co-creators, partners in faith in the creation and responsibility to God as we confront the challenges in family, community, and the environment.

PT 654 UNITED METHODIST STUDIES Designed as an examination of the History, Doctrine and Polity of the United Methodist Church.

PT 655 AIDS MINISTRY Designed for persons who provide (or will be providing) HIV prevention education within their congregation and community and pastoral care to HIV-infected and affected persons. Course content focuses on culturally specific education and training strategies and skill development in the area of AIDS-relate issues.

PT 656 EVANGELISM This course provides an overview of the biblical and theological foundations for evangelism; explores the historical development of witness, assists students in developing personal theologies of evangelism, and explores various models/approaches to evangelism. Students will be challenged to investigate evangelistic strategies in cross-cultural contexts and practice critical theological reflection on Christianity in a world of religious pluralism. Course is open to all students. Course meets The Book of Discipline and ordination requirements for United Methodist students. There are no pre-requisites for the course.

PT 657 SPOUSAL/FAMILY RELATIONSHIPS Designed to help seminary students cope with the call to both ministry and to be a part of a family unit. The course will explore the minister's understanding of both calls and how these calls impact one another. There will be special emphasis placed on marital relationship, but information will be shared relative to clergy divorce and single parenting. The course is designed to involve dialogue and group sharing. Clergy spouses are encouraged to attend.

PT 658 COPING THROUGH LOSS: HELPING FAMILIES COPE WITH DEATH AND BEREAVEMENT Designed as an intensive study in helping families and loved ones cope through the emotional effects of grief and mourning. Theory and practice will be blended in providing support to the bereaved person(s).

PT 659 TAXES AND LEGAL ISSUES FOR MINISTERS Designed to provide persons with a basic understanding of many of the substantive legal principles that apply to churches and clergy.

PT 661 DENOMINATIONAL ISSUES Designed to explore issues facing denominations as we look toward the new millennium. Particular attention will begin to mainline denominations, their current state, the importance of affiliation and ways in which they benefit the local church. The student will have the opportunity to dialogue with several denominational officials and to discuss the relevance of denominational structures.

PT 748 DEVELOPING CHURCH FACILITIES Designed to help students acquire a basic understanding of how to develop church facilities. The class will discuss philosophy and goals, current trends, building concepts, program/facility needs, and the important elements of a good planning process.

PT 761 THE JOHN MALCUS ELLISON – MILES JEROME JONES CONVOCATION This course revolves around Ellison – Jones Convocation considering the power, purpose, practice and promise of preaching engaged through annual themes. The course considers the publications and presentations of the scholars and practitioners invited to reflectively and constructively engage the established theme.
PT 765 CREATION CARE, GRASSROOTS ORGANIZING AND THE FAITH COMMUNITY  Designed as a seminar to introduce students to the broad contemporary features of ecology, environmental justice, and the global climate crisis with particular attention to impacts in the state of Virginia. Students explore and develop practical theological strategies and expertise borrowed from grassroots organizing for use in their current and future ministry contexts. The course employs site visits and guest lecturers, as well as readings and videos to provide students with a variety of tools, skills, and inspiration.

PT 766 THE CENTER FOR AFRICAN AMERICAN PENTECOSTAL CONVOCATION  This course revolves around the annual Pentecostal Convocation examining the history, the theology, the practices, the worship, the contribution, and the developing character of Pentecostal assemblies. Each gathering is guided by a theme and students will engage the publications and presentation of the scholars and practitioners invited to address the established theme.

Note for Instruction in Polity:  Denominational polity is addressed in at least three ways in the curriculum: (1) ID 500 Introduction to the Church and Its Ministry; (2) United Methodist Studies and (3) the Field Education Program, which includes polity as part of its requirement (depending upon the student's denomination, the instructor in polity may be the field supervisor or a trained leader from the student's denomination).

PASTORAL CARE

PT 530 INTRODUCTION TO PASTORAL CARE  Designed as an introductory course to the field of pastoral care which offers the student the opportunity to share his/her life story for personal insight and spiritual growth. The Myers-Briggs Personality Type Indicator and genogram are used to help familiarize the student with assessing personality and family functioning. The goal of this course is to enable the student to further develop and assess his/her personal and pastoral identity and development.

PT 631 THE MINISTRY OF PASTORAL CARE  Designed to provide the student with a basic orientation to the field of pastoral care with actual experiences in ministry. Students are assigned pastoral responsibilities at the Veterans Affairs Medical Center in Richmond through which pastoral visitation is accomplished. Lectures, verbatim reports, and readings from the field of pastoral care and counseling will be utilized to increase the students' effectiveness as a pastoral caregiver. The goal of this course is the enhancement of the student's ability to utilize pastoral care and counseling skills and growth of professional competence as a minister.

PT 658 GRIEF AND LOSS  Loss, grief, death, bereavement and mourning are pervasive and fundamental to the human experience. An understanding of the grief process and the ways in which clergy may compassionately respond to those who suffer loss and grief is essential to an effective ministerial practice in all settings and with all age groups. The purpose of this course is to introduce students to the evolving nature and centrality of the experience of loss, and subsequent perspectives of grief in contemporary society. The course seeks to bridge current research and best practices and foster effective pastoral skills that respond appropriately to care with persons, families, and communities in situations of death, dying, and bereavement. The course increase participants' awareness of creative self-care practices for pastoral ministry when ministering with those who are dying and grieving. Emphasis is placed on learning about grief from a biblical, theological, religious, cultural, social, psychological, and practical approach. Models for helping grieving people who experience loss from a variety of life circumstances are explored. Course participants gain new awareness and sensitivity to types of loss, and pastoral theological and ethical issues related to death, dying, and bereavement care.

PT 730 PASTORAL CARE, MINISTRY AND SPECIAL SITUATIONS  Designed to deal with special problems that may arise in the ministry such as abortion, issues for the terminally ill, genetic counseling, childbirth out-of-wedlock, gay/lesbian relationships, truth in diagnosis, care of the elderly, marriage counseling, etc.

PT 732 PASTORAL COUNSELING  Designed as a search for integration of biblical and theological traditions with the practice of pastoral counseling. Video-stimulated learning is used along with pastoral assessment tools to foster growth in both theory and skill development. Basic theories of counseling are employed in relation to both informal and formal structures of caring within the local church. A small group will be used to practice the art of counseling.

PT 733 PASTORAL CARE FOR THE MINISTER  Designed to examine issues facing the minister as a person and as a professional are examined through lectures, reading, and special projects. Emphasis is on the integration of pastoral care skills, in one's own life as well as into one's ministry to others. Prerequisites: PT 730 and PT 731, or current ministry placement.
PT 734 PASTORAL CARE AND COUNSELING IN GRIEF SITUATIONS Designed to apply basic principles of pastoral care to a variety of grief situations that occur within a congregation, such as natural and accidental death, suicide, a miscarriage, divorce, family and congregational schisms, natural disasters and catastrophes, social and economic changes. Prerequisites: PT 730 and PT 731.

PT 737 SPIRITUAL DISCIPLINES AND RESOURCES FOR MINISTERS, Designed to present and practice disciplines for spiritual care through experiential exercises and exploration. Participants will become aware of, attuned to, and accepting of interior and exterior resources available as gifts and graces for spiritual care. Participants will benefit from individual, small group and total group experiences.

PT 739 RELIGION AND HEALTH Designed to develop the necessary foundation for the integration of a health ministry within the theological context of the African-American church. This course will explore the relationship between religious theory and health and justify emphasizing health as a critical focus in the church. In addition, more practical aspects of organizing and administering a health ministry will be addressed.

PT 750 INDEPENDENT STUDY Topics of interest not covered in the other course offerings may be chosen for independent study, in consultation with the faculty.

PT 751 ADVANCED INDEPENDENT STUDY Additional study of a specific topic covered in other pastoral care courses may be approved for independent study, in consultation with the faculty.

NOTE: Additional Pastoral Care courses are available through the Virginia Institute of Pastoral Care.

INTERDISCIPLINARY STUDY

ID 500 INTRODUCTION TO THE CHURCH AND ITS MINISTRY Designed to explore the purpose and role of the church and its ministry. Particular attention will be given to the minister's work in and through the church. As an introductory course, it will help the student adjust to seminary education and examine key issues that may have an impact on one's ministry.

ID 550 THE URBAN TERM Designed to discuss and analyze the complex issues that pervade the urban milieu. Focus is placed on the pastor's and the church's understanding of issues such as violent crime, urban education, and the relationship between the church and the community. Students will also receive hands on experience with urban agencies, policies, and programs and seek to correlate this experience with the church's ministry. The course is both field and classroom-based.

ID601 FAITH IN THE CITY This course brings together seminarians, pastors, and community and congregational leaders for the examination of critical issues facing the City (of Richmond, VA) and guides the participants in the development of applied response to the identifying issues. Issues that have been considered include poverty, housing, employment, education, transportation, criminal justice, economic development, regional planning, etc.

ID 605 RACE, CRIME AND JUSTICE This course explores the politics of the criminal justice system and seeks to educate and equip faith leaders and congregations in making theological and practical responses to racial disparities in the system. Within the context of embodied faith, the course examines the racial dynamics of the criminal justice system, the socio-economic policies and incarceration, the value of restorative justice, reentry programs and alternatives to incarceration.

ID607 ETHICS AND POLITICS This course examines the ethical framework of social and political tension, the intersections of personal decision and social consequences and the quest for the community fulfilling the intent and design of the Creator. Issues examined include wealth and poverty, war and peace, crime and violence, environmental ethics, criminal systems and criminal justice, gender and family, etc. The course is taught onsite in the District of Columbia Department of Correction Jail and will include residents of the jail and other seminarians in the Washington Theological Consortium.

ID 700 SENIOR SEMINAR A student-faculty colloquy designed to allow seniors to facilitate an integration of the various disciplines of theological education, i.e. biblical, historical, theological and pastoral studies, as they may bear on the practice of ministry. Enrollment limited to seniors.
Students who enroll at times other than September and all transfer students will be assisted in fulfilling the requirements in the best possible sequence. The degree will be conferred at the next commencement following the completion of the course of study.

FIELD EDUCATION AND SENIOR SEMINAR OUTLINE

Field Education and Senior Seminar is a three-year experience incorporating phases which are consistent with each academic year of the curriculum at the Samuel DeWitt Proctor School of Theology of Virginia Union University. The first year assists the student in applying theology and ministry through practice within a social agency while the second year provides a practical experience within a congregational context. The third and final year engages students in a critical/constructive analysis of theology and praxis in a senior integrative seminar facilitated by professors from varied disciplines.

OBJECTIVE:
The objective of field education is to assist in the development of transformational practitioners and thinkers who engage in reflection and action and who correlate concepts and contexts as they are exposed to all the many models of ministry, the places and phases of praxis, and the levels of mission and services. This learning is facilitated by the challenge, direction and care of a supervisor who is academically prepared, clinically aware and faithfully practicing ministry.

GOAL:
The goal of Field Education and Senior Seminar is for the student to learn through the provision of service and the practice of ministry. Numerous models from the biblical world, church history and current ministry are explored. We realize that the practical academic experience is obligated to offer, provide and present challenges for the student to learn about the passion, the pain, the victory, and the vision of countless possibilities for ministry. Therefore, Field Education enables the theologian to test the conceptual and theoretical presuppositions of the ministerial theological enterprise in the political arena, the social services system, the criminal justice structures, psychiatric institutions, medical hospitals, the corporate business world, and the total scope of independent or denominational churches, large or small, rural or suburban or urban.

EXPECTATIONS:

Junior – First Year Seminarian

1. During the first year the student will perform a ministry in a social service agency which will cover seven months, October to April. The first year will terminate with an evaluative critique submitted by the chairperson or manager of the agency and a grade will be determined and registered by the supervisor from STVU.

2. The second year the student will perform a ministry in a congregation or a congregational-type ministry and the ministerial experience will cover seven months, October to April. The second year must terminate with an evaluative critique that is submitted by the supervisor who has a Master of Divinity degree. A grade will be determined and registered with the supervisor from STVU.

3. The precise dates of the first or the second year of field education may vary according to the student’s enrollment in STVU. However, the student will need to complete the following:

   - Class prospectus (Course Outline)
   - Placement letter from the church
   - Student intern profile (Expectation of field education experience)
   - Agreement form with the church
   - Verbatim of the first meeting with the supervisor
   - Information on church policy, planning calendar, worship bulletin, church public relations flyer, and church history
     (All of this material must be bound in a document that will serve as a reference for the student’s future ministry.)
   - Final Evaluation
     a. Supervisor’s evaluation
     b. A five-page assessment by the student of the field ministry experience. The Student will list specific learning challenges, expectations and disappointments
Purpose:
The first year is designed to help the student develop sensitivity for the socio-political aspect of ministry through service internships outside the church context. In addition, the course is designed to help the student to begin to assess his/her personal call to ministry and ministry goals through research and discussion groups. This course is an introduction to the church and its ministry.

Requirements:
A. Class attendance is required.
B. 120 total hours of volunteer services in a Social Services Internship 60% (to be completed between November 15th and April 15th)
C. Written Assessments: 20%
   1. Verbatim of initial meeting with Supervisor - 2 pages maximum
   2. Visit churches outside of your denomination - one that you have not been to before (two church visits and evaluation of each) –3 page maximum
D. Final Agency Evaluation and Report 20% - 4 pages maximum.

Middler – Second Year Seminarian

The second year student will perform a ministry in a congregation or a congregational type ministry. The ministerial experience will cover seven months, October to April. The second year must terminate with an evaluative critique that is submitted by supervisor who has a Master of Divinity degree. A grade will be determined and registered with the supervisor from STVU. The precise dates of the first or the second year of field education may vary according to the student’s enrollment in STVU.

Purpose:
The purpose of the second year field education is to allow the student an opportunity to work in a church with a minister that has a Master of Divinity degree so that he or she can learn about the practical aspects of ministry. While the student will have access to the Field Education Instructor, the ministry leader will provide direct supervision of the experience.

Requirements:
A. Placement letter from the church
B. Student intern profile (Expectation of field education experience
C. Field Placement Agreement form with the church
D. Verbatim of the first meeting with the supervisor
E. Information on church policy, planning, calendar, worship bulletin, church public relations flyer, and church history. (All of this material must be bounded in a document that will serve as a reference for the student’s future ministry.)
F. Final Evaluation
   1. Supervisor’s evaluation
   2. Student’s Assessment (A five page assessment of the field ministry experience and the student will list specific learning challenges, expectations, and disappointments.

Senior – Third Year Seminarian

The third and final year requires the student to learn from the critical analysis of theology and ministry under the instruction of a veteran professor in the academy.


**COOPERATIVE DEGREES**

Responding to the many challenges facing the church and the demand for ministers with special skills, STVU cooperates with Virginia Commonwealth University in offering the M.Div. and M.S. in Patient Counseling, and the M.Div. and Master of Social Work degrees. These cooperative degrees offer academic and practical training to equip students for professional, specialized, and demanding ministries in patient counseling, social work or the criminal justice system. For further information please contact STVU or the appropriate school at Virginia Commonwealth University.

**VIRGINIA INSTITUTE OF PASTORAL CARE**

The Virginia Institute of Pastoral Care (VIPCare) is an interfaith pastoral counseling institute whose purpose at its founding included service, education, research, and publication. For thirty years VIPCare has offered a variety of programs for ministers wishing to develop skills in pastoral care and counseling. VIPCare shares a relationship with STVU and several other accredited seminaries including Wesley Theological Seminary, Garrett Evangelical Seminary, and Union Presbyterian Seminary. Selected courses developed and offered by VIPCare, in association with STVU, may be taken for academic credit in the Master of Divinity and Doctor of Ministry Programs. They are:

**PT663 CONGREGATIONAL PASTORAL CARE** Focuses on care of congregation members, on self-care, and on systems-thinking about the congregation. Gives an overview of supportive pastoral counseling as deep listening, building healthy congregations, building healthy marriages and supporting trauma survivors. Students write their own theories of pastoral care in their cultural contexts. Emphasizes personal experiences in light of pastoral care readings.

**PT 664 The Art of Supportive Pastoral Counseling** Lecture, demonstration, case presentation and role play give students an overview of the uniqueness of pastoral counseling, the process of supportive pastoral counseling, and care for the caregiver. Students will apply learnings to their experiences as pastoral care-givers.

**PT 665 Solution-Focused Pastoral Counseling** A didactic experiential approach. Teaches person-respecting, culturally sensitive pastoral counseling with the focus on solutions rather than problems. Includes case conference: in-depth written presentation of participants’ counseling relationships demonstrating counseling skills, grasp of solution-focused theory and reflections from theological and pastoral perspectives.

**PT 666 A System Approach to Congregational Ministry** Examines congregational dynamics and life cycles from a systems perspective. Explores characteristics and functioning of healthy congregations, and gives principles for managing conflict in congregations.

**PT 728 Supervised Counseling Practicum I** Twenty hours of individual supervision plus twenty hours of interpersonal relations process group over two quarters. Written and oral presentations with audio or video recording of pastoral counseling by the student form the basis of the supervisory process. Focuses on professional formation, psychodynamics of the counseling relationship, case management, legal/ethical issues and pastoral identity.

**PT 729 Supervised Counseling Practicum II** Ten hours of individual supervision, seventeen hours of small group supervision, and twenty hours of interpersonal relations process group over two quarters.

**PT 730 Advanced Pastoral Care Seminar I** Develops pastoral care skills for specific congregational needs. Includes case presentations by participants to apply theory to practice. Prerequisite PT 663 and PT 733.

**PT 733 Pastoral Care and the Minister** This course continued PT 663. Additional units in Congregational Pastoral Care are completed together with a learning project.

**DM 701 The Practice and Theory of Pastoral Counseling** Presents pastoral counseling as a form of contemporary ministry. Familiarize the students with various counseling theories. Emphasizes the application of psychodynamic, solution-focused and psychosystems theory to work with clients. Presents case management and record-keeping. Includes case conference: in-depth presentations of a counseling case requiring detailed write-up and organization of the case, demonstration of counseling skills, theoretical grasp of the psychodynamics of the client and counselor/client interaction, and understanding of one’s pastoral identity. Facilitated by a pastoral counselor with consultation once a
month from a person of another helping profession (psychiatry, psychology, social work, or licensed professional counselor).

DM 702 Abnormal Psychology  An overview of the major mental disorder classes in Diagnostic and Statistical Manuel of Mental Disorders, 4th Edition. Emphasis is on differential diagnosis, effective treatment plans and a pastoral perspective on healing. Includes an introduction to brain-behavior relationships, awareness of the influence of the cultural context, and the behavioral effect of psychotropic medications includes case conference.

DM 703 Pastoral Counselor Identity  Gives an overview of the history and theories which influence contemporary pastoral counseling, considers what is uniquely pastoral in pastoral counseling, presents the environment of practice today, orient students to relevant professional organizations’ certifications, licenses, and Code of Ethics. Students write a statement of professional direction including any plans for credentials and organizational affiliations. Includes case conference.

DM 704 Social and Cultural Foundation of Pastoral Counseling  Explores issues of race, gender and class in counseling. Introduces theories effective for cross-cultural counseling, including readings on therapy with African-Americans, Hispanic-Americans, Asian-Americans and Native Americans. Surveys major issues of gender in pastoral counseling, including readings on the psychology of women, of men and of sexual orientation. Participants explore influences of race, gender and class in their own histories, in the lives of their clients, and in the counseling relationship. Includes case conference.

DM 705 Appraisal, Evaluation, and Diagnosis: Psychological and Pastoral  Students learn about a number of specialized psychological tests by taking, scoring, and interpreting them. Focuses on understanding the tests and themselves in light of their own test results and developmental history. Final paper with developmental history, test results, and interpretation is required. Gives an overview of the field of psychological testing: basic concepts, ethics, cross-cultural issues, aptitude and achievement testing, interest and personality inventories, and projective techniques. Presents and applies theories of pastoral diagnosis. Includes case conference.

DM 706 Marital Therapy  An introduction to the theory and practice of couples counseling. Special attention to the factors, which contribute to marital disorder and to marital health and an overview of counseling resources. Includes case conference.

DM 707 Theory of Human Behavior and Personality Development  The major tasks of development for each life stage of human growth will be presented, resourcing Kolberg, Gilligan, and others. Students will state their understandings of spiritual and psychological development as they undergrad their pastoral counseling ministries. Explores personality development through the life stages with special attention to the church’s role. Presents implications of arrested development for pastoral counseling. Includes case conference.

DM 708 Group Theory and Therapy  Blends didactic and practicum approach to understanding group theory, types of groups, group dynamics, methods of group therapy, and facilitative skills. Includes ethical, multi-cultural, and social issues in relation to group therapy. Includes case conference.

DM 710 Family Therapy  Explores family assessment and intervention from a systems perspective. Participants study their own family systems. Gives an overview of the field, including introduction to the major theories (strategic, structural, intergenerational, behavior, psychodynamic and contextual) and to working stages of family therapy. Emphasized most appropriate treatment modalities for specific ethnic family systems. Includes case conference.

DM 713 Advanced Counseling Practicum I  Eighteen hours of small group supervisor of counseling. Ten hours of individual supervision of a single case and twenty hours of process group over two quarters. Prerequisites: PT 728 and PT 729.

DM 714 Advanced Counseling Practicum II  A single case is presented in individual supervision for twenty hours, demonstrating a detailed knowledge of the case, clinical skills, a clear theoretical orientation, and an understanding of one’s pastoral identity. In addition, twenty hours of interpersonal relations process group over two quarters. Prerequisite: DM 713.

STVU students must receive authorization from the Dean or the Director of the Doctor of Ministry program and complete
appropriate forms prior to enrolling in any VIPCare course. Contact the STVU Doctor of Ministry office for further information. For additional information concerning programs at VIPCare, contact the following:

Director of Education  
Virginia Institute of Pastoral Care  
2000 Bremo Road, Suite 105  
Richmond, VA 23226  
Phone: (804) 282-8332  
Fax: (804) 288-4558

UNITED METHODIST STUDENTS
STVU is certified by the University Senate of the United Methodist Church for the preparation of United Methodist ministerial candidates. The staff of STVU includes a United Methodist advisor who meets regularly with the dean and agents of the United Methodist church. The UMC advisor advises all United Methodist students, and coordinates our association and activities with the denomination. The curriculum for Master of Divinity for United Methodist studies is as follows: bolded courses fulfill the UMC requirements:

**Junior Year**
BS 500 Introduction to Biblical Studies  
ID 500 Introduction to Church & Ministry  
NTS01 Introduction to New Testament  
OT 501 History of Old Testament  
PT 520-02 Field Education I for UM Students (year-long course)  
PT 530 Introduction to Pastoral Care  
PT 533 Introduction to Sermon Prep & Worship  
PT 536 Christian Education  
PT 555 Formation for Ministry I  
Elective  
Elective

**Middler Year**
CH 640 History of Christianity  
CH 612 United Methodist History  
CT 622 Systematic Theology I  
CT 623 Systematic Theology II  
PT 556 Formation for Ministry II  
PT 622-02 Field Education II for UM Students (year-long course)  
PT 631 Ministry of Pastoral Care  
PT 611 United Methodist Polity  
PT 629 Worship and Sacraments  
PT 613 United Methodist Doctrine  
PT 656 Evangelism in the 21st Century

**Senior Year – Fall Term**
CT 728 Christian Ethics  
ID 700 Senior Seminar  
PT 557 Formation for Ministry III  
PT 735 Advanced Preaching & Worship  
Elective (This elective must be a Biblical Studies Course)  
PT618 Mission of the Church  
Elective

For further information about educational opportunities for United Methodist students, please consult the dean or the United Methodist advisor.
AMERICAN BAPTIST STUDENTS

Students whose churches are affiliated with American Baptist Churches, USA through one of its 35 regions, should be aware of the following specific information regarding courses they should take, financial aid for which they are eligible, and opportunities to deepen their denominational ties and experiences.

Students who are preparing for ordination as American Baptists are required to take the following courses; please check with your regional office to find out the specific requirements for ordination in your region:

PT 633 - Baptist Polity – required for ordination
CT 742 - Professional Ethics in Ministry – required for ordination
PT 627 - Career Development in Ministry – strongly recommended
A unit of Clinical Pastoral Education (CPE) – strongly recommended (Should be taken in a certified institutional setting such as a teaching hospital.)

There are several financial aid programs available through American Baptist Churches USA, various regions, and other ABC entities. Information about specific scholarships is located in the American Baptist Student Advisor’s office or the Financial Aid Office. The largest program for students is the Seminarian Support Program. It is a matching grant program where churches and other ABC entities provide scholarships of up to $1000 for the academic year. ABC will match with an additional $1000.

Every ABC student is asked to complete an American Baptist Student Data Sheet annually. This helps the ABC advisor to track student progress and assist students who may need it. Throughout the year there are opportunities for networking with other ABC students, ABC national and regional ministries, and ABC churches. Students are encouraged to participate in these activities when they are scheduled. Participation helps students to become active in the denomination through which they plan to serve.

ABC students should visit with and speak to the ABC Faculty Liaison for updates on denominational news as it relates to preparation for full-time ministry with American Baptist Churches, USA.

RICHMOND THEOLOGICAL CONSORTIUM

STVU participates in the Richmond Theological Consortium (RTC). One of the many advantages of the RTC is the vastly increased number of elective offerings available. Any student who fulfills the prerequisites for an elective at any of the three schools may register for that course without additional cost.

WASHINGTON THEOLOGICAL CONSORTIUM

STVU participates in the Washington Theological Consortium (WTC). This relationship affords students the opportunity to take courses and use library facilities at any of nine schools in the Washington metro area. In addition to schools in the RTC, WTC schools include: Byzantine Catholic Seminary, Catholic University of America School of Theology, Dallas Theological Seminary, Howard University School of Divinity, John Leland Center for Theological Studies, Lutheran Theological Seminary at Gettysburg, Pontifical Faculty of the Immaculate Conception at the Dominican House, Reformed Theological Seminary – DC, Virginia Theological Seminary, Wesley Theological Seminary, Paulist Fathers House of Mission and Studies, Shalem Institute of Spiritual Formation, Graduate School of Islamic and Social Sciences, and Institute for Islamic Christian and Jewish Studies.
CENTERS, INSTITUTES AND INITIATIVES

THE CENTER FOR LIFE LONG LEARNING AND LEADERSHIP
STVU is a partner with local congregations in cultivating leadership for the various expressions of Christian ministry. It must therefore create opportunities to serve the vast number of committed Christians who will not enroll in its academic graduate programs but who have a keen desire to lead in church ministry with effectiveness and competence. To fulfill its mission with regard to this special group of persons, STVU has incorporated an expansive program of continuing education through the Center for Life Long Learning.

The Center for Life Long Learning and Leadership host short term events and conferences as well as long term programs of study. Continuing education events and courses are offered throughout the State of Virginia and in eight other states. In all cases the programs seek to equip leaders with a multitude of skills, ranging from a basic and in-depth study of the Bible as foundational to ministry to a more skills-oriented study around subjects or some area pertinent to quality leadership. STVU also has an affiliate relationship with several para-church groups that have included in their statement of mission and vision the importance of providing for the intellectual and faith growth of organization members/agency members. STVU has formed alliances with several religious and para-church organizations for the planning and development of continuing education experiences. These include: The Baptist General Convention of Virginia; The International Association of Ministers’ Wives and Ministers’ Widows, Inc.; The Mount Sinai Holy Church of America; the Virginia Institute of Pastoral Care; and The Congress of National Black Churches, Inc. Unique to the program of Continuing Education is the fact that full-time faculty make themselves available to all local continuing education providers as personal schedules and calendars permit. This feature creates authenticity and greater value for the continuing education courses of study and lends a greater measure of self-esteem to persons enrolled as students in the long-term continuing education classes and participating in short-term events.

The Continuing Education Unit (CEU) is used as the criteria of measurement to validate performance in all continuing education events. Each year more than five thousand persons are engaged in these events. Grants from the Lilly Endowment enable the creation of the Statewide program of leadership education, known as the Evans-Smith Leadership Training Institute, and the expansion of that program to include a national centers component. The eight national centers are staffed by local directors and offer theological and practical education courses, similar to the Evans-Smith Institute.

The Evans-Smith Leadership Training Institute was established in 1976 in an attempt to meet the needs of lay church leaders. Evans-Smith is a non-credit, non-degree program. After completion of the twelve courses required for the first-level certificate, persons may continue in the program at an advanced level and concentrate in one of four areas of ministry by completing an additional five courses. Evans-Smith is currently operating at thirteen sites across the State. Jointly sponsored by the Baptist General Convention of Virginia, the program is operated by local site coordinators and staffs certified by the faculty of the STVU. A certification exercise is held on the campus in May of each year at which time an average of seventy-five certificates, including both levels, may be presented to persons, proudly clad in academic regalia and demonstrating a keen sense of self-fulfillment. Graduates of the Evans-Smith Institute are visible in churches across Virginia and are a credit to their own tenacious determination to be equipped for ministry as well as to the seminary administration and faculty whose vision and leadership brought the program to fruition.

The Center for Life Long Learning and Leadership events held on campus annually offer short-term periods of study combined with worship experiences. These events include the Annual John M. Ellison – Miles Jerome Jones Convocation and the Center for African American Pentecostalism and Leadership Development Convocation, which invites attendees to participate in events of learning designed to improve ministry leadership capabilities. A one-day Church Leadership Conference draws over twelve hundred persons (lay and clergy) each March for study in all facets of ministry in the church and world. Persons participate in one of approximately twenty-five classes.

POLICY FOR CONTINUING EDUCATION
STVU proposes the following policy and procedure as one way to provide opportunities for continuing education:
Attendees of our Fall Convocation (John Malcus Ellison – Miles Jerome Jones Convocation), Spring Convocation (Center for African American Pentecostalism and Leadership Development Convocation) and other conference offerings may elect to earn one unit of continuing education credit through The Center of Life Long Learning. Requirements may vary depending on the event. Certificates will be mailed to the attendee after the requirements are met.

**Standard Options:**

I. **Alumni may take classes for credit** by registering with the Coordinator of Graduate Enrollment Services. Persons will participate as any regular student in the class, completing all assigned work and receiving a letter grade at the end of the term. This grade will be entered on the student’s transcript. No additional application fee is required, however the cost of such course is the regular course tuition fee.

II. **Alumni may audit a course** by registering with the Coordinator of Graduate Enrollment Services who will secure permission from the Course Professor/Instructor. These persons will not be required to submit papers or take exams; they participate more as participant/observers, engaging in class discussions and exercises. No letter grade will be received. However, a notation will appear on the person’s transcript that the course was audited. The cost for this course is half the amount that would be paid for the course.

III. **Alumni may elect to attend a class or event purely as a source of continuing education.** These persons must also secure the permission of the professor/instructor. Persons must register with the Administrative Assistant for Continuing Education. The fee for this option is ¼ the cost of the normal course tuition. No grade will be given. A notation will appear on the transcript accompanied by a notation stating CEU(s) credit was received. These persons will receive a regular STVU Continuing Education Certificate.

**THE JOHNSON A. EDOSOMWAN CENTER FOR EVANGELISM, MISSION, AND GLOBAL CHRISTIANITY**

The Johnson A. Edosomwan Center for Evangelism, Mission and Global Christianity seeks to empower and equip God’s people to **EMERGE** as transformational leaders through Evangelism, Mission, Education, Research, Global Christianity and Ecumenical relationships. The Edosomwan Center offers several programs through the Samuel DeWitt Proctor School of Theology, working with church leaders, nationally and internationally

- to increase interfaith and ecumenical dialogue
- to inspire and promote collaborative investment and engagement in social justice
- to encourage and develop personal and communal transformation.

The Edosomwan Center’s programs include these opportunities for learning:

*Basic Studies Certificate in Evangelism, Mission, and Global Christianity*, currently offered as a **one-year course**, September - May.

*The Graduate Studies Certificate in Evangelism, Mission and Global Christianity*, which provides post-graduate study opportunities. Certificate is earned by completion of 8-9 courses.

*Master of Divinity with emphasis in Evangelism, Mission and Global Christianity*, which allows students to complete the standard Master of Divinity program with all electives taken in relationship to these areas.

For more information please contact the Center at 804-342-3917 or EIEmerge@vu.edu.

**THE CENTER FOR AFRICAN AMERICAN PENTECOSTALISM AND LEADERSHIP**
DEVELOPMENT
African American Pentecostal movements have made rich and significant contributions to American church history and offer a legacy of personal and communal transformation. The Center will identify, examine, communicate and preserve the prophetic witness and work of African Pentecostalism. The Center will also explore the power and purpose of Pentecost in the life and work of the church and provide educational and networking opportunities to Pentecostal leaders, assemblies and the larger body of Christ.

The purpose of the Center for African-American Pentecostalism and Leadership Institute purpose is to:

- **Enlighten** all concerning the rich heritage of the African-American Pentecostal heritage and theological traditions.
- **Empower** African-American Pentecostal assemblies and local churches to more efficiently and effectively address the needs of the people and communities served through attention to creative ministry models, best practices, theological study, leadership development, and networking for solutions.
- **Equip** church leaders in Pentecostal traditions through educational programs that honor the Spirit, develop the mind, and promote excellence in ministry.
- **Effect Change** by cultivating a shared vision and facilitating the integrated efforts of congregations, leaders, civic organizations, and governmental agencies for the engagement of prophetic witness and practice that effects social change.

THE BARRY YOUNG CENTER FOR MINISTRY FORMATION
The mission of the Barry Young Center for Ministry Formation is to work toward the forming and equipping of the whole person of the minister for effective and sustainable ministry. We do this through encouraging ministers to attend to the four formations: Academic, Spiritual, Human, and Pastoral. We work with ministers at every age and developmental stage on issues related to call, spiritual gifts, ministry placement, burnout prevention, and relational dynamics. We provide individual and group consultation that helps ministers explore, discern, and affirm the gifts and graces that are placed within them.

The THRIVE (Training- Honing- Renewing-Imagining-Visioning-Equipping) Program provides individual and group consultations to help ministers answer critical questions of vocation. These consultations can be accompanied by assessments to aid and enhance the experience. For more information, please contact Dr. Jessica Brown at jybrown@vuu.edu or (804) 257-5877.

THE RESOURCE CENTER
The Resource Center is an independent 501(c)(3) ecumenical not-for-profit collection of books, curriculum resources, video, art, and artifacts housing in Kingsley Hall with the School of Theology. The collection focuses primarily on resources related to the educational and formation ministries of congregations with special collections of resources related to African American, intercultural, and women’s studies. The Center also offers consultation and sponsors events that strengthen and support the educational and formation ministries of local congregations. The Resource Centers serves congregations of many denominations, three institutions of theological education in Richmond, as well as agencies and individuals, supported by memberships and donations.

CENTERING WOMEN
Centering Women (CW) has as its main focus women in ministry. The numbers of women in seminaries have steadily increased since the 1970’s, yet women face particular challenges throughout their ministerial journey. These challenges are often multiplied during their seminary experience. For African American women the realities are more layered and complex. CW recognizes that while women are often structurally on the margins, they are at the center, heart and soul of religious life, its institutions and of society. Thus, we see this centering reality reflected at all levels and environs.

Centering Women is not an institutional program or initiative, but rather part of an organic process of attaining institutional and communal wholeness. Centering Women aims to provide avenues of information and support for the women of STVU and women in ministry working in tandem with Virginia Union University and entities of common concern in connectional institutions and the community. The Center’s initial goal focuses on women seminarians - their needs, joys, and possibilities - while acknowledging our communal commitments to our alumnae. This occurs within at least three focus areas: wellness, mentoring and curriculum. All STVU women seminarians and STVU women graduates are invited to gather on first Saturdays of each month from 1:30 p.m. - 3:30 p.m. on the campus of Virginia Union University. For Information Contact: centeringwomen@gmail.com or call 804-354-5939
STREAM YOUTH THEOLOGICAL INSTITUTE
STREAM is a youth theology institute initiated in 2016 as a long-term investment of the University in fostering theological inquiry and vocational exploration among an emerging generation of visionary young leaders who will make profound contributions in congregations and communities. The program, designed for rising high school juniors and seniors, uses a hands-on interdisciplinary approach to explore the texts, theologies, and traditions of their faith and the intersections of faith with self-identity, vocation, heritage, advocacy, community, and creation. STREAM includes a weeklong residential program with follow up events for youth and contextual associates from their local congregations. Initial funding for STREAM was provided by the Lilly Endowment, Inc.