

# ***Alliance Theological Seminary***

**Catalog 2006-07**



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**Academic Calendar 2006-07**  
ALLIANCE THEOLOGICAL SEMINARY

**FALL 2006**

Greek / Hebrew Intensive Classes (Rockland campus only)	Jul 31-Aug 30
Labor Day - school closed	Sept 4
Classes Begin	Sept 6
Late Registration	Sept 6-13
Board of Trustees Meeting	Oct 11-13
Fall Break	Oct 22-29
Spring Registration Begins	Nov 1
Last Day to Withdraw from a Course	Nov 21
Thanksgiving Recess	Nov 22-26
Fall Semester Ends	Dec 16

**WINTERIM 2007\***

Jan 2-12

**SPRING 2007**

Martin Luther King Day - closed	Jan 15
Classes Begin	Jan 17
Late Registration	Jan 17-24
Board of Trustees Meeting	Feb 14-16
Spring Break	Mar 4-11
Internship Workshop	Mar 27-28
Fall Registration Begins	April 2
Easter Break	April 4-8
Last Day to Withdraw from a Course	April 9
Spring Semester Ends	April 28

**MAY TERM 2007\***

	Apr 30-May 12
Commencement	May 14

*\*Winterim, May Term and June Term classes vary in length. Please contact the Registrar's Office for information. All dates are subject to change.*

## **Welcome**

*“For I am confident in this very thing, that He who began a good work in you will be faithful to perfect it until the day of Christ Jesus.”* Philippians 1:6

There are many reasons you may choose to pursue your seminary education at Alliance Theological Seminary, although in the end, only one really matters.

You may come to ATS because of our commitment to your academic preparation—the professors who will instruct you are some of the best in their academic fields.

You may come to ATS for the Christian fellowship that exists among our students, faculty, and staff—our campus is a community of brothers and sisters in Christ, and the friendships you will form here won’t just last a lifetime. They will last an eternity.

You may come to ATS to grow in the faith—our highest priority is your spiritual preparation. The seminary has always excelled at equipping the saints for every good work, and helping sharpen Christian men and women for God’s service remains the focus of all our diligence and our most earnest prayers.

You may come to ATS because you will practice what you learn. Ministry opportunities abound here. Experience is a great teacher—especially with guidance from caring and competent faculty. ATS is known for graduates who already know how to serve and minister.

Ultimately, though, I pray that if you choose to come to ATS, it will be because God is calling you here. As I stated above, this seminary—this community of maturing and committed Christians—exists to prepare believers for whatever God calls them to do. If you come to ATS, our charge before the Lord will be to help you grow academically, experientially and spiritually so that you can glorify Christ with your life.

This is a great responsibility—a responsibility I, along with our entire faculty and staff, eagerly embrace. We understand that if God is leading you here, then He has a plan for you here. And if He has a plan for you here, then He has a plan for us, too. It is my hope that the next steps in your walk with Christ will be at ATS. We would consider it a privilege to take those steps alongside you.

Michael Scales, Ed.D  
*President*

## **OFFICERS OF THE COLLEGE**

Michael G. Scales, Ed.D., President  
David C. Jennings, Executive Vice President and Treasurer  
David F. Turk, Ph.D., Provost and Vice President for Academic Affairs  
Andrea M. Hennessy, J.D., Vice President for Admissions and Marketing  
Earl S. Miller, M.S., Vice President for Student Development

## **BOARD OF TRUSTEES**

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Mr. Mark R. Wellman, Princeton, NJ  
Mr. Duane A. Wheeland, Easton, PA

## **TRUSTEE EMERITUS**

Dr. Walter J. Helsing, Beaver Falls, PA

## **Mission, History, and Accreditation**

Alliance Theological Seminary is the national seminary of The Christian and Missionary Alliance, centered in metropolitan New York with extensions in other parts of the United States and abroad. As a multicultural, evangelical seminary, ATS is committed to developing in men and women a personal knowledge of God and his work in the world in order to equip them for the ministry of the gospel of Jesus Christ and the expansion of his church.

### **MISSION**

This statement of mission implies the following:

First, submission to the authority of God's revelation in the Old and New Testaments and its applicability to human life in every age and every culture within the framework of the historic evangelical Christian faith.

Second, a commitment to serve the C&MA through (1) its location in a major metropolitan, multicultural environment, (2) its intentional urban involvement, (3) its transcultural emphasis in programs so as to provide the best possible training ground for ministry within this missionary-sending denomination and within the 21st century church at large, (4) the intercultural and international character of its faculty, staff and student body.

Third, the development of students according to their needs and potential through the integration of spiritual and character formation, theological and social science education, and ministry skill competency. Students are encouraged to know God and his work, particularly across national, racial and cultural lines, so that they can help others know and respond authentically to his grace.

### **CORE VALUES**

Nyack College and Alliance Theological Seminary seek to exalt Jesus Christ and fulfill their mission by being:

***Socially Relevant:*** Preparing students to serve in ministerial, educational, healing, and community-building professions.

***Academically Excellent:*** Pursuing academic excellence in the spirit of grace and humility.

***Globally Engaged:*** Fostering a global perspective within a multi-ethnic and multicultural Christian academic community.

***Intentionally Diverse:*** Providing educational access and support to motivated students from diverse socioeconomic backgrounds.

***Personally Transforming:*** Emphasizing the integration of faith, learning, and spiritual transformation.

**MODEL**

*“The Fear of the LORD is the beginning of Wisdom (hokhmah); Knowledge (da’at) of the Holy is Understanding (binah).” Proverbs 9:10*

Alliance Theological Seminary is committed to providing the environment, program and resources necessary for the attainment of Biblical WISDOM (*hokhmah*). This wisdom includes but is not limited to the intellectual. It is fundamentally personal, social and practical. Some components of Biblical wisdom are maturity, knowledge, proficiency, and praxis.

This commitment may be expressed in four distinctive goals (each of which is more precisely defined by particular objectives the Seminary desires its students be able to do):

1. To provide the resources and environment in which students can mature in spiritual and character formation.
  - Distinguish strengths, passions and potential that refine a sense of personal identity and lead to self-confidence; discover non-strengths, attitudes and priorities that impede growth and ministry.
  - Demonstrate patterns of study, devotion and service that evidence a disciplined lifestyle.
  - Demonstrate a commitment to an integrated life of piety and compassion for people with the necessities and demands of day-to-day living.
  
2. To provide the resources and environment in which students can become knowledgeable in Biblical studies, theology and the social sciences.
  - Demonstrate an understanding of the content of the Christian Scriptures, exhibit a sound methodology for their study and derive from them a conceptual framework for applying them to contemporary life and current phenomena in ministry.
  - Demonstrate an understanding of Biblical mission, the development of theology, the heritage of the C&MA, the evangelical tradition, and the values and practices of the life of faith.
  - Demonstrate an understanding of the development and interactions of people as part of human culture and society; appreciate the major concepts, principles, and methods of inquiry found in the social sciences.

### ***Mission, History, and Accreditation***

- Engage diligently and honestly in research and independent study on a life-long basis.
3. To provide the resources and environment in which students can become proficient in relating to the church and its cultural manifestations and mission.
    - Utilize insights from the social sciences in theological reflection upon the church as spiritually created in Christ and empirically evident in human society.
    - Create theologies that are relevant to current situations as well as faithful to the Biblical text.
    - Dialogue meaningfully with people of other cultures about the nature and mission of the church.
    - Articulate a developed sense of call to ministry within the locus of the church.
  4. To provide the resources and environment in which students can become competent, cooperative, creative, and compassionate in the practice of ministry.
    - Communicate clearly and effectively in oral delivery whether in formal settings or in non-formal settings.
    - Demonstrate an ability to lead and work as a member of a team toward a particular end in ministry.
    - Demonstrate an ability to create appropriate and culturally authentic programs in the areas of worship and evangelism.
    - Demonstrate an ability to bring healing through counseling in a one-to-one or group setting.

In order to realize these goals, Alliance Theological Seminary takes students through a three-phased formational sequence in its professional programs.

*The Person Phase* brings together vehicles, courses and activities designed to help the student develop disciplined patterns of living and thinking. The focus in this phase is on the discovery of personal habits and lifestyle effective for ministry, and an authentic Biblical, theological and transcultural methodology from which to work. This phase targets specifically though not exclusively GOALS 1 and 2.

*The Church Phase* is designed to give students a clearer picture of the transcultural nature and mission of the church they will serve. Beginning with a better grasp of themselves and a paradigm from which to work, students are encouraged to refine their call to ministry within the locus of the church, and develop a hands-on ecclesiology by being

## ***Mission, History, and Accreditation***

brought into closer contact with the local church and its ministries. This phase targets specifically though not exclusively GOAL 3.

*The Ministry Phase* looks toward applying the perspectives gained from the previous phases to the current issues and phenomena of ministry. Through ministry tracks, students may focus their studies in the direction of specific vocations. The phase also concentrates on skills necessary for effective ministry. This phase targets specifically though not exclusively GOAL 4.

### ***SPIRITUAL FORMATION***

In light of God's desire and provision for His children to become like Christ and societal demands for His servants to be mature and equipped for ministry, ATS places great importance on spiritual formation within the curriculum.

Spiritual formation is spiritual in that it is awareness of God in the whole being; it is formation in that it is development or growth in who we are and what we do as maturing Christ followers. Our baptism in Christ is the foundation for living in a relationship of intimate responsiveness to God. The presence of the Holy Spirit operates in and around our lives to shape us into Christ-likeness and draw others to be devoted Christ followers. The process of spiritual formation at ATS is designed to address every aspect of human interaction.

At ATS, spiritual formation takes place in several environments: classroom, community, local church and other out-of-classroom settings. In the classroom, each professor is a Christian scholar who models Christ and love for His Church, and for some students, a professor becomes a mentor. Students learn from each other in peer groups and from guest scholars and practitioners. A curricular aspect of spiritual formation for students in the Master of Divinity and Master of Professional Studies degree programs is the required phases of Mentored Development. Spiritual formation takes place in community as students interact with ATS administrators, staff, and each other and together worship the Lord in *Encounter* (chapel). It takes place in a local church where some students find mentors. And, it takes place outside the classroom where students find opportunity to experience their faith in nontraditional ways. Short-term mission trips, wilderness experiences, directed retreats, field trips, shadowing selected leaders, and field education create space within and challenges alongside the academic schedule where students can pursue the passion and possibility that God has placed in their lives. These experiences require an initial risk of faith but the overall impact lasts for a lifetime.

**STATEMENT OF FAITH**

Alliance Theological Seminary is committed to a thoroughly evangelical Christian view of humanity and the world.

We believe:

There is one God, who is infinitely perfect, existing eternally in three persons: Father, Son and Holy Spirit. Jesus Christ is true God and true man. He was conceived by the Holy Spirit and born of the Virgin Mary. He died upon the cross, the Just for the unjust, as a substitutionary sacrifice, and all who believe in Him are justified on the ground of His shed blood. He arose from the dead according to the Scriptures. He is now at the right hand of the Majesty on high as our great High Priest. He will come again to establish His kingdom of righteousness and peace. The Holy Spirit is a divine person, sent to indwell, guide, teach, empower the believer and convince the world of sin, righteousness, and of judgment.

The Old and New Testaments, inerrant as originally given, were verbally inspired by God and are a complete revelation of His will for the salvation of man. They constitute the divine and only rule of Christian faith and practice.

Man was originally created in the image and likeness of God; he fell through disobedience, incurring thereby physical and spiritual death. All men are born with a sinful nature, are separated from the life of God, and can be saved only through the atoning work of the Lord Jesus Christ. The portion of the impenitent and unbelieving is existence forever in conscious torment; and that of the believer, in everlasting joy and bliss. Salvation has been provided through Jesus Christ for all men; and those who repent and believe are born again of the Holy Spirit, receive the gift of eternal life, and become the children of God.

It is the will of God that each believer should be filled with the Holy Spirit and sanctified wholly, being separated from sin and the world and fully dedicated to the will of God, thereby receiving power for holy living and effective service. This is both a crisis and a progressive experience wrought in the life of the believer subsequent to conversion. Provision is made in the redemptive work of the Lord Jesus Christ for the healing of the mortal body. Prayer for the sick and anointing with oil are taught in the Scriptures and are privileges for the church in this present age.

The church consists of all those who believe on the Lord Jesus Christ, are redeemed through His blood, and are born again of the Holy Spirit. Christ is the Head of the Body, the church, which has been

## ***Mission, History, and Accreditation***

commissioned by Him to go into all the world as a witness, preaching the gospel to all nations.

The local church is a body of believers in Christ who are joined together for the worship of God, for edification through the Word of God, for prayer, fellowship, the proclamation of the gospel, and observances of the ordinances of baptism and the Lord's Supper. There shall be a bodily resurrection of the just and the unjust; for the former, a resurrection unto life; for the latter, a resurrection unto judgment.

The second coming of the Lord Jesus Christ is imminent and will be personal, visible and premillennial. This is the believer's blessed hope and is a vital truth which is an incentive to holy living and faithful service.

### ***HISTORY***

ATS has its roots in the program of Jaffray School of Missions, founded in 1960, which emphasized the interdisciplinary encounter between theology and the social sciences. In 1974, the Jaffray program was redesigned to include the preparation of students for North American as well as overseas ministries. The name of the school was subsequently changed to Alliance School of Theology and Missions, and for the first time the Master of Professional Studies degree was offered.

In September of 1979, the Master of Divinity program was initiated, and Alliance School of Theology and Missions became Alliance Theological Seminary. Increased course offerings and additional faculty have enhanced the seminary's commitment to the worldwide evangelistic task of the church. This commitment has permeated all facets of its program.

The Christian and Missionary Alliance is the sponsoring denomination of the seminary. The C&MA began in 1887 when Albert B. Simpson founded two organizations, the Christian Alliance (an interdenominational fellowship of Christians dedicated to experiencing the deeper Christian life) and the Evangelical Missionary Alliance (a missionary sending organization). The two merged in 1897 and became The Christian and Missionary Alliance.

Dr. Simpson organized a training school for missionaries in New York City in 1882. The school moved to the village of Nyack, New York, in 1897 and in time became Nyack College. ATS, then the Jaffray School of Missions, was founded as a graduate program of Nyack College in 1960. Even as the C&MA was first a missionary sending agency, which became a missionary denomination, so Jaffray School of Missions has become a missionary-minded seminary. The common goal

## ***Mission, History, and Accreditation***

of the C&MA and ATS is to proclaim the gospel of reconciliation to all people.

In 1997 Alliance Theological Seminary established a satellite program in lower Manhattan. The goal of the ATS-NYC campus is to make seminary studies accessible to those who work in the city and to provide a thoroughly urban context for theological education.

The Christian and Missionary Alliance recognizes ATS as the denomination's official seminary in the United States. Although the seminary was established by and for the C&MA, it welcomes students from all fellowships who identify with its objectives and wish to participate in its programs.

## ***ACCREDITATION AND AFFILIATION***

Alliance Theological Seminary is accredited by The Association of Theological Schools in the United States and Canada and, as a division of Nyack College, by the Middle States Association of Colleges and Schools. ATS operates as a graduate school of Nyack College under the charter of Nyack College granted by the Board of Regents of the State Education Department of the University of the State of New York. The Board of Regents for the State of New York empowers Nyack College to grant the Master of Divinity (M.Div.), the Master of Professional Studies (M.P.S.), and the Master of Arts (M.A.) degrees, as well as undergraduate programs leading to Associate and Bachelor degrees (see the Nyack College catalog for a description of its programs).

The U.S. Department of Justice lists the seminary for training of international students. Also, the State Education Department approves ATS for training of veterans under Public Laws 530 and 894. ATS is also a member of the Institute of Theological Studies, which provides independent study courses applicable towards degree study.

Membership in the American Theological Library Association (ATLA), the New York Area Theological Library Association (NYATLA), the Southeastern New York Regional Library Council (SENYLRC), and Westchester Academic Library Directors Organization (WALDO) provides cooperative access to interlibrary services and resources.

ATS is also a member of the national honor association of Who's Who Among Students in American Colleges and Universities. Each year the faculty nominates a number of students who exemplify outstanding scholarship, character, leadership and service.

**ANTI-DISCRIMINATORY STATEMENT**

Students, faculty and staff of varied backgrounds make up the seminary community. Alliance Theological Seminary does not discriminate on the basis of race, color, national and ethnic origin, age, sex, or handicap in admission, participation or employment in campus programs or activities. The programs are operated in compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and all other relevant statutes and regulations.

## **Locations and Facilities**

### **ROCKLAND CAMPUS**

Alliance Theological Seminary is located in the small suburban community of Nyack overlooking the historic and picturesque Hudson River Valley. Just 25 miles north of New York City, ATS is the largest accredited evangelical seminary between Boston and Philadelphia. It reaches North America's largest urban population of over 22 million people, and is uniquely qualified to train students with an awareness of the worldwide trend toward urbanization and cultural plurality. This diversity prepares students to encounter the world as they will truly find it.

The ATS campus houses classrooms, library, faculty and administrative offices, chapel, the Solid Rock Café and casual social areas for students. The seminary's four main residence complexes are located 1.3 miles from ATS on the campus of Nyack College at 1 South Boulevard, in South Nyack, NY.

Members of the seminary community have access to all facilities on the Nyack College campus and are welcome to attend the school's athletic, worship and cultural events. Bowman gymnasium and an athletic field are in close proximity to the seminary's residence buildings.

### ***Driving Directions***

**Crossing the Tappan Zee Bridge (on 87N/287W):** Take Exit 11. At the end of the ramp continue straight (through the stop sign) until coming to a traffic light. At the light, turn left on Route 9W north. Follow 9W north for approximately 0.8 miles. The ATS entrance is on the left.

**From Upstate New York:** Take interstate 87S/287E to Exit 11. At the end of the ramp, turn left onto Route 59 (East). Get into the left lane. At the traffic light turn left onto Route 9W (North). The ATS entrance is approximately 0.8 miles on the left.

**From the George Washington Bridge:** Take the Palisades Interstate Parkway north to Exit 9E (this is 87S/287E) (heading toward Tappan Zee Bridge/White Plains). Take Interstate 87S/287E to Exit 11. At the end of the ramp, turn left onto Route 59 (East). Get into the left lane. At the traffic light turn left onto Route 9W (North). The ATS entrance is approximately 0.8 miles on the left.

**From the Garden State Parkway:** Take the Garden State Parkway north to the end where it splits for Interstate 87N/287W. Stay to the right. After the split get into left lane and follow signs for 87S/287E. Take interstate 87S/287E to Exit 11. At the end of the ramp, turn left

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onto Route 59 (East). Get into the left lane. At the traffic light turn left onto Route 9W (North). The ATS entrance is approximately 0.8 miles on the left.

### ***MANHATTAN CAMPUS***

ATS-NYC is strategically located on the 10<sup>th</sup> and 11<sup>th</sup> floors of an office building at Broadway and Worth in the heart of lower Manhattan. It is several blocks north of City Hall. All subway lines which run through lower Manhattan have stops within walking distance of the seminary.

ATS-NYC seeks to: (1) equip ministry leadership in New York City with graduate level evangelical theological education and (2) furnish an urban, multicultural “laboratory” for the seminary’s non-urban student population to engage in contextualized theological discourse for ministry preparation.

The following programs are available in Manhattan: M.Div., M.P.S., and M.A. (Biblical Literature). Students are required to take one course at the Rockland campus.

### ***BOTH NY CAMPUSES***

#### ***Research Opportunities***

- More than 180 college, university and public libraries within driving distance of the ATS campuses.
- Headquarters to the United Nations and many foreign consulates.

#### ***Recreational Opportunities***

- Major league sports teams including the Giants, Jets, Knicks, Nets, Yankees, Mets, Islanders, Rangers.
- Several state parks including Bear Mountain, Tallman, Hook Mountain, and Rockland Lake.
- Swimming areas include the Jersey Shore, Long Island Sound and the South Shore.
- Places of interest include Vanderbilt Mansion, Sleepy Hollow, West Point, the Cloisters, the Bronx Zoo, New York Botanical Gardens, Statue of Liberty, Empire State Building, Rockefeller Center and many other sites.

#### ***Transportation Conveniences***

- Three international airports within one hour of the campus.
- Public transportation locally and throughout the metropolitan area.

### ***Locations and Facilities***

- Easy access to NY/NJ Port Authority bus terminals and Grand Central Station in Manhattan.

### ***Cultural Opportunities***

- Many world-renowned museums including the New York Metropolitan Museum, Museum of Modern Art, Museum of Natural History, the Guggenheim, the Morgan, the Frick Gallery and others.
- Home to many outstanding concert halls such as Carnegie Hall and Avery Fisher Hall-Lincoln Center.
- Fine music companies including the New York Philharmonic Orchestra and the Metropolitan Opera.
- Numerous theater opportunities, including Broadway and Off-Broadway shows.

### ***DAYTON, OHIO (MIAMI VALLEY) EXTENSION***

ATS offers classes at the Miami Valley Campus leading to the 48-credit Master of Professional Studies (M.P.S.) degree with a concentration that includes seven courses in leadership. The program is cohort based, with a modular format designed to enable students to complete their program in two years, studying one night per week. The program is accredited by The Association of Theological Schools and the Middle States Association of Colleges and Schools.

The purpose of the program is to provide training for laypersons and clergy focused on enhancing their ministry and leadership skills. Students are required to attend two one-week modules in New York City to complete their degree requirements. These modules will ordinarily be scheduled during two consecutive summers. Students have library access to a growing theological collection housed at the Miami Valley Campus, the online resources of ATS, interlibrary loan, and the more than 44.8 million OhioLink library items through a relationship with a local seminary.

Interested applicants should contact the Miami Valley Admissions Office.

Director: Dr. Stephen Julian  
Contact Information: Nyack Miami Valley Campus  
637 East Whipp Road, Dayton, OH 45459  
Phone: 877-GO-NYACK or (937) 435-4808  
Fax: (937) 435-2729  
E-mail: [nmvc@nyack.edu](mailto:nmvc@nyack.edu)  
Website: [www.nyack.edu/ohio](http://www.nyack.edu/ohio)

**SEMINARIO TEOLOGICO DE PUERTO RICO  
(PUERTO RICO EXTENSION)**

ATS-Puerto Rico began classes in 1985 and is a joint effort between ATS and the Puerto Rico District of The C&MA. The program is located in San Juan with classes taught in Spanish. Programs available in Puerto Rico include both the Master of Divinity and the Master of Professional Studies degrees. The programs are accredited by The Association of Theological Schools and the Middle States Association of Colleges and Schools.

Primarily, the courses are scheduled in an evening and weekend format to allow those in full-time careers or in church ministry to participate on a regular basis. Main campus faculty have taught at ATS/Puerto Rico in Spanish or through translation. Approximately eighty students from The C&MA and other denominations in Puerto Rico participate in classes. ATS/Puerto Rico has become an interdenominational seminary.

The seminary occupies the second and third floors of a self-owned four-story building at #458 Jose Canals Street, Roosevelt Urbanization, in Hato Rey, San Juan, Puerto Rico. The library, located on the second floor, has approximately 10,000 titles, a computer lab, study rooms, and a conference room that seats 80 people. Two modern classrooms, equipped with audio-visual resources, and the administrative offices are located on the third floor.

Interested applicants should contact the Puerto Rico Admissions Office.

Director: Dr. Julio Aponte  
Contact Information: Seminario Teologico de Puerto Rico  
PO Box 195343, San Juan, PR 00919-5343  
Phone: (787) 274-1142 Fax: (787) 767-2005  
E-mail: [crosario@stdpr.org](mailto:crosario@stdpr.org)  
Website: [www.stdpr.org](http://www.stdpr.org)

**VOSTOCHNO-EVROPEYSKAYA SEMENARIA OBUCHENEYE  
RUKOVODETELEY (VESOR)  
(EASTERN EUROPEAN EXTENSION)**

ATS operates a campus in Kiev, Ukraine in partnership with REALIS Inc., an agency for promoting theological education and apologetics in the countries of the former Soviet Union (CIS). Students from Ukraine, Russia and surrounding countries are invited to pursue the Master of Arts (Intercultural Studies) degree for purposes of supporting

### ***Locations and Facilities***

their ministries in evangelism, leadership, and parish service. Courses are scheduled in a modular format to accommodate those who can attend only during certain times of the year. The program is accredited by The Association of Theological Schools and the Middle States Association of Colleges and Schools.

Interested applicants should contact the REALIS office.

Director:                   Sergiy Tymchenko  
Contact information:   REALIS Center  
                                  Kharkivske Shosse 170, kv. 254  
                                  Kyiv, 02091  
                                  Ukraine  
                                  Phone/Fax: (011) 380-44-558-9763  
                                  E-mail: office@realis.org

## **Academic Information**

### **POLICIES AND PROCEDURES**

#### **Academic Probation and Dismissal from Degree**

1. A student who achieves a cumulative GPA of less than 2.5 is placed automatically on academic probation.
2. If a student on academic probation fails to achieve the required 2.5 GPA s/he may be dismissed from the seminary.

#### **Advisement and Consultation**

Students admitted into degree programs will be assigned a faculty advisor to assist them in planning their studies at ATS. Faculty-student partnering is designed to provide professional as well as academic guidance. Responsibility for reaching satisfactory completion of all academic requirements rests with the student. The student is responsible for conferring with the Registrar when course substitution is needed or transfer credit is requested. Non-degree students who intend to seek degree admission may request advisement from the Registrar or a faculty member.

#### **Class Attendance**

Class attendance is fundamental to good scholarship and is expected of all students. Professors may set a class attendance policy for each course and describe it in the course syllabus.

#### **Completing More Than One Degree**

The total time required to complete more than one degree will be determined by the demands of the two degrees combined. In cases where the Master of Arts is combined with the Master of Divinity, it will in no case be less than a total of four years of full-time study.

#### **Course Credits**

Courses are generally offered for the number of credits listed in the course description section. Students may be permitted, however, to enroll in a class for one more or one less credit than is listed on the course schedule by procuring permission and the signature of the faculty member teaching the course. Arrangements must be made with the faculty member granting permission for any adjustments in course requirements. The form for changes to course credits is available in the Registrar's Office.

## **Academic Information**

One credit is equivalent to 15 hours (50 minute periods) of classroom instruction. These hours may be scheduled over a 14-week semester or in intensive shorter sessions.

### **Disabilities Support Services Policy Statement**

It is the policy and practice of Alliance Theological Seminary to comply with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and state and local laws regarding students with disabilities. Under these laws, no disabled, but otherwise qualified student shall be denied access to, or participation in services, programs and activities at ATS.

ATS is committed to the student as a whole person, and believes that each student has infinite value to God. ATS desires that all students that we serve realize their full potential and recognize the unique value of others. In this spirit, we provide reasonable accommodations to disabled students to help optimize their learning experience, while encouraging them to develop and maintain independence.

All communications between students and Disabilities Support Services staff are confidential, as is any supporting documentation maintained on file.

#### ***Contacts***

##### **Rockland Campus**

Elona Collins, Disability Support Services  
(845) 358-1710 elona.collins@nyack.edu

##### **NYC Campus**

Adelaide Pabon, Director of Academic Development  
(212) 625-0500 x393 adelaide.pabon@nyack.edu

***Eligibility for Support Services:*** Eligibility for disabilities support services at ATS is dependent upon the nature of the particular disability and its impact on learning. Although a student might meet eligibility requirements of vocational rehabilitation, disabled veterans or any other rehabilitation agency, he/she may not meet eligibility at ATS.

***Supporting Documentation:*** Requests for accommodations must be accompanied by current and comprehensive documentation from a qualified practitioner (developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians, etc.). The documentation legitimizes a student's request for accommodation and, in general, should include:

- Identification of the nature and extent of the disability.

## **Academic Information**

- Specific information on the functional limitation as related to the academic environment.
- Description of the current course of treatment including medical side effects.
- Prognosis for the disability.
- Recommended reasonable accommodations.
- Standardized testing services. Generally, an Individualized Education Plan, 504 Plan, or General Education Initiative from a secondary school does not provide thorough information for the documentation of disability and needed accommodations. Submission of documentation is not the same as the request for services; these are two different steps in the process of determination and provision of appropriate accommodations.

**Student Rights and Responsibilities:** In addition to notifying and documenting the need for accommodations, students with disabilities also have the following rights and responsibilities:

- Equal access to all programs.
- Assurance that disability-related records will be used only to determine appropriate services and will be maintained separately from academic records.
- To initiate all requests for services and/or accommodations to the appropriate office.
- To give the appropriate office advance notice of needed accommodations.
- To meet with a Disabilities Support or Supplemental Services staff member for an intake appointment and discussion about the nature and impact of their disabilities.

**General Accommodations/Services:** Based on documentation and recommendations provided by a qualified professional, accommodations/services provided may include: extended time on tests, a non-distracting testing environment, help with getting taped textbooks, note takers or access to class notes, tape-recording of lectures, readers, early class registration.

### **Enrollment Status**

*Course Load:* Students may not carry more than seventeen credit hours in any semester (including the adjacent short term) without special permission granted by the Registrar and the Academic Dean.

*Full-Time Status:* This term is interpreted differently by different agencies for diverse reasons. The Association of Theological Schools calculates enrollment of member schools by the average load needed to graduate in the normal time. This would be 31 hours a year at ATS or 15

## **Academic Information**

hours each semester including the adjoining short term. New York State recognizes 9 semester hours as full-time. The seminary considers a student taking 12 hours or more as being full-time, and, based on this, determines fees and eligibility for housing and benefits.

*Part-time Status:* Students taking 11 credits or less are ascribed part-time status.

*Auditors:* Auditors are students who attend class but are not taking the class for credit.

### **Extensions for Late Work**

Central to the educational purpose of Alliance Theological Seminary is its commitment to character formation and the development of personal integrity. In this pursuit, the seminary provides challenges and supports that reflect the demands of contemporary ministry.

While the seminary wishes to assist students who have legitimate reasons to seek extensions for late work, it recognizes that extensions are not likely to be granted by a congregation ready to hear a sermon, a small group waiting for the direction of its leader, or a board expecting a report. Regardless of unexpected demands that have distracted the minister's preparation, ministry must go on. It is with this perspective in mind that ATS has designed its policy on extensions for late work.

1. Extensions may be granted at the faculty's discretion. Faculty have the right to refuse to accept, or may lower the grade on, work submitted past the scheduled deadlines for the course. Extensions for late work may be requested only in the case of circumstances clearly beyond the student's control.
2. Extensions are not normally granted beyond one additional semester.
3. At the close of a semester, students will be graded based on the work submitted up to that point. A grade of "I", or "Incomplete", is not an option. At the extension deadline, an adjusted grade will then be submitted to the Registrar's Office. A student who does not complete the required work within the approved period of extension will receive a final grade based on work submitted on or before the expiration date of the extension.
4. Should a grading professor deny a student's request for an extension, the student has the right of appeal to the Academic Dean.

### **Family Educational Rights and Privacy Act of 1974**

In accordance with federal law, students are hereby notified that they have the right to inspect and review any and all official records, files and

## **Academic Information**

data pertaining to them, including all materials incorporated in their cumulative record folder.

Students have the opportunity for a hearing to challenge the contents of these records to ensure that they are accurate and not in violation of any of their rights.

Students also have the opportunity for correction, amendment, or supplementation of any such records.

The only information that will be given out concerning the student will be directory information as defined in the act, unless the student has specifically waived his/her rights within this act. Directory information may include the student's name, address, telephone listing, date and place of birth, major field of study, participation in any recognized club, organization, or activity, spouse, academic classification, schedule, degrees, awards, and the most recent previous educational institution attended. Should students desire that ATS not disclose any or all of the foregoing information, they must notify the Registrar in writing within 30 days of the commencement of the term or semester they enter ATS, or within 30 days of the commencement of any fall semester.

Students with questions concerning their rights within this act are urged to contact the Registrar's Office.

### **Grades**

Students may view their grades online with password-secured access. A minimum grade point average of 2.5 must be maintained in all credit-bearing programs.

Grading and grade points are as follows:

#### **A**

Indicates exceptional performance that is clearly beyond the expected standard. The student displays a comprehensive knowledge of course content and methodology, skill in communicating that knowledge, as well as originality and independence in application. The work evidences interaction with scholarly literature that goes beyond course requirements and exhibits few or no mechanical, stylistic, or grammatical errors. The student provides a striking individual style that is clear and lively without detracting from the academic nature of the work.

#### **B**

Indicates that the expected standard has been achieved. The work evidences few mechanical, stylistic, or grammatical errors, and demonstrates reasonable organization and development of ideas. Ideas

### **Academic Information**

are clearly and logically expressed, supported well by relevant literature, and properly documented.

#### **C**

Indicates that work is below the expected standard in many respects. The work displays a basic understanding of principles and materials treated in the course but the expression of the understanding is significantly impeded by any of the following: lack of conceptual organization, development, and flow of ideas; inadequate documentation of sources; significant errors in spelling, grammar, style, or mechanics.

#### **D**

Indicates that the work is significantly below standard and is only minimally acceptable for credit. The work reveals a lack of understanding or serious misunderstanding of the principles and materials treated in the course. Submitted work lacks a clearly defined thesis and/or fails to support the thesis with appropriate research, fails to provide proper source citation, or relies mainly on summaries or paraphrases of other people's work. The work contains poor sentence structure, punctuation, grammar, and style.

#### **F**

Indicates failure. The student displays inadequate or fragmentary knowledge of course content and methodology. The work contains plagiarized materials.

A 4.0 grade points

A- 3.7 grade points

B+ 3.3 grade points

B 3.0 grade points

B- 2.7 grade points

C+ 2.3 grade points

C 2.0 grade points

C- 1.7 grade points

D+ 1.3 grade points

D 1.0 grade points

D- 0.7 grade points

F 0 grade points

PD (Pass with Distinction) indicates excellence in summative experience. This grade is not included in grade point averaging.

P (Pass) indicates adequacy in summative experience. This grade is not included in grade point averaging.

- WD (Withdrawal)  
AU (Audit) Registered for no credit as an auditor.

### **Graduation Requirements**

The seminary recognizes two graduation dates, December and May, for students who complete degree requirements at different times of the year. Graduation ceremonies, however, are held annually in the month of May. It is expected that each graduate will participate in all the activities scheduled. Graduates living long distances from the seminary may graduate in absentia.

Only students who have completed all the degree requirements and have been approved by the faculty will be permitted to participate. Students who have outstanding financial obligations will not be allowed to participate in the graduation ceremonies, and will not receive a diploma until all academic and financial requirements are fully met.

A graduation application must be submitted to the Registrar's Office no later than February 15 for graduation in May, and no later than October 15 for graduation in December. The application is the only means by which the school is notified of a student's intention to graduate. A graduation audit of coursework will be issued to the student upon submission of the application.

Field Education must be satisfactorily completed with the mentor's evaluation sent to the Director of Field Education two weeks before the scheduled graduation date. The final summative experience for the M.A. program must be completed and the grade submitted to the Registrar by May 1 in order for the student to participate in the graduation ceremony.

#### *Master of Divinity Degree*

1. Satisfactory completion of 93 credit hours for the designated program. A final grade point average of at least 2.5 is required. Transfer students must take the last 30 credits at ATS.
2. Satisfactory completion of the Bible Tutor Proficiency Exam.
3. Satisfactory completion of an approved Field Education experience (part of SF 691 and 692).
4. Approval by faculty.
5. Complete payment of all financial obligations with ATS.

#### *Master of Professional Studies Degree*

1. Satisfactory completion of 48 credit hours for the designated program. A final grade point average of 2.5 is required. Transfer students must take the last 30 credits at ATS.
2. Satisfactory completion of the Bible Tutor Proficiency Exam.

### **Academic Information**

3. Approval by faculty.
4. Complete payment of all financial obligations with ATS.

#### *Master of Arts Degree*

1. Satisfactory completion of 33 credit hours for the designated program, excluding prerequisite requirements. A final grade point average of 2.5 is required. Transfer students must take a minimum of 30 credit hours at ATS. This does not include any prerequisite courses taken at ATS.
2. Satisfactory completion of the Bible Tutor Proficiency Exam.
3. Successful completion of the comprehensive examination (MA – Old Testament/New Testament/Intercultural Studies) or an approved summative exercise (MA – Bible Exposition/Intercultural Studies).
4. Approval by faculty.
5. Complete payment of all financial obligations with ATS.

### **Grievance Procedure**

The grievance procedure for Alliance Theological Seminary is available in the current student handbook.

### **Leave of Absence / Reactivation**

Students enrolled in a degree program who do not register for the next semester in sequence must be readmitted upon their return to the school through the Office of Admissions. Students may be readmitted any time within three years after the withdrawal date by completing a reactivation application. All other students must make full application again through the Office of Admissions.

### **Immunizations**

New York State Public Health Law 2165 requires post-secondary students born after January 1, 1957, to show protection against measles, mumps and rubella. Two doses of measles vaccine are required. An immunization verification form is available in the Office of Admissions or the Registrar's Office. Students enrolled for fewer than 6 credits per semester are exempt. In addition, immunizations must be up-to-date and documented for all international students.

### **Registration**

The *Registration Period* is an opportunity for students to choose courses for the following term of attendance. This information is the basis for ordering textbooks, assigning sections, classrooms and faculty. Registration for the spring semester starts in November and in April for

## **Academic Information**

the following fall semester. Registration closes at the end of the first week of classes. Registration is completed by paying a minimum of 1/3 of tuition costs and fees for the semester and signing a statement of account by the end of the registration period.

*Late Registration:* Students are expected to register for courses and present the minimum payment during the Registration Period. Students are permitted, however, to complete a late registration for one week after the registration period. A \$100.00 fee is assessed for late registrations.

The *Course Change Period* occurs during the first week of classes and allows students to make changes in their registration by dropping or adding classes. There is no charge for changes made during this period.

*Changes in Registration:* Students desiring to change their registration must submit a Change of Registration form available in the Registrar's Office. All changes require the signed approval of the advisor. After the Course Change Period, the only allowable changes are withdrawal and change to audit. Changes permitted once the Course Change Period ends will bear financial repercussions.

To change a course to audit or withdraw, a student must complete the Change of Registration form and obtain the signed approval of the advisor. This change is only permitted until three weeks before the end of the semester, or the equivalent in the case of a short-term course. Changing a course to audit or withdrawal does not relieve the student of the tuition charges for the course, unless the change is completed before the Course Change Period ends.

### **Scheduling of Classes**

The annual course schedule includes semester-long classes and short-term classes (fast track and intensive formats). The semester courses are offered in both the fall and spring, and scheduled in blocks of time so that a particular course usually meets only once each week. Fast track classes reduce the number of overall sessions by extending the normal length of a given session. Intensive classes are primarily offered in the Winterim and May term at the end of the fall and spring semesters respectively. These courses are designed for intensive study during one or two week periods meeting several hours each day. In some cases, short-term course assignments are completed after the class sessions are finished and are submitted by a specified date as prescribed by the professor.

### **Student Classification**

Students who are enrolled in the M.Div. program and have more than 59 credit hours hold a senior status. Not all seniors are graduating

## **Academic Information**

seniors. Students in the M.Div. program who have more than 25 credit hours are classified as middlers. Students in the M.Div. program with less than 25 credit hours are classified as juniors. All students in the M.P.S. program will hold a first year status until 25 credit hours have been completed.

ATS allows non-degree students to enroll for classes. These students may subsequently apply for degree status through the Office of Admissions. Standard tuition costs apply and appropriate credit is given (see the Non-degree study section).

### **Transcripts**

Official transcripts are issued only upon written authorization of the student (signature required). Transcripts will not be issued if the student's account is in arrears. A minimum of one week should be allowed for processing. The following fees apply:

- \$5.00 - 1st transcript
- \$1.00 - Each additional copy ordered at the same time
- \$3.00 - Fax fee (unofficial transcripts only)
- \$10.00 - Rush fee (processed within 2 business days)

### **Transfer of Credits**

ATS accepts the transfer of credits from recognized and accredited seminaries and graduate schools. Such credit must be validated by an official transcript. Each transcript is evaluated in its correspondence to the required courses and standards of ATS. Transfer credit is not given for courses below a "C" grade. All ATS degree candidates must take their last thirty hours at ATS. Requests for transfer of credits must be made at the Registrar's Office.

### **Transfer of Degree Program**

To transfer from one degree program to another, a student must have formal approval from the Registrar and his/her advisor. Prerequisites and requirements for the desired degree must be met. To transfer from non-degree student status to a degree program, the student must have formal approval from the Director of Admissions. Application forms are available in the Office of Admissions.

### **Veteran's Requirements**

Students receiving Veterans Administration Educational Assistance Allowance are required to meet certain minimum standards in attendance and academic progress towards graduation. The student is responsible to

report immediately to the Registrar's Office any change of status in enrollment or withdrawal. Further information/assistance may be obtained by contacting the school's V.A. Certifying Official: Yutta Johnson, 845-358-1710, [yutta.johnson@nyack.edu](mailto:yutta.johnson@nyack.edu).

### **Withdrawal from ATS**

A student may withdraw from a course or courses until three weeks before the end of the semester or the equivalent in the case of a short-term course. A grade of "WD" will be entered into the student's permanent record.

Withdrawal from all or part of a student's registration does not relieve the student of the tuition charges for the course(s).

## **RESOURCES**

### **Library**

The ATS Library in Rockland ([www.nyack.edu/ats/library](http://www.nyack.edu/ats/library)) and the Henry Wilson Library ([www.nyack.edu/library](http://www.nyack.edu/library)) in Manhattan support the primary academic research needs of ATS students and faculty. Resources of Nyack's Bailey Library in Rockland are also fully available to seminary students. Combined, these collections contain approximately 150,000 books, 600 current print journal subscriptions, and resources in other media formats. Nearly 100 electronic databases direct student research to additional e-books, online full-text journals, and research databases, carefully selected to support each academic degree program at Nyack. From home or in the library, students search the combined online catalog of all three libraries and research across a broad assortment of multidisciplinary and subject-specific electronic databases such as the American Theological Library Association's [ATLA Religion Database](#). An intercampus delivery service allows students at one Nyack location to electronically request library material from another and have it delivered to their primary location. While students may individually avail themselves of their local public libraries and nearby academic libraries, the interlibrary loan service (in which the library requests material from other libraries on behalf of an individual student) further broadens access to the wealth of national and international resources.

The library staff is comprised of approachable professional librarians and library support staff (often ATS students themselves), firmly committed to excellence in the quality of the library and the level of service provided for the ATS community. Online services and guides, contact information, and information describing library policies are

### ***Academic Information***

provided through the website. Individualized reference assistance and group instruction (the latter often in cooperation with faculty) address immediate information needs but also emphasize skills of the lifelong learner and focus on developing new skills and increased confidence in each student's ability to tap into a diverse array of information sources.

## **Academic Programs**

### **MASTER OF DIVINITY**

The M.Div. program is a 93-credit curriculum that blends biblical studies, social science theory, spiritual formation and practical training with an emphasis upon critical and reflective thinking. It is recognized as the most comprehensive and basic level graduate preparation for ministerial leadership and for future study in the theological disciplines. Alongside the prescribed core curriculum and mentored development courses (see p. 49), students select a specific track and professional development courses, in line with their ministry and educational goals.

The M.Div. curriculum develops progressively over three years through the Person Phase, the Church Phase, and the Ministry Phase presented in “Our Model”. ATS offers a pre-substitution system for those who majored in Bible and Theology in their undergraduate program (see Course Sequence on page 36).

### **Purpose**

The Master of Divinity degree is designed to produce whole people for **general** leadership in Christian service, whether in their own or in another culture, by bringing into dialogue the various dimensions of theological education. These dimensions are (1) church and academy, (2) theology and social science inquiry, (3) the biblical world and the contemporary world, (4) classroom and experience, (5) character and competence, and (6) wisdom and skill.

### **Goals**

- To lay a foundation for personal development, moral integrity, biblical and theological knowledge, cultural understandings, and necessary skills for ministry.
- To focus development on (a) the person who ministers with spiritual maturity, (b) a hands-on ecclesiology and commitment to the church as the context for global ministry, mission, and service, and (c) ministry capabilities as a set of relational skills that must be learned and applied.
- To promote the integration of the personal, theological, and practical components of holistic ministry.
- To equip persons for a broad range of Christian service responsibilities, especially for ordained and/or licensed ministry in The Christian & Missionary Alliance and other denominations.

## ***Master of Divinity***

### **General Prerequisites**

1. A baccalaureate degree from an accredited college or university.
2. A satisfactory grade point average (2.5 minimum GPA).

### **Degree Requirements**

1. Satisfactory completion of 93 credit hours as prescribed.
2. A minimum grade point average of 2.5.
3. Successful completion of an approved Field Education experience.
4. Passing grade of 85% on the Bible Tutor Proficiency Exam within the first two semesters of the program (see Bible Tutor Program, page 55).

### **Core Courses**

The following courses comprise the core of the M.Div.:

CD 601	Proclamation & Communication
CD 701	Worship Arts & Disciplines
CD 702	Working with People
CS 501	People as Social & Cultural Beings
CS 502	Church as a Social & Cultural Institution
IC 501	Perspectives in Mission
NT 503	Reading the New Testament
NT 504	Greek Bible & Western Mediterr. World
NT 505	Hermeneutics
OT 503	Reading the Old Testament
OT 504	Hebrew Bible & Eastern Mediterr. World
SF 505	Personal/Theol. Foundations for Ministry
TH 501	Biblical Theology
TH 502	Theology in Global Context
TH 605	History of Christianity
UR 601	Church in the Urban World

### ***Mentored Development Courses***

SF 501/502-1<sup>st</sup> Year Initiation in Spiritual Form. & Practicum  
SF 691/692-2<sup>nd</sup> Year Field Education Prep. & Assignment  
SF 701/702-3<sup>rd</sup> Year Practicum & Spiritual Form. Capstone

**Tracks**

Students will select from one of the following tracks:

**Bible and Theology:** Emphasizes enhanced preparation in biblical and theological studies. Students choose to focus on either Greek or Hebrew. Includes the following 6 courses:

Greek progression: NT 501 NT Greek: Elements  
NT 502 NT Greek: Introduction to Exegesis  
NT Book Study (in Greek)  
OT Book Study (in English)

Hebrew progression: OT 501 Biblical Hebrew: Elements  
OT 502 Biblical Hebrew: Introduction to Exegesis  
OT Book Study (in Hebrew)  
NT Book Study (in English)

TH 601 Systematic Theology I: God & Humanity  
TH 602 Systematic Theology II: Christ & the Church

**Church Development:** Emphasizes the broad perspectives and essential skills needed for full-time local church ministry. Includes the following 6 courses:

CD 711 Advanced Communication  
CD 712 Leading Change & Conflict Resolution  
CD 713 Management & Christian Service  
SF 610 Human Development  
SF 611 Discipleship & Small Groups  
TH 604 Christian Ethics

**Missions:** Emphasizes perspectives and skills needed by those ministering across cultural barriers, especially in evangelism, church planting and the development of an indigenous Christian faith. Includes the following 6 courses (offered primarily at Rockland Campus):

IC 601 Global Expansion of the Church  
IC 602 Cultural Immersion & Social Analysis  
IC 603 Doing Theology in Context  
IC 604 Christian Encounter with World Religions  
IC 720 Theology of Power Encounter  
IC 721 Christian Witness in the Context of Poverty

## **Master of Divinity**

**Urban Ministries:** Emphasizes the perspectives and specialized training necessary for ministry in an urban environment. Includes the following 6 courses (offered primarily at the Manhattan Campus):

TH 604	Christian Ethics
UR 510	Urban Theology
UR 511	Urban Church & the Poor
UR 610	Urban Community & Worldview Analysis
UR 611	Urban Community Development
UR 714	Leadership Development & the Urban Church

### **Professional Development Courses**

In addition to the tracks, students select 6 professional development courses of their choosing from within the curriculum. This flexibility allows for further study in areas related to career goals and personal interest.

### **First Year – Person Phase**

#### ***Fall Semester***

SF 501	Initiation in Spiritual Formation & Practicum I.....	1.5
IC 501	Perspectives in Mission .....	3
OT 503	Reading the Old Testament .....	3
	(SUB: any OT course)*	
OT 504	The Hebrew Bible & the Eastern Mediterranean World .....	3
SF 505	Personal, Professional & Theological Foundations for Ministry.3	
TH 502	Theology in Global Context .....	3

#### ***Spring Semester***

SF 502	Initiation in Spiritual Formation & Practicum II .....	1.5
NT 503	Reading the New Testament.....	3
	(SUB: any NT course)*	
NT 504	The Greek Bible & the Western Mediterranean World .....	3
NT 505	Hermeneutics.....	3
	Track Course.....	3

### **Second Year – Church Phase**

#### ***Fall Semester***

SF 691	Field Education Preparation .....	1.5
CS 501	People as Social & Cultural Beings.....	3
TH 501	Biblical Theology .....	3
UR 601	The Church in the Urban World .....	3
	Track Course.....	3
	Professional Development Course.....	3

## Master of Divinity

### **Spring Semester**

SF 692 Field Education Assignment .....	1.5
CS 502 The Church as a Social & Cultural Institution .....	3
TH 605 History of Christianity.....	3
(SUB: TH 721 Historical Theology)*	
Track Course .....	3
Track Course .....	3
Professional Development Course.....	3

*\*Substitutions are approved only for those with documented coursework in the respective subject at the undergraduate level.*

### **Third Year – Ministry Phase**

#### **Fall Semester**

SF 701 Practicum & Spiritual Formation Capstone I.....	1.5
CD 601 Proclamation & Communication.....	3
CD 701 Worship Arts & Disciplines .....	3
Track Course .....	3
Professional Development Course.....	3

#### **Spring Semester**

SF 702 Practicum & Spiritual Formation Capstone II.....	1.5
CD 702 Working with People.....	3
Track Course .....	3
Professional Development Course.....	3
Professional Development Course.....	3
Professional Development Course.....	3

*\*Substitutions are approved only for those with documented coursework in the respective subject at the undergraduate level.*

## ***Master of Professional Studies***

### **MASTER OF PROFESSIONAL STUDIES**

The M.P.S. is a 48-credit program that focuses on training for persons in ministry. The curriculum offers broad flexibility in consultation with the faculty advisor. The program offers several professional development tracks: African-American Ministries, Church Development, Counseling, Chinese Ministries, Hispanic Ministries, Korean Ministries, and Urban Ministries. The professional development tracks are not intended to furnish the student with technical expertise for purposes of professional employment, certification, or licensure, but rather to provide training for enhancing one's ministry focus in the local church setting.

#### **Purpose**

The Master of Professional Studies degree is designed to produce whole people for **specific** leadership in Christian service, whether in their own or in another culture, by bringing into dialogue the various dimensions of theological education. These dimensions are (1) church and academy, (2) theology and social science inquiry, (3) the biblical world and the contemporary world, (4) classroom and experience, (5) character and competence, and (6) wisdom and skill.

#### **Goals**

- To lay a foundation for personal development, moral integrity, biblical and theological knowledge, cultural understandings, and necessary skills for ministry.
- To focus development on (a) the person who ministers with spiritual maturity, (b) a hands-on ecclesiology and commitment to the church as the context for global ministry, mission, and service, and (c) ministry capabilities as a set of relational skills that must be learned and applied.
- To promote the integration of the personal, theological, and practical components of holistic ministry.
- To equip persons for specialized leadership roles in Christian service.

#### **General Prerequisites**

1. A baccalaureate degree from an accredited college or university.
2. A minimum grade point average of 2.5.

**Master of Professional Studies**

**Degree Requirements**

1. Passing grade of 85% on the Bible Tutor Proficiency Exam within the first two semesters of the program (see Bible Tutor Program, page 55).
2. Satisfactory completion of 48 credit hours as prescribed.
3. A minimum grade point average of 2.5.

**Master of Professional Studies: Rockland Campus**

Professional Development Tracks offered include Church Development, Counseling, Chinese Ministries, Korean Ministries

**First Year: Fall Semester**

OT 503 Reading the Old Testament.....	3
(SUB: OT 504 Hebrew Bible & Eastern Mediterranean World)*	
**SF 501/502 Initiation in Spiritual Formation & Practicum .....	3
SF 505 Personal, Professional & Theological Foundations for Ministry	3
TH 502 Theology in Global Context.....	3

**First Year: Spring Semester**

NT 503 Reading the New Testament .....	3
(SUB: NT 504 Greek Bible & Western Mediterranean World)*	
TH 605 History of Christianity.....	3
Professional Development Course.....	3
Professional Development Course.....	3

**Second Year: Fall Semester**

TH 501 Biblical Theology.....	3
Professional Development Course.....	3
Professional Development Course.....	3
Professional Development Course.....	3

**Second Year: Spring Semester**

CS 502 The Church as a Social & Cultural Institution .....	3
Professional Development Course.....	3
Professional Development Course.....	3
Open Elective .....	3

*\*Substitutions are approved only for those with documented coursework in the respective subject at the undergraduate level.*

*\*\*Offered for 1.5 credits each of the first two semesters.*

**Master of Professional Studies**

**Master of Professional Studies: Manhattan Campus**

Professional Development Tracks offered include Church Development, Counseling, African-American Ministries, Hispanic Ministries, Urban Ministries

**First Year: Fall Semester**

OT 503 Reading the Old Testament .....	3
(SUB: OT 504 Hebrew Bible & Eastern Mediterranean World)*	
**SF 501/502 Initiation in Spiritual Formation & Practicum.....	3
TH 601 Systematic Theology I: God & Humanity .....	3
NT 505 Hermeneutics.....	3

**First Year: Spring Semester**

NT 503 Reading the New Testament.....	3
(SUB: NT 504 Greek Bible & Western Mediterranean World)*	
TH 602 Systematic Theology II: Christ & the Church .....	3
Professional Development Course.....	3
Professional Development Course.....	3

**Second Year: Fall Semester**

UR 601 Church in the Urban World .....	3
Professional Development Course.....	3
Professional Development Course.....	3
Professional Development Course.....	3

**Second Year: Spring Semester**

TH 604 Christian Ethics .....	3
Professional Development Course.....	3
Professional Development Course.....	3
Open Elective .....	3

*\*Substitutions are approved only for those with documented coursework in the respective subject at the undergraduate level.*

*\*\* Offered for 1.5 credits each of the first two semesters.*

## **MASTER OF ARTS DEGREES**

Alliance Theological Seminary offers biblically-grounded Master of Arts degrees. Completion of these degrees in one or two years depends on one's undergraduate program of study and the specific M.A. chosen. A requirement of the program is a summative exercise that demonstrates a comprehensive knowledge of the content/methodology of the chosen field of study.

### **General Prerequisites**

1. A baccalaureate degree from an accredited college or university.
2. A minimum grade point average of 2.5.

### **Master of Arts (Biblical Literature): Old Testament and New Testament Emphases**

The M.A. (Biblical Literature) with Old Testament and New Testament emphases is a 33-credit curriculum that builds upon a strong foundation in biblical studies. In addition to course study, students must sit for a comprehensive examination to satisfy the summative experience requirement of the degree. Students should consult their faculty advisor and the Alliance Theological Seminary M.A. Handbook for important procedures and schedule of deadlines.

*Please Note: Comprehensive Exams are required to assess the student's understanding of the broader information and issues in the field of Old or New Testament study. Students must obtain the questions that cover this material from their M.A. faculty advisor no later than the semester preceding the intended semester of graduation.*

### **Purpose**

The purpose of the M.A. (Biblical Literature) degree with Old Testament & New Testament emphases is to provide students with a sufficient biblical and theological foundation for continuing research at the doctoral level and other professionally-related opportunities.

### **Goals**

- To enable students to build a historical and cultural framework for interpreting the Bible in general and their testament of emphasis in particular.
- To enable students to gain a command of the formation, content, and critical questions related to the literature of their testament of emphasis.

## **Master of Arts Degrees**

- To enable students to trace the development of biblical theology as a discipline and to understand recent theological approaches to their testament of emphasis.
- To enable students with a solid grasp of the appropriate biblical language to use sound exegetical and hermeneutical methodology in interpreting the text of their testament of emphasis.

### **Specific Prerequisites**

A major in a related field consisting of a minimum of 30 credit hours or the equivalent as approved by the division, including 24 credit hours of Bible, Theology and Religion courses. *Students not meeting the above prerequisites may fulfill them at ATS.*

### **Degree Requirements**

1. Satisfactory completion of 33 credit hours as prescribed.
2. A minimum grade point average of 2.5.
3. Successful completion of the comprehensive exam. Comprehensive exams are administered on November 15<sup>th</sup> and April 15<sup>th</sup> of each year (or on the following Monday if the date falls on Saturday or Sunday).
4. Passing grade of 85% on the Bible Tutor Proficiency Exam within the first two semesters of the program (see Bible Tutor Program on page 55).

### **Old Testament Emphasis**

#### ***Fall Semester***

OT 501	Biblical Hebrew: Elements .....	3
OT 504	The Hebrew Bible & the Eastern Mediterranean World...	3
OT 610	Old Testament Theology .....	3
OT 742 or 753	Psalms or Ezekiel (in Hebrew) .....	3
	New Testament Elective .....	3

#### ***Spring Semester***

OT 502	Biblical Hebrew: Introduction to Exegesis .....	3
OT 720	Pentateuch.....	3
OT 752 or 740	Jeremiah or Wisdom Literature (in Hebrew) .....	3
	Old Testament Elective.....	3
	New Testament Elective .....	3

#### ***Mayterm***

	New Testament, Old Testament or Theology Elective .....	3
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***New Testament Emphasis***

***Fall Semester***

NT 501	New Testament Greek: Elements .....	3
NT 611	New Testament Theology.....	3
NT 721 or 726	Matthew or Luke/Acts (in Greek) .....	3
NT 731 or 735	Romans or Galatians (in Greek) .....	3
	Old Testament Elective .....	3

***Spring Semester***

NT 502	New Testament Greek: Introduction to Exegesis .....	3
NT 504	The Greek Bible & the Western Mediterranean World....	3
NT 748	Johannine Literature .....	3
	New Testament Elective.....	3
	Old Testament Elective .....	3

***Mayterm***

	New Testament, Old Testament or Theology Elective.....	3
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***Master of Arts (Biblical Literature): Bible Exposition Emphasis***

The M.A. (Biblical Literature) with a Bible Exposition emphasis is a 33-credit curriculum that builds upon a strong foundation in biblical studies. In addition to course study, students must complete an integrating summative project in biblical studies. Students should consult their faculty advisor and the Alliance Theological Seminary M.A. Handbook for important procedures and schedule of deadlines.

**Purpose**

The purpose of the M.A. (Biblical Literature) degree with a Bible Exposition emphasis is to provide students with an enhanced understanding of biblical and theological studies for personal enrichment.

**Goals**

- To enable students to build a historical and cultural framework for interpreting the Biblical text.
- To enable students to gain a command of the formation, content, and critical questions related to the literature of the Bible.
- To enable students to use sound exegetical and hermeneutical methodology in interpreting the text of the Bible.
- To enable students to become conversant with the important theological issues of the Bible.

## **Master of Arts Degrees**

### **Specific Prerequisites**

A major in a related field consisting of a minimum of 30 credit hours or the equivalent as approved by the division, including 24 credit hours of Bible, Theology and Religion courses. *Students not meeting the above prerequisites may fulfill them at ATS.*

### **Degree Requirements**

1. Satisfactory completion of 33 credit hours as prescribed.
2. A minimum grade point average of 2.5.
3. Successful completion of an integrating summative project in Biblical studies.
4. Passing grade of 85% on the Bible Tutor Proficiency Exam within the first two semesters of the program (see Bible Tutor Program on page 55).

### ***Bible Exposition Emphasis***

#### ***Fall Semester***

OT 504	The Hebrew Bible & the Eastern Mediterranean World....	3
NT 621 or 626	Matthew or Luke/Acts .....	3
NT 631 or 635	Romans or Galatians.....	3
	Old Testament Elective .....	3
	Theology / Church History Elective .....	3

#### ***Spring Semester***

NT 504	The Greek Bible & the Western Mediterranean World ....	3
NT 505	Hermeneutics .....	3
OT 620 or 642	Pentateuch or Psalms .....	3
OT 652 or 640	Jeremiah or Wisdom Literature .....	3
	New Testament Elective.....	3

#### ***Mayterm***

	Theology Elective.....	3
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### **Master of Arts (Intercultural Studies)**

The Master of Arts (Intercultural Studies) is a 33-credit curriculum that builds upon a strong foundation in biblical and theological studies. As an offering of the Alliance Graduate School of Mission, students participate in immersion experiences in New York City, weekly integrative seminars, peer mentoring clusters, a cross-cultural ministry, and leadership development retreats. In addition to course study, students must demonstrate a competent grasp of the field through a summative experience. Students should consult the Alliance Theological Seminary

## Master of Arts Degrees

M.A. Intercultural Studies Handbook for important procedures and guidelines.

### Prerequisites

A major in a related field consisting of the following credit hours or the equivalent as approved by the division including:

1. 24 credit hours of Bible and/or theology courses.
2. 6 credit hours of mission, sociology, anthropology or religion courses.

*Students not meeting the above prerequisites may fulfill them at ATS.*

### Degree Requirements

1. Satisfactory completion of 33 credit hours as prescribed.
2. Successful completion of a summative exercise (comprehensive exam or 2nd Continent Writing Project):
  - Comprehensive Exams are administered on November 15 and April 15 of each year (or on the following Monday if the date falls on Saturday or Sunday). Students should obtain questions and study guides from their advisor no later than the semester preceding the intended semester of graduation.
  - The 2nd Continent Writing Project guidelines are available in the AGSM office. Due dates for the first draft are October 31 and April 1.
3. A minimum grade point average of 2.5.
4. Passing grade of 85% on the Bible Tutor Proficiency Exam within the first two semesters of the program (see Bible Tutor Program on page 55).

### *M.A. (Intercultural Studies) – Degree Requirements*

#### *Fall Semester*

CS 501	People as Social & Cultural Beings.....	3
IC 601	Global Expansion of the Church .....	3
IC 602	Cultural Immersion & Social Analysis.....	3
Open Elective .....		3
Open Elective .....		3

#### *Winterim*

Mission / Urban Ministry Elective .....		3
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#### *Spring Semester*

IC 503	Theology of Mission.....	3
IC 603	Doing Theology in Context .....	3
IC 604	Christian Encounter with World Religions.....	3

**Master of Arts Degrees**

Mission / Urban Ministry Elective .....3

**Mayterm**

IC 605      Issues & Methods in Contemporary Mission.....3

**CERTIFICATE PROGRAM**

Alliance Theological Seminary is aware of the unique challenges that contemporary leadership and laypeople face. The Certificate Program is designed as a means of providing seminary level training for those active in the local church who wish to broaden their knowledge of Scripture or develop cutting edge ministry skills. This not-for-credit program allows students to pursue interests in theological studies without requiring a bachelor's degree or special background other than the qualification that applicants be "active in the local church." The certificate requirements include:

1. Successful completion of 6 courses (18 credits) within a specific discipline.
2. Attendance at all class sessions and fulfillment of a single certificate assignment listed in the syllabus of each course.

*Students wishing to earn transferable graduate credit must contact the Registrar and an Admissions Counselor prior to enrollment.*

**NON-DEGREE STUDY**

ATS welcomes students who wish to enroll in classes for personal enrichment to apply as non-degree students. Non-degree students are eligible to receive graduate credit for their work, which may later be applied to degree programs.

**General Prerequisites**

1. A baccalaureate degree from an accredited college or university.
2. Minimum grade point average of 2.5. Non-degree students are welcome to apply for degree studies by completing the normal admissions process. While there is no limitation on the number of credits a non-degree student may complete, credits earned as a non-degree student may be applied to degree programs in the following manner:
  - A total of 30 credits earned as a non-degree student may be applied toward the Master of Divinity or Master of Professional Studies degree programs, or used as prerequisite credit for the Master of Arts.
  - A total of 6 credits earned as a non-degree student may be applied toward degree requirements for the Master of Arts.

## ***Certificate Program/Non-Degree Study***

### ***AUDIT***

Students are able to enroll in classes on an audit basis. Such classes are not applicable toward degree requirements. Auditors may complete course assignments, but their work will receive no evaluation. Alumni, as well as missionaries and clergy actively involved in full-time ministry may apply to the Office of Admissions to audit a course and receive a grant for the tuition (an audit fee must be paid).

***Mentored Development***

**MENTORED DEVELOPMENT**

A curricular aspect of spiritual formation is the required Mentored Development section of the Master of Divinity and Master of Professional Studies degrees. The 9-credit program consists of three year-long phases (only year one is required for students in the M.P.S. degree). Year One: Initiation in Spiritual Formation and Practicum I and II (SF 501, 502); Year Two: Field Education Preparation (SF 691) and Field Education Assignment (SF 692); and Year Three: Practicum and Spiritual Formation Capstone I and II (SF 701, 702). Throughout the process, each student develops a portfolio of personal representations of their individual journey. Connections made form a network of personal and professional support that can extend into the future.

***Mentored Development at ATS***

<b>YR</b>	<b>SEM</b>	<b>Course #</b>	<b>Course Title</b>	<b>CR</b>	<b>Goal</b>	<b>M.Div. Curriculum Model</b>
YR 1	Fall	SF 501	Initiation in Spiritual Formation & Practicum I	1.5	Students become increasingly aware of their personal spiritual reality.	Person Phase: Focus on knowing yourself and knowing God intimately.
YR 1	Spring	SF 502	Initiation in Spiritual Formation & Practicum II	1.5	Students nurture a continuing desire to grow beyond their current spiritual reality, and gain tools and resources.	Person Phase: Focus on knowing yourself and knowing God intimately.
YR 2	Fall	SF 691	Field Education Preparation	1.5	Students understand and expand their world-view and deepen their commitment to God.	Church Phase: Focus on understanding the church through the experience of field education.

## **Mentored Development**

YR 2	Spring	SF 692	Field Education Assignment	1.5	Students understand and expand their world-view and deepen their commitment to God.	Church Phase: Focus on understanding the church through the experience of field education.
YR 3	Fall	SF 701	Practicum & Spiritual Formation Capstone I	1.5	Students are used by God in intentional disciple-making of others.	Ministry Phase: Focus on ministering to make disciples and disciple-makers.
YR 3	Spring	SF 702	Practicum & Spiritual Formation Capstone II	1.5	Students are used by God in intentional disciple-making of others.	

The goals of these three years of Mentored Development and ways to achieve them include the following:

1. ***Students become increasingly aware of their personal spiritual reality.*** Significant progress toward this goal is begun in the fall semester of year one: Initiation in Spiritual Formation and Practicum I (SF 501). Through reflecting on biblical truths, personal and spiritual assessment results, relationships and life experiences, students explain areas where growth has taken place and identify growing edges, including areas where healing is needed. In light of their context, they write their spiritual autobiography and share it with peer mentors. Self-awareness increases as they observe a different spiritual community and communicate their insights to a mentor. Each student begins a portfolio to keep important objects and written documents related to their spiritual formation.
  
2. ***Students nurture a continuing desire to grow beyond their current spiritual reality, and gain tools and resources.*** This second goal is the focus of the spring semester of year one, and each student takes the Spiritual Formation and Practicum II (SF 502) course immediately after completion of the fall semester of year one (SF 501). The centerpiece for each student is to design and implement a

## ***Mentored Development***

spiritual growth plan that reflects his/her own longing for God. This plan is based on assessments and reflections of the fall semester course (SF 501), including dealing with their growing edges identified in the fall semester and assessment of their spiritual gifts. The plan demands faith-filled risks. Students continue to deepen their experiences of God's presence through pursuing God in the spiritual disciplines and understanding how God worked in spiritual mothers and fathers of the faith. Ongoing small mentoring groups help to provide challenge and support to students. Students add important pieces to their portfolios.

3. ***Students understand and expand their world view and deepen their commitment to God.*** After completing 30 credits of the M.Div. program, including SF 501 and 502, students enter year two: Field Education Preparation (SF 691) in the fall semester. Encountering people of different traditions and cultures allows students to take faith-filled risks to help expand their worldview. Written reflections are added to their portfolios. In addition, students learn to write a case study, present it to their small mentoring group, and continue implementing their spiritual growth plans. Those who need inner healing from past ministry wounds are supported in this regard.

Students write their goals for Field Education Assignment (SF 692) and determine its ministry context and length: 3 credits (480 hours) or 6 credits (a minimum of 960 hours). Because it offers a more complete developmental opportunity, a 12 month full-time Field Education Assignment is strongly encouraged, especially for students who have limited ministry experience. In the Spring semester, students begin their Field Education Assignment (SF 692) and further expand their worldview and deepen their commitment to God.

Usually, the Field Education Assignment is church-based and exposes students to a wide variety of ministerial responsibilities and specific ministries. Alternatives provide field experience for students who plan to work as a hospital or military chaplain, a professor in higher education, to serve in an overseas ministry context, or for those who have approximately 10 years of ministry experience (see "Field Education Alternatives" under "Special Programs").

The specific purpose is to deliberately integrate theory and ministry practice in three areas: spiritual formation, relational ability including leadership style, and biblical and theological understanding. Prerequisites are the progress a student makes in

## ***Mentored Development***

implementing their spiritual development plan, local church participation and Field Education Preparation (SF 691).

This purpose of Field Education Assignment is reached through three avenues: (1) the mentor-student relationship with bi-weekly face-to-face dialogue sessions; (2) reflective written reports by students and mentors; (3) a small group of student peers facilitated by a mentor. Each avenue demands serious reflection on the experiences and relationships.

Mentors must be prepared for Field Education. Through learning experiences or workshops conducted by the seminary, mentors receive training to develop students to reach the purpose stated above. Students attend the workshops to facilitate the relationship with their mentor, and as students remember their goals for Field Education, together they write a learning contract that shapes expectations and details the Field Education Assignment. Follow-up for mentors by the seminary ensures additional support.

At the conclusion of Field Education students are graded. Each student places significant documents or objects into their Spiritual Formation portfolio begun in year one, and an exit interview with a purpose of processing the learning experiences and celebrating all God has done takes place.

4. ***Students are used by God in intentional disciple-making of others.*** Students work to attain this goal in year three: Practicum and Spiritual Formation Capstone I in the fall semester (SF 701) and Capstone II (SF 702) in the spring semester. Individually or as part of a team, students design and implement a new transformational ministry or participate in an established ministry for the purpose of deliberately discipling other people. With feedback from peer and other mentors, students refer to their portfolios as they synthesize personal and spiritual formation, biblical and theological understandings, and ministry experiences. Students clarify their calling as they seek God, and they modify their spiritual growth plan so they can implement it in the years following graduation from ATS.

Spiritual formation is multi-faceted as the Holy Spirit works to bring each Christ follower into conformity to God's image. He uses the Word of God, relationships, as well as everyday and crisis life experiences in a variety of contexts. ATS provides many individual and community opportunities for God to work in and through each person to bring glory to Him!

## ***Special Programs***

### ***CULTURAL PROGRAMS***

#### ***Alliance Graduate School of Mission***

The Alliance Graduate School of Mission (AGSM) is an innovative approach to ministry that prepares students for a lifetime of participation in intercultural and urban contexts, here and around the world. It capitalizes on ATS's unique geographical proximity to New York City. Students are launched into this formative program through a foundational core of innovative learning experiences. They pursue a specialized track in Intercultural Studies within the Master of Divinity program, or a research-based track in the M.A. (Intercultural Studies) program. As graduates prepare for ministry in the increasingly complex world of the 21st century, AGSM offers a practical seminary experience.

#### ***North American Chinese Bi-Cultural and Pastoral Ministries Program***

The North American Chinese Bi-Cultural and Pastoral Ministries Program was established at ATS in 1987. Its first director (now Director Emeritus) was Dr. Philip Teng. Chinese churches worldwide are standing at a threshold of opportunity at the beginning of this new millennium. Churches ministering in Chinese languages continue to multiply in North America. Second generation Chinese ministries continue to expand. An increasing number of North American Chinese churches send out missionaries to different countries around the world. The need remains clear for a program designed for training mono- and bi-cultural students to evangelize and provide leadership for the Chinese churches.

The North American Chinese Bi-Cultural and Pastoral Ministries Program shares the responsibility to meet this great need by providing masters-level-trained pastors, missionaries and lay leaders for serving the Chinese churches in North America and overseas. The program consists of formal classroom instruction that will build into the student a spiritual and godly character, cultural sensitivity and understanding, and a theological foundation. The student will also experience classes in practical ministry, a one-to-one mentoring relationship, as well as many hands-on-ministry opportunities by serving a church through a Field Education experience.

Students will pursue a specialization in either Chinese Pastoral Ministries or Chinese Mission within the Master of Divinity program (Bible & Theology track) or the Master of Professional Studies program.

### ***Special Programs***

Interested students should contact the North American Chinese Bi-Cultural and Pastoral Ministries Program for specific information.

The program is supported by the Chinese Church Association of The Christian and Missionary Alliance.

### ***Israel Studies Program***

In 1989 ATS inaugurated a biannual study program in the land of Israel. The program is conducted for approximately two weeks between the fall and spring semesters. This ATS-organized, -staffed and -guided program introduces students to the peoples and cultures of the Bible from within its own world. Lectures are delivered on site by ATS professors. Field study, a post-course assignment, and other kinds of experiences enhance what is possible in the classroom. The emphasis of the program is on relating the physical and cultural setting of the Bible to the meaning of the biblical text.

### ***Korean Studies Program***

The Korean Pastoral Program originated in 1984 as an extension of ATS in Flushing, New York. The program was supported by the Korean District of The Christian and Missionary Alliance. In 1989, with the growing population of Korean students on the main campus, the program was moved to Nyack. It continues as a fellowship of Korean students preparing for ministry in Korean churches in North America. Specialized module courses are taught regularly in Korean by Korean ministry specialists. The ATS Korean Student Fellowship exists to assist students in adjusting to life at ATS. Weekly prayer fellowships and other activities provide additional opportunities for community interaction.

Students will pursue a specialization in either Korean Pastoral Ministries or Korean Mission within the Master of Divinity program (Bible & Theology track) or the Master of Professional Studies program. Interested students should contact the Korean Studies Program for specific information.

## ***FIELD EDUCATION ALTERNATIVES***

### ***Clinical Pastoral Education***

This program permits students at Alliance Theological Seminary to receive credit for clinical experience through The Hospital Chaplaincy organization in one of several sites in the New York metropolitan area. This program partially fulfills credentials toward professional chaplaincy. Students will receive a certificate upon completion. Interested students should contact the Director of Field Education. Successful completion of

this program can fulfill the Field Education requirement for M.Div. students.

### ***Military Chaplaincy***

Students anticipating ministry in the Armed Forces are advised on matters pertaining to service as a chaplain. Those who are able to secure a commission leading to appointment as a chaplain may fulfill their Field Education requirements on active duty. The availability of such opportunities is determined by the sponsoring branch of the Armed Forces.

### **OPEN CLASSROOM STUDY**

**Bible Tutor Program:** The purpose of the Bible Tutor is to assure proficiency in the essential content of the Scriptures and to enable effective ministry in the word of God.

The Bible Tutor Program is an academic online Bible tutorial with self-tests that enable students to prepare for the Bible proficiency exam required of all students in a degree program at Alliance Theological Seminary. Students typically view about 1,500 web pages to become proficient at the Bible Tutor. When ready, a proctored, electronically-generated exam tests students' basic biblical knowledge in geography, people, dates, and general content. Failure to satisfy the 85% requirement will impede academic progress and incur an additional fee until satisfied.

Access to the material is restricted by a site username and password available through license agreement with Luther Productions. Information on the Bible Tutor Program is available in the Registrar's Office.

**Directed Study:** A directed study is an independent course of guided research designed by the student and a faculty member. Interested students must have completed at least 12 credits of study at ATS with a cumulative grade point average of at least 3.0 and have prior approval of the Registrar and the Academic Dean. All assignments must be completed within the normal semester schedule.

No more than 20% of a degree program may be fulfilled through courses taken independently (combination of ISP courses & directed studies). Candidates for the Master of Arts may request to exceed this limit if their program requires special research. The requests must be submitted in writing to the Registrar's Office and must be approved by the Academic Dean.

### ***Special Programs***

In addition to regular tuition and fees, a professor stipend must also be paid by a student wishing to pursue a directed study. Directed study applications are available in the Registrar's Office.

## **Course Descriptions**

### **CHURCH DEVELOPMENT**

#### **CD 500/600/700 Directed Study (3)**

Independent study in church development under faculty advisement. Topics and readings are determined mutually by the student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

#### **CD511 Urban Church and the Poor (3)**

See Urban Ministries (UR 511).

#### **CD 540 Urban Church Models (3)**

See Urban Ministries (UR 540).

#### **CD 541 Urban Evangelism (3)**

See Urban Ministries (UR 541)

#### **CD 591 Applied Ministry Project I (3)**

The Applied Ministry Project (AMP) is designed to relate course concepts to the specific ministry context of the individual student. The purpose of the AMP is to take students through the process of integrating course content with field experience. The AMP will ordinarily consist of two courses, CD 591 and CD 592 for a total of six credits. The mentored project will enable students to identify issues that need to be addressed, explore options, examine change dynamics, and present ideas for implementing new programs and concept. Dayton campus only.

#### **CD 592 Applied Ministry Project II (3)**

The Applied Ministry Project II (AMP) is the second course in a two course, six credit sequence (see CD 591). In AMP II, students will combine insights from their literature reviews and internal research to arrive at executive summaries laying out well-developed recommendations for implementation. The written portion of the AMP will conclude with a personal reflection. The final stage of the AMP will be an oral presentation delivered to the class. The professor will conduct guided analysis of the project to determine the cultural implications of the project's recommendations. The AMP will be assessed based upon the communication skills demonstrated in its written and oral presentation forms. Dayton campus only.

## **Course Descriptions**

### **CD 601 Proclamation & Communication (3)**

This course is designed to develop introductory communication skills—verbal, personal and written. Course topics will include communication theories, overview of sermonic structures, written communications such as grant proposals, support letters, bulletins, newsletters, brochures, etc. The course is designed to develop personal skill, confidence, and technique in each student.

### **CD 641 Pastoring the Urban Church (3)**

See Urban Ministries (UR 641).

### **CD 642 Urban Church Planting and Growth (3)**

See Urban Ministries (UR 642).

### **CD 644 Women in Urban Ministry (3)**

See Urban Ministries (UR 644).

### **CD 660 Chinese Preaching I (3)**

Students will develop their preaching skills and explore the importance of preaching, methods of sermon construction, varieties and types of sermons, and the dynamics of delivery, with a particular emphasis on Chinese ethnic contexts.

### **CD 665 Korean Preaching I (3)**

Students will develop their preaching skills and explore the importance of preaching, methods of sermon construction, varieties and types of sermons, and the dynamics of delivery, with a particular emphasis on Korean ethnic contexts.

### **CD 701 Worship Arts and Disciplines (3)**

A biblical and historical study of corporate and individual worship, focusing on key principles to address the substance and form of worship. Students learn to construct and lead worship experiences for God's people and explore the spiritual disciplines directly related to corporate worship.

### **CD 702 Working with People (3)**

This course is designed to help students learn to effectively address the interpersonal dynamics involved in evangelism and pastoral counseling.

## **Course Descriptions**

### **CD 711 Advanced Communication (3)**

Applies advanced structures for speaking, personal empowerment, audience analysis, intrinsic motivation, speaking techniques, coaching lab, vocal care. Outside resource people—including a writing editor, speech pathologist, exegete and veteran pastor—will provide specialized insights. (Prereq: CD 601)

### **CD 712 Leading Change & Conflict Resolution (3)**

This course focuses on the dynamics of instituting planned change in churches and mission structures. It also identifies major sources of conflict that commonly appear within a faith community and studies them from spiritual and psycho/social perspectives. Students will develop personal skills in resolving (and pre-empting) unhealthy conflict.

### **CD 713 Management & Christian Service (3)**

Leading in ministry requires the management of people, the mission, organizational structures, and finances. Attention in this course will be given to the functional role that the minister/leader plays in the fulfillment of an organization's overall purpose, whether local church, parachurch, urban or cross-cultural mission, or social service agency.

### **CD 714 Leadership Development for the Urban Church (3)**

See Urban Ministries (UR 714).

### **CD 721 Pastoral Methods (3)**

A consideration of pastoral methods and procedures, including weddings, ministry to the dying, membership classes, business meetings, publicity, filing systems, etc. Denominational polity and practices are presented.

### **CD 726 Divine Healing (3)**

An investigation of biblical, theological and psychological perspectives on spiritual, emotional and relational healing. Special consideration will be given to historic C&MA thought with regard to Jesus Christ as healer. (Also TH 726)

### **CD 730 Alliance Theology and Ministry (3)**

A focus on the doctrinal distinctives of The Christian and Missionary Alliance (sanctification, healing, eschatology, ecclesiology) within its historical evangelical context. Students are prepared for ordination or consecration in the C&MA. (Also TH 730)

## **Course Descriptions**

### **CD 732 Developing Lay Leaders (3)**

The goal of this course is to equip leaders to grow lay leaders in their ministries. Students learn how to identify potential lay leaders and ways to train, empower and coach them.

### **CD 741 Preaching in the Urban Context (3)**

See Urban Ministries (UR 741).

### **CD 760 Chinese Preaching II (3)**

Students will improve their preaching skills through a study of Chinese preaching and a comparison between Chinese and Western preaching styles. Strengths and weaknesses of preaching in the context of the Chinese congregation are discussed.

### **CD 761 Worship in the Chinese Church (3)**

The central task of the Christian community is worship. This class seeks to understand the historical and biblical foundations of worship, explores its cultural and social influence in the Chinese context, and presents a working guide for worship preparation.

### **CD 762 Leadership and Pastoral Ministry in the Chinese Church (3)**

This course explores the biblical and theological foundations of church ministries and their implications for the Chinese church in North America. Various philosophies and techniques of pastoral ministry and their applications to the Chinese congregation are examined, including preparing and conducting membership classes and business meetings, ministering to the sick/dying, and performing a wedding.

### **CD 763 Planting and Growing Healthy Chinese Churches (3)**

A study of different methods of evangelism and church planting to reach the Chinese in North America. It includes an introduction and overview of biblical and contemporary principles of church growth with the North America Chinese Church as its context. Attention is given to the understanding of culture, social assimilation, pastoral leadership and diagnostic analysis in the church growth process.

### **CD 764 Pastoral Counseling & Care for the Chinese Church (3)**

Different aspects of caring for a Chinese congregation including the training and nurturing of church leaders; utilizing lay people in shepherding roles; helping church families and individuals during times of transition; structuring a counseling ministry that includes crisis, premarital, marital and other areas of need will be explored.

## **Course Descriptions**

### **CD 765 Korean Preaching II (3)**

Students will improve their preaching skills through a study of Korean preaching and a comparison between Korean and Western preaching styles. Strengths and weaknesses of preaching in the context of the Korean congregation are discussed.

### **CD 766 Worship in the Korean Church (3)**

The central task of the Christian community is worship. This class seeks to understand the historical and biblical foundations of worship, explores its cultural and social influence in the Korean context, and presents a working guide for worship preparation.

### **CD 767 Leadership & Pastoral Ministry in the Korean Church (3)**

This course explores the biblical and theological foundations of church ministries and their implications for the Korean church in North America. Various philosophies and techniques of pastoral ministry and their applications to the Korean congregation are examined, including preparing and conducting membership classes and business meetings, ministering to the sick/dying, and performing a wedding.

### **CD 769 Issues in Second Generation Ethnic Ministry (3)**

Socio-organizational, cultural and psychological aspects of conflicts in second-generation ethnic churches in North America will be examined. When the natures of the conflicts are understood, resolution for the conflict and direction for the second-generation ethnic ministry can be suggested.

### **CD 770-779 Seminars in Church Development (3)**

Seminars developed to consider additional topics not included in the standard church development curriculum.

## **Course Descriptions**

### **COUNSELING**

(AGSC) *Indicates a course offered in conjunction with The Alliance Graduate School of Counseling.*

\* *A 2-credit AGSC course that is offered to ATS students for 3 credits (additional work required). Prerequisites: CN510, 605 & 721.*

#### **CN 500/600/700 Directed Study (3)**

Independent study in counseling under faculty advisement. Topics and readings are determined mutually by the student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

#### **CN 506 Career Development (AGSC)\* (3)**

An in-depth study of the theories, concepts, and issues regarding career counseling including an introduction to various career assessment inventories.

#### **CN 507 Stress & the Family (AGSC)\* (3)**

#### **CN 510 Introduction to Pastoral Counseling (3)**

An introduction to the principles and methods of counseling in a pastoral setting. Students will develop a sound biblical and theological foundation for the ministry of pastoral counseling. Fundamental counseling skills will be presented with emphasis on the evaluation of individuals, couples, and families to determine the severity of problems being presented. Networking with professional and community resources to develop a complete care plan for the counselees will also be emphasized.

#### **CN 605 Marriage and Family Counseling: Foundations (AGSC) (3)**

Examination of marriage and family systems and dynamics, including the causes of conflict and dysfunctional relational patterns, and the understanding of counseling principles and processes designed to aid the pastoral counselor in resolving conflict and in the healing of relationships.

#### **CN 606 Counseling in the Urban Context (3)**

Overview of counseling principles and methods for the cross-cultural urban context.

## **Course Descriptions**

### **CN 701 Psychology and Theology (AGSC) (3)**

An examination of relationships between psychology and theology, and an evaluation of underlying assumptions and purposes. Integrative approaches to various significant issues are explored with the aim of clarifying understanding of human beings. *Prerequisites: 12 credits of counseling courses including CN 510.* (Also TH 711)

### **CN 710 Counseling Issues & Human Sexuality (AGSC)\* (3)**

An overview of physiological, psychological, and sociocultural variables associated with sexual identity, sexual behavior, and the diagnosis and treatment of sexual disorders.

### **CN 711 Post-Abortive Counseling (AGSC)\* (3)**

This course looks at the many complexities of treating the post-abortive client. The overarching objective of this course will be the acquisition of the *Redemptive Model* of post-abortive treatment, designed to redeem the post-abortive woman to both her child and to God. To this end, the model is both a mechanism for healing and a vehicle for evangelism.

### **CN 712 Geriatric Counseling (AGSC)\* (3)**

This course will explore the theory and application of assessment and intervention techniques with older adults and their families. Topics will include treatment modalities, psychopathology, ethical and legal matters, and brain disorders.

### **CN 713 Gender Issues (AGSC)\* (3)**

### **CN 715 Critical Incidents & Stress Management (AGSC)\* (3)**

### **CN 718 Addictive Behaviors (AGSC)\* (3)**

An in-depth study of the major theories, concepts, issues, and data in the diagnosis and treatment of addictive behaviors including psychoactive substances, sexual addictions, and other addictive behaviors.

### **CN 720 Christian Approach to Life-Threatening Illnesses (AGSC)\* (3)**

Theoretical and experiential approach to working with patients, their families and caregivers who are dealing with life-threatening and life-debilitating illnesses. Issues of grief and bereavement will be explored through both didactic and experiential learning. Practical knowledge and resources will be shared.

## **Course Descriptions**

### **CN 721 Crisis Counseling (AGSC)\* (3)**

Consideration of crises commonly faced by the pastoral counselor and appropriate approaches for helping those in crisis. Crises such as death, debilitating illness, illegitimate pregnancy, child and/or spouse abuse, drug abuse, suicide and accident/disaster trauma are considered.

### **CN 722 Anxiety and Mood Disorders (AGSC)\* (3)**

An in-depth study of the major theories, concepts, issues, and data in the diagnosis and treatment of anxiety and mood disorders.

### **CN 724 Counseling Divorce Recovery (AGSC)\* (3)**

### **CN 727 Domestic Violence & Substance Abuse (3)**

### **CN 728 Counseling for Grief, Loss & Death (3)**

### **CN 770-779 Seminars in Counseling (3)**

Seminars developed to consider additional topics not included in the standard counseling curriculum.

## **CHURCH AND SOCIETY**

### **CS 500/600/700 Directed Study (3)**

Independent study in applied social science under faculty advisement. Topics and readings are determined mutually by the student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

### **CS 501 People as Social and Cultural Beings (3)**

This course enables students to learn and experience the dynamics of cross-cultural ministry. It identifies aspects of culture and worldview that shape people's perception of experience with a view for how this impacts Christian communication and ministry. It considers worldview change dynamics, cross-cultural communication and the theological implications of a cross-cultural perspective. Students interview a non-Christian who has recently immigrated to the United States in order to reflect on their own worldview and on one very different from their own.

### **CS 502 The Church as a Social & Cultural Institution (3)**

This required course is a study of the social dynamics involved in the church and its mission. Tools for analysis of the social structure of a society and the church in various contexts are taught to enable students to

## **Course Descriptions**

minister in a variety of contexts in North America and around the world. It considers the social and cultural factors relevant to the church and its mission as well as the internal organization and cycles of organizational life. Special attention is given to dealing with the social implications of ministering in the postmodern world.

### **CS 770-779 Seminars in Church and Society (3)**

Seminars developed to consider additional topics not included in the standard church and society curriculum.

## **INTERCULTURAL STUDIES**

### **IC 500/600/700 Directed Study (3)**

Independent study in intercultural studies under faculty advisement. Topics and readings are determined mutually by the student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

### **IC 501 Perspectives on Mission (3)**

The kingdom of God has advanced in history and throughout the world through mission – God’s partnership with his people to make disciples of all nations. This course will explore the biblical foundations, historical patterns, current issues and practices for doing mission, with the goal of providing practical tools for mobilizing the church to be engaged in God’s global mission. One strong objective for the class is to enable pastors to recognize and empower those with a missions calling on their lives.

### **IC 503 Theology of Mission (3)**

See Theology & Church History (TH 503).

### **IC 601 Global Expansion of the Church (3)**

This course considers the expansion of the church around the world in history through the lens of nine key dynamics identified by church historian and missiologist Paul Pierson. A biographical approach is used allowing students to become familiar with great missionaries in history. Their successes and failures are analyzed in light of Pierson's nine principles. Students are involved in a "living room" style discussion based on selected readings or a guest lecturer's presentation. This course seeks the formation of a "learning community" of those intending cross-cultural and/or urban ministry. A portion of the class time will be spent in

## **Course Descriptions**

peer-driven faculty resourced mentoring clusters focusing on personal development.

### **IC 602 Cultural Immersion and Social Analysis (3)**

This course enables students to learn the theory and practice of ethnography. Students learn to study a cultural group through interviewing and participant observation. They also learn how to use what they learn about a group's worldview to shape a relevant communication of the gospel in that community. Peer mentoring groups are also used to help students grow personally and process their cross-cultural experiences. Uniquely this class spends nine days living together in New York City while they interview people from a chosen cultural community.

### **IC 603 Doing Theology in Context (3)**

This course enables students to understand and begin to use methods for doing theology in context. It invites the student to wrestle with the tension between the authority of the gospel as revealed in scripture and the various ways in which the gospel is expressed and communicated in historical-cultural contexts. The class uses a seminar format in which each student leads at least one of the discussions. Peer mentoring groups are also used to help students grow personally and process the ideas discussed in the classroom. (Also TH 603)

### **IC 604 Christian Encounter with World Religions (3)**

This course follows a study of the major religions of our world and some folk religions. While attention is given to the theological and philosophical assumptions behind each religion the focus is on learning about the adherents of each faith. Field trips take the student into situations where they will engage people of other faiths and have opportunity to hear from those who hold these faiths as true and meaningful. Alongside these academic goals is a complementary goal of assisting students in their personal development spiritually, emotionally, and professionally through mentoring groups.

### **IC 605 Issues & Methods in Contemporary Mission (3)**

Insights from missionary anthropology and missionary theology. Review and evaluate significant concepts and practices in the current mission enterprise.

## **Course Descriptions**

### **IC 660 Mission Outreach in the Chinese Church (3)**

Chinese churches are undoubtedly ready for missions. This course attempts to deal with the "basis of " and the "how to do" of a missions program. It includes the study of the theology of mission, methods and strategies in world evangelization and the setting up of a practical missions program in a church.

### **IC 720 Theology of Power Encounter (3)**

A survey of biblical teaching, church history and ethnographic data concerning the encounter of the gospel with non-divine power. Principles are developed for ministry to those involved with non-divine power. (Also TH 720)

### **IC 721 Christian Witness in the Context of Poverty (3)**

This course analyzes the various contexts of poverty in order to understand the lives of the poor more deeply and to inform our response to their plight. It enables the student to gain a deeper understanding of the macro and micro levels of poverty, the scriptural response to poverty, and discusses a variety of Christian models for responding to poverty in North America and around the world. Students interview a homeless person and visit church based and para-church based ministries to the poor in their region. Throughout the class the question of Christian witness among the poor is kept in view.

### **IC 722 Tentmaking as a Mission Strategy (3)**

This course surveys the current challenges in mission that call for a strategy of doing mission in a professional occupation (tentmaking) in a foreign country. It looks at some historical models of tentmaking, considers ethical issues related to this strategy, critiques tentmaker strategies, provides guidelines for doing missions as a tentmaker, and surveys the opportunities open to tentmaking missions around the world.

### **IC 723 Engaging the Muslim World (3)**

An overview of the Muslim faith and ritual practice. Various approaches to Christian witness among Muslim people are analyzed for mission strategy.

## **Course Descriptions**

### **IC 724 Intercultural Leadership Dynamics (3)**

Globalization is changing our world. Ministry is rarely mono-cultural today. It is often cross-cultural and multicultural. Thus the task of leadership development needs to operate with this multiple culture context in mind. Generally, in the past, leadership development has been a slave to a Western perspective and theory. This course seeks to uncover the images and metaphors of leadership from outside the Western perspective, which bring a global corrective to the practice of developing leaders. In the process, students will walk through self-assessment to better understand themselves as followers and leaders.

### **IC 725 Christian Witness among Buddhists (3)**

This course studies history, social-cultural contexts, theological assumptions and practice of Theravada and Mahayana Buddhist traditions in Southeast and East Asia. It also considers the history of missions among Buddhists in these regions of the world. The study moves from these subjects to its primary goal of considering effective methods of evangelism among Buddhists of these two major traditions in Asia. Students may substitute Buddhist temple visits and interviews for some of the reading and writing assignments.

### **IC 770-779 Seminars in Intercultural Studies (3)**

Seminars developed to consider additional selected topics not included in the standard intercultural studies curriculum.

### **IC 780 Dynamics in Cross-Cultural Communication (3)**

This course allows students to study and experience the dynamics of real cross-cultural communication in a context outside of the United States. The format will vary but often involves accompanying one of the Alliance Graduate School of Mission faculty on an overseas mission trip for a few weeks during Winterim break or the summer months. Students interview people from the local context, participate in the ministry as possible and make observations that will enable them to understand and learn skills in cross-cultural communication for ministry. Recent classes have been done in Mali and Laos.

### **IC 798 Second Continent Experience (0)**

The second continent writing project is based on a new second continent mission experience that is not less than eight weeks and that has been approved by the student's advisor and the mission leader on the field. During the time that students spend in the field (the second continent missions situation) they will gather data for their writing project.

**IC 799 Comprehensive Exam (0)**

**NEW TESTAMENT**

*(Please note: 600-level book studies are in English; 700-level book studies use Greek.)*

**NT 500/600/700 Directed Study (3)**

Independent study in New Testament studies under faculty advisement. Topics and readings are determined mutually by the student and faculty member usually resulting in a formal paper presenting research, analysis and conclusions.

**NT 501 New Testament Greek: Elements (3)**

An introduction to the basic grammar and vocabulary of the New Testament.

**NT 502 New Testament Greek: Introduction to Exegesis (3)**

An introduction to the tools and methods of New Testament interpretation with emphasis on translation of the Greek text, grammar, and particular applications. (Prereq: NT501)

**NT 503 Reading the New Testament (3)**

An introduction to the literature of the New Testament within its socio-historical context. The theological dimension of the text as a voice to and for the early church is considered.

**NT 504 The Greek Bible & the Western Mediterranean World (3)**

An introduction to the 1st century Mediterranean world, its diversity and importance for biblical studies. Students will also be introduced to basic Koine Greek and scholarly language resources.

**NT 505 Hermeneutics (3)**

This course explores the involvement of the knowing subject in human understanding. Issues presented include the development of contemporary hermeneutical theory and its application to Scripture, biblical texts as discourse connected to a larger world, and the competing claims of modernist and postmodernist interpretation.

## **Course Descriptions**

### **NT 521 Introduction to the New Testament (3)**

An introduction to the critical study of New Testament literature. Backgrounds, structure and content of the New Testament are considered. This course is designed for students without prior course work in New Testament.

### **NT 611 New Testament Theology (3)**

Survey and critical evaluation is made of recent approaches to the theology of the New Testament. Assignments encourage the student to develop a functional approach, which stresses the concerns of the New Testament writers in a canonical context. (Also TH 611)

### **NT 621/721 The Gospel of Matthew (3)**

A literary and historical approach acquaints students with the tools and skills needed for exegesis of the Gospels. Attention to the theology of Matthew enables the student to transfer its teaching to ministry.

### **NT 623/723 The Gospel of Luke (3)**

A literary and historical approach acquaints students with tools and skills needed for exegesis of the Gospels. Attention to the theological-historical method of Luke enables the student to transfer biblical teaching to ministry.

### **NT 624/724 The Gospel of John (3)**

An examination of the content, theology and structure of the gospel according to John. Critical problems are treated, major themes studied, key passages exegeted.

### **NT 625/725 Acts (3)**

An introduction to the book of Acts, as the sequel to Luke's Gospel and as a history of the early church. Emphasis on its relationship to the Gospel, its composition and purpose, and its theological presentation of God, Jesus, the Holy Spirit, and the church will be considered.

### **NT 626/726 Luke/Acts (3)**

This course investigates the nature and extent of the relationship between the Gospel of Luke and the Acts of the Apostles, an issue that has both theological and exegetical significance. Some of the questions explored include: Why a second volume? How innovative is Luke's conception of God, Jesus, and the Holy Spirit in relation to the Jewish "streams of

## **Course Descriptions**

tradition” evident in these theological presentations? What social and pastoral concerns does Luke address?

### **NT 631/731 Romans (3)**

An exposition of the Epistle to the Romans, with special emphasis on reading and exegesis of the Greek text. The theological argument on the book is considered in light of the rest of Pauline literature.

### **NT 634/734 I and II Corinthians (3)**

A study of the two epistles primarily focusing on I Corinthians. Paul’s opponents, integrity of the letters, ethical questions, spiritual gifts and eschatology are discussed.

### **NT 635/735 Galatians (3)**

An exposition of the Epistle to the Galatians emphasizing the role of faith, works and the law. Historical, grammatical and practical issues are discussed.

### **NT 644/744 Hebrews (3)**

An exposition of the Epistle to the Hebrews in light of historical backgrounds which considers the place of source materials, the relation of the Old and New Testaments, and the setting of Hebrews in the developing church.

### **NT 648/748 Johannine Literature (3)**

This course examines critical exegetical and theological issues that challenge interpretation of the canonical literature associated with John (a gospel, three letters, and an apocalypse). Each work has its own distinctive presentation of the early Church’s missionary proclamation reflected through differing literary genre.

### **NT 761 Advanced Greek (3)**

An advanced Greek course that concentrates on reading skills. A systematic study of syntax and vocabulary will be combined with extensive readings in biblical and Hellenistic Greek in order to increase the student’s proficiency in Greek. Prerequisite: NT 502 New Testament Greek: Introduction to Exegesis.

### **NT 770-779 Seminars in New Testament (3)**

Seminars developed to consider additional topics not included in the standard New Testament curriculum.

## **Course Descriptions**

### **NT 798 Integrative Summative Project (0)**

### **NT 799 Comprehensive Exam (0)**

## **OLD TESTAMENT**

*(Please note: 600-level book studies are in English; 700-level book studies use Hebrew.)*

### **OT 500/600/700 Directed Study (3)**

Independent study in Old Testament studies under faculty advisement. Topics and readings are determined mutually by student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

### **OT 501 Biblical Hebrew: Elements (3)**

An introduction to the basic grammar and vocabulary of biblical Hebrew.

### **OT 502 Biblical Hebrew: Introduction to Exegesis (3)**

An introduction to the tools and methods of Old Testament interpretation with emphasis on translation of the Hebrew text, grammar, and particular applications. (Prereq: OT501)

### **OT 503 Reading the Old Testament (3)**

This course provides an introduction to the literature of the Old Testament within its historical context. The distinctiveness of the course lies in its focus on the theological dimension of the text especially as a response to social, political and spiritual crises in the collective life of ancient Israel.

### **OT 504 The Hebrew Bible & the Eastern Mediterranean World (3)**

This course provides an orientation in the Hebrew language of scripture for the purpose of providing a lens for viewing the meaning of the Old Testament authentically in its cultural context. Students learn the script and language structures of Hebrew and are furnished with a cultural portrait of the Old Testament people in their world.

### **OT 521 Introduction to the Old Testament I (3)**

A survey and introduction of each Old Testament book is coupled with an understanding of the geography, history and archaeology of the ancient Near East.

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### **OT 522 Introduction to the Old Testament II (3)**

Further survey and introduction of Old Testament books coupled with an understanding of the geography, history and archaeology of the ancient Near East.

### **OT 610 Old Testament Theology (3)**

An effort will be made to discover and draw together the principal theological themes of the Old Testament. Methods for doing Old Testament theology and a study of prominent Old Testament theologians will be discussed. (Also TH 610)

### **OT 620/720 Pentateuch (3)**

A survey of the major themes of the Pentateuch is made with a concentration on selected passages and ideas. Among the subjects to be covered are: creation, faith, law, covenant, sacrifice, redemption, holiness and guidance.

### **OT 621/721 Genesis (3)**

The pre-patriarchal and patriarchal periods of Israel's history will be studied. An effort will be made to understand the major events and theological teachings of the book.

### **OT 631/731 Joshua (3)**

A study of the history and theology of Israel's conquest of Canaan. The theories of conquest are discussed and the archaeological data is investigated. Primary concentration will be on the methods and individuals God used to enable his people to inherit the land.

### **OT 632/732 Judges (3)**

A study of the history and theology of Israel's settlement period, with a particular emphasis upon the leaders who guided the nation during the formative years of its occupation of Canaan. Background study is done on the various peoples who lived in Canaan and those who were neighbors to the country's occupants.

### **OT 640/740 Wisdom Literature (3)**

Besides prophets and priests Israel had "sages" or "wise men" who served as spiritual leaders. The books of Job, Proverbs, Ecclesiastes, Song of Solomon and selected Psalms were the products of these individuals. A study of these books and the impact of wisdom literature will be accomplished.

## **Course Descriptions**

### **OT 642/742 Psalms (3)**

An introduction to Hebrew poetry and the study of the Psalms. Selected Psalms will be analyzed for their devotional and preaching emphases.

### **OT 651/751 Isaiah (3)**

An intensive study of the book of Isaiah. Special attention is paid to the issue of the integrity of the book, historical background and literary and oratorical techniques used by the prophet. The main teachings and leading ideas and concepts of the work will be isolated and analyzed.

### **OT 652/752 Jeremiah (3)**

A study of the political, social, economic and religious situation in Judah in the seventh and sixth centuries B.C. and an exegesis of the book of Jeremiah.

### **OT 653/753 Ezekiel (3)**

A study of the text and the theology of Ezekiel. Special attention is given to its teaching on God's relation to Israel and to the Gentiles, its apocalyptic message and its relation to the New Testament.

### **OT 655/755 Amos (3)**

An exegetical study in the Hebrew text of Amos with a view to understanding the principles for interpreting and preaching from an Old Testament book.

### **OT 763 Biblical Aramaic (3)**

An introduction to the Aramaic dialect employed in Daniel 2-7 and Ezra 4-7 through the reading of the passages. The course surveys the fundamentals of Aramaic phonology, morphology and syntax in comparison with Hebrew. Prerequisite: OT 501/502 Biblical Hebrew or the equivalent.

### **OT 770-779 Seminars in Old Testament (3)**

Seminars developed to consider additional topics not included in the standard Old Testament curriculum.

### **OT 780 Historical & Cultural Foundations of the Bible (3)**

This course is conducted in intensive format on site in Israel. Its focus is to uncover the historical and cultural dimensions of the biblical text from within the world of the Bible itself through site lectures and guided experiences, including hikes, camel treks, and desert overnights.

**OT 798 Integrative Summative Project (0)**

**OT 799 Comprehensive Exam (0)**

***SPIRITUAL FORMATION AND DISCIPLESHIP***

**SF 500/600/700 Directed Study (3)**

Independent study in spiritual formation and/or discipleship under faculty advisement. Topics and readings are determined mutually by student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

**SF 501/502 Initiation in Spiritual Direction and Practicum I & II (1.5 each)**

These two courses are taken during the first of three years of Mentored Development. They focus on students knowing themselves and deepening their life in Christ. See Mentored Development (p. 49).

**SF 505 Personal/Professional/Theological Foundations in Ministry (3)**

Beginning with a theological foundation, this course shows the relationship of emotional, spiritual and professional formation to effectiveness in ministry. Examination is given to principles of ministry, and personal and emotional integration in the life of the Christian leader.

**SF 542 Christian Education for the Urban Church (3)**

Analysis of Christian education principles and practice in relation to the urban, cross-cultural setting. Consideration will be given to curriculum development and programming. (Also UR 542)

**SF 610 Human Development (3)**

Students integrate biblical understanding and social science research as they reflect on their own development and their call to reach others and help them be formed in Christ. Students explore life issues and consider the interaction of culture and relationships. The emphasis is on relationships (with God, other people and self), discernment, and sexuality.

**SF 611 Discipleship and Small Groups (3)**

This course is a survey of the biblical and contemporary literature and models of discipling Christians in a variety of settings, including cross-cultural contexts. Special emphasis is placed upon the principles and

### **Course Descriptions**

procedures of small groups as a key to evangelism and Christian formation. Practical. Relational. Experiential.

#### **SF 620 Teaching the Bible for Transformation (3)**

The student's insight and ability to teach the Bible for transformation of learners of all ages develops to a higher level through classroom learning and field experience in non-formal or formal settings in a variety of contexts.

#### **SF 643 Urban Youth Ministry (3)**

Overview of the special problems which urban youth face, including alcohol and drug abuse, loneliness/alienation, delinquency, sexual expression, employment and life purpose. Examination of various approaches to youth ministry by the Christian community to promote effective evangelism and healing of needy lives. Special ethnically related issues will be considered. (Also UR 643)

#### **SF 691/692 Field Education Preparation and Assignment (1.5 each)**

These two courses are taken during the second of three years of Mentored Development. They focus on preparing students for their Field Education and giving them tools for integrating theory and experience. See Mentored Development (p. 49).

#### **SF 701/702 Practicum and Spiritual Direction Capstone I & II (1.5 each)**

These two courses are taken during the third of three years of Mentored Development. Students synthesize their personal and spiritual formation, their biblical and theological understandings, and their ministry experience. See Mentored Development (p. 49).

#### **SF 721 Curriculum Design and Development (3)**

Students reflect on the leading curriculum theories and derive principles essential to design evangelism and discipleship materials. Students evaluate existing curricula and in small groups write a curriculum unit. This course equips those ministering in places where there are curricula and in countries where resources must be developed.

#### **SF 722 Leading Spiritual Formation (3)**

Spirituality not only is a current trend but also has been the passion of God's people down through the centuries. This course focuses on ways and means of spiritual formation in congregations within a variety of contexts. Students explore how a godly leader enables people to be

## **Course Descriptions**

spiritually formed, rather than merely offering programs. The course is conceptual, experiential and practical.

### **SF 723 Church's Ministry to the Family (3)**

This course provides a practical understanding of the dynamics of family interaction throughout the family life cycle in the context of the church's discipling and counseling ministries. The purpose of this course is to discover ways and means to strengthen family life.

### **SF 725 Inductive Bible Study (3)**

Inductive Bible study principles and process are studied and applied to the book of Philippians. The result is a working knowledge of Philippians and increased Bible study skill for the student's personal life and use in teaching and preaching. How to engage others in meaningful Bible study for life change is considered at the end of the course.

### **SF 731 Cultivating Spirituality in Pre-adolescents (3)**

This course emphasizes evangelism, nurture and service in the contexts of the family and local congregation. Attention is given to understanding how the spiritual life of the child forms and how preschool, elementary and middle school children learn and develop.

### **SF 732 Spirituality of College Students and Single Adults (3)**

The purpose of this course is to equip students to design and implement effective, culturally-defined college and single adult ministry in church and campus contexts. Underlying this purpose is a ministry philosophy based on understanding and relating to post modern college students and young adults.

### **SF 733 Teaching for Church and Mission (3)**

This course studies biblical and social science foundations of the church's teaching ministry with practical applications for the spiritual formation of adults. Emphasis is placed on how people learn and strategies for the teaching ministry in North America and other contexts.

### **SF 742 Urban Family Ministries (3)**

Consideration of the nature of urban families in contemporary America. Proposal and assessment of various holistic family ministries through the Christian church in response to the massive pressures, needs and difficulties which threaten the health and functioning of today's urban family. Special attention will be paid to cross-cultural ministries. (Also UR 742)

## **Course Descriptions**

### **SF 770-779 Seminars in Spiritual Formation & Discipleship (3)**

Seminars developed to consider additional topics not included in the standard spiritual formation and discipleship curriculum.

## **THEOLOGY AND CHURCH HISTORY**

### **TH 500/600/700 Directed Study (3)**

Independent study in theology or church history under faculty advisement. Topics and readings are determined with a faculty member, resulting in a final project presenting research, analysis and conclusions.

### **TH 501 Biblical Theology (3)**

This course aims to show the continuity and relationship between the Old and New Testament by a study of the major theological themes of the biblical revelation in the context of their historical development, giving a broad overview of the message of the Bible. Themes such as the covenant, the promise, the community, and the kingdom of God will be explored. Attention is also given to the application of these biblical themes to church ministry.

### **TH 502 Theology in the Global Context (3)**

This course provides an introduction to the doctrinal categories of western theology. It also introduces students to the place of western theology within the global context of other theological models including Latin American, Asian and African theologies. Its purpose is to provide students a western doctrinal and theological grid with which to think theologically in ministry while developing an appreciation for other theological systems.

### **TH 503 Theology of Mission (3)**

A brief review of the Christian mission as embodied in Scripture with an evaluation of that mission as interpreted by the church historically. Emphasis is given to contemporary views of missions in light of the Biblical mandate. (Also IC 503)

### **TH 510 Urban Theology (3)**

See Urban Ministry (UR 510).

### **TH 601 Systematic Theology I: God & Humanity (3)**

This course treats the foundations of Christian theology, revelation and

## **Course Descriptions**

Holy Scripture, the nature and work of God, and the nature of humanity and its need.

### **TH 602 Systematic Theology II: Christ & the Church (3)**

This course treats the person and saving work of Christ, the transforming work of the Holy Spirit, the nature and mission of the church, and the consummation of human history.

### **TH 603 Doing Theology in Context (3)**

See Intercultural Studies (IC 603).

### **TH 604 Christian Ethics (3)**

This course provides a survey of the different ethical perspectives and methodologies from Christian perspectives. The course integrates deontological, teleological, virtue and character ethics, and their relationship to Scripture. Moreover, the course gives attention to contemporary ethical issues (euthansia, cloning, war, eugenics, abortion, etc.) and how context (modern and postmodern) impacts deliberation.

### **TH 605 History of Christianity (3)**

An introductory survey of the history of Christianity from Pentecost into the Modern Era. This course will provide students with a broad understanding of the history of Christianity which can be deepened through further study.

### **TH 610 Old Testament Theology (3)**

See Old Testament (OT 610).

### **TH 611 New Testament Theology (3)**

See New Testament (NT 611).

### **TH 660 Theological and Cultural Issues in the Chinese Church (3)**

A seminar intended to analyze and evaluate certain important theological and cultural issues that confront North American Chinese churches today. As a result, efforts will be made to spell out a sound, biblical position toward the issues involved.

### **TH 661 Development of the Chinese Church to the 21<sup>st</sup> Century (3)**

This course looks into the worldwide historical development of the Chinese church from the early 20th century to the present—a development with its roots in China which later expanded to South East Asia and to North America. This course surveys not only the developing

### **Course Descriptions**

trends of the Chinese church but also the changing times from a theological as well as sociological perspective. One of the goals of this course is to nurture and to challenge students to respond to God's desire for the Chinese churches of the 21st century by committing themselves to faithfully serve as future leaders.

#### **TH 662 Chinese Theological Thought (3)**

A survey of major religious strands in traditional Chinese society such as Confucianism, Taoism, Buddhism, animism, communism and newly arisen "neo-Confucianism". Major 20th century theological developments and theologians emerging in the Chinese church are examined.

#### **TH 663 Korean Church History (3)**

A survey of the development of the Christian church in Korea. Major historical themes and their impact upon the church in its present form will be studied.

#### **TH 664 Theological & Cultural Issues in the Korean Church (3)**

A seminar intended to analyze and evaluate certain important theological and cultural issues that confront North American Korean churches today. Efforts will be made to spell out a sound, biblical position toward the issues involved.

#### **TH 711 Psychology and Theology (3)**

See Counseling (CN 701).

#### **TH 720 Theology of Power Encounter (3)**

See Intercultural Studies (IC 720).

#### **TH 721 Historical Theology (3)**

This course surveys major theological thought from the patristic period through the medieval and Reformation eras to the nineteenth century. Special attention is given to pivotal figures such as Augustine, Aquinas, Luther, Calvin and Wesley. Attention is also given to the application of their teachings to pastoral ministry.

#### **TH 722 Contemporary Theology (3)**

This course aims to survey and evaluate major theological movements of the nineteenth and the first half of the twentieth century, including Liberalism, Neo-Orthodoxy, Secular Theology, Fundamentalism, and Evangelical Theology. Salient contributions of representative

## **Course Descriptions**

theologians such as Schleiermacher, Karl Barth, Emil Brunner, Reinhold Niebuhr, Bonhoeffer, Paul Tillich, Bultmann, Carl Henry, and Francis Schaeffer will be examined.

### **TH 723 Current Theological Movements (3)**

An examination of the major theological movements of the latter half of the twentieth century, such as Liberation Theology, Black Theology, Political Theology, Theology of Hope, Process Theology and Postmodern Theology.

### **TH 724 Apologetics in Postmodern Times (3)**

This course treats the nature, methods, and issues involved in defending a Christian worldview in postmodern times. It explores the attractiveness of the Christian faith in light of postmodern sensibilities.

### **TH 725 Theological Issues in Ministry (3)**

An exploration of theological issues that are confronting the local church ministry, such as the issues of women in ministry, charismatic movement, healing, divorce and remarriage, spiritual warfare and others. These issues will be examined in the light of biblical teaching. Efforts will be made to spell out a theologically-sound position toward the issues discussed.

### **TH 726 Divine Healing (3)**

See Church Development (CD 726).

### **TH 730 Alliance Theology and Ministry (3)**

See Church Development (CD 730).

### **TH 770-779 Seminars in Theology (3)**

Seminars developed to consider additional selected topics not included in the standard theology curriculum.

## **URBAN MINISTRIES**

### **UR 500/600/700 Directed Study (3)**

Independent study in urban ministries under faculty advisement. Topics and readings are determined mutually by student and faculty member usually resulting in a formal paper presenting research, analysis and conclusions.

## **Course Descriptions**

### **UR 510 Urban Theology (3)**

An overview for developing a biblical theology for doing ministry in the urban context. Theological methodology and application will be addressed as they relate to issues of creation, sin, salvation, poverty, biblical justice, mission, and hope within the urban church. (Also TH 510)

### **UR 511 Urban Church and the Poor (3)**

Consideration of biblical perspectives toward poverty with attention on the Christian responsibility and response to the conditions of the poor. Issues of social justice will be examined as well as different means and models of church ministry to the poor. (Also CD 511)

### **UR 540 Urban Church Models (3)**

An examination of urban church models that may be utilized in various urban settings. Evaluation of possible models in relation to the specific ministry, characteristics of the congregation, and composition of the community. (Also CD 540)

### **UR 541 Urban Evangelism (3)**

Examination and evaluation of the biblical basis of evangelism and various methods of cross-cultural evangelism in relation to a variety of people groups in the urban setting. Consideration will be given to evangelism and social responsibility. (Also CD 541)

### **UR 542 Christian Education for the Urban Church (3)**

See Spiritual Formation & Discipleship (SF 542).

### **UR 601 The Church in the Urban World (3)**

An overview of the historical and contemporary nature of worldwide urbanization with a focus on recent trends of modernization and globalization. Urban problems and need will be examined as well as the values and attitudes that advance or hinder Christian presence and ministries in cities. Biblical perspectives on urban ministry will also be considered.

### **UR 610 Urban Community and Worldview Analysis (3)**

Designed to introduce students to methods of community analysis for doing ministry in an urban context. The study and evaluation of differing worldviews in a pluralistic context will be explored and examined in order to create effective strategies to reach various groups.

## **Course Descriptions**

### **UR 611 Urban Community Development (3)**

Consideration of community and economic development in urban centers with a special focus on the opportunities and strategies for church ministry provided by those factors. Examination of relationships between community development and the moral and spiritual life of urban dwellers.

### **UR 641 Pastoring the Urban Church (3)**

Analysis of the issues and problems troubling the city and the task of the church in this context. Particular attention is given to the role of the pastor in maintaining an effective ministry in the urban setting. (Also CD 641)

### **UR 642 Urban Church Planting and Growth (3)**

Examination and evaluation of principles and models of church growth in relation to the major urban centers of the U.S. and the world. Special consideration is given to the role of the urban pastor. (Also CD 642)

### **UR 643 Urban Youth Ministry (3)**

See Spiritual Formation & Discipleship (SF 643).

### **UR 644 Women in Urban Ministry (3)**

(Also CD 644)

### **UR 714 Leadership Development for the Urban Church (3)**

An examination of biblical leadership with a special focus on developing leaders for the urban church. Emphasis on styles, discovery and assessment, models, motivation, and preparation of leaders will be addressed. (Also CD 714)

### **UR 741 Preaching in the Urban Context (3)**

Examination and demonstration of various styles of preaching as they relate to the particular cultural context of the city, which are reflected in urban congregations. (Also CD 741)

### **UR 742 Urban Family Ministries (3)**

See Spiritual Formation & Discipleship (SF 742).

### **UR 770-779 Seminars in Urban Ministries (3)**

Seminars developed to consider additional selected topics not included in the standard urban ministries curriculum.

## ***Independent Student Program (ISP)***

### ***INDEPENDENT STUDY PROGRAM (ISP)***

Alliance Theological Seminary is a member of Outreach, Incorporated, a consortium of more than 20 seminaries. Seminary-level courses are prepared by member seminaries and offered through the consortium's Institute of Theological Studies (ITS). Several of these courses form the core of ATS' Independent Study Program. ISP courses have been approved by the faculty at ATS though the lecturers listed at the beginning of each course are not resident faculty.

The Independent Study Program (ISP) of ATS is comprised of self-paced courses which may be taken for credit or personal enrichment. These audio-print courses include taped lectures, syllabi, study guides, and assignments (including examinations and course papers). Upon successful completion of an ISP course, graduate-level credit is granted, which is applicable toward ATS degree programs.

#### ***Policies for Degree Study***

The following policies apply when taking Independent Study Program courses for credit toward a degree program:

1. No more than 20% of a degree program may be fulfilled through courses taken independently (combination of ISP courses & directed studies).
2. Independent Study Program courses are intended primarily to complement the study programs of nontraditional students who are not able to enroll under normal circumstances in classes offered at the main campus or external locations.

#### ***Financial Information***

1. Tuition: Regular
2. Audit fee: Auditors may order materials for one-half of the regular tuition fee.
3. Course materials: Included in the tuition fee. If a student drops or withdraws from an ISP course during the full-refund period, the cost of the materials will be added to his/her student account.

ATS reserves the right to adjust tuition, fees and academic offerings without notice.

#### ***Registration Options for Degree Study***

1. **Semester plan.** ISP courses may be included in a student's registration for a given semester. Upon submission of an ISP Course Enrollment Form to the Registrar's Office, the course will be added

### ***Independent Study Program (ISP)***

as part of the student's semester schedule. The course is then subject to all academic & financial policies and timetables that normally govern any other semester course. Registration for ISP courses in this manner allows for their inclusion in the calculation of a student's enrollment status (FT/PT). Grades are noted on the academic record & included in the computation of the student's GPA.

2. **6-month plan.** Registration & commencement of a course can occur at any point within the academic year and is initiated by the submission of the ISP Course Enrollment Form to the Registrar's Office. Course completion is scheduled six months from the day on which the course materials are ordered. Academic & financial policies and timetables are noted below. Courses registered for in this manner are not credited to a student's academic record until after they are completed and graded. Consequently, such courses are not included in the calculation of enrollment status (FT/PT). Additionally, grades are not noted on the academic record nor computed in the GPA.
  - a. Course Extensions. A one-time extension of up to six months may be requested in the case of extenuating circumstances (\$15 fee). This request must be made at least 30 days before the original course due date.
  - b. Incomplete Course Work. If a student does not complete the course by the original due date (six months from the date materials are mailed), and if he or she does not apply for an extension at least 30 days before the course due date, the student will be dropped from the course at the due date. A student failing to complete a course may re-enroll by paying the tuition fee in effect at the time of re-enrolling and by following the requirements of the syllabus and study guide in effect at the time of re-enrolling. Upon re-enrollment the student may take six months to complete the course.
  - c. Inactive and Re-enrollment Status. In the event a student encounters extenuating circumstances, which prevent timely completion of the course, s/he may apply for inactive status by appealing in writing to the Academic Dean. A \$15 processing fee is charged and should be enclosed with the written appeal. The deadline for this appeal is no later than three months after beginning the course. The student may remain in an inactive status for a maximum of 12 months. At the end of the inactive period, s/he may re-enroll in the course upon payment of any difference in tuition between the first and second enrollment times. An additional six months will be granted for completion

### ***Independent Student Program (ISP)***

- of the course once lifted from an inactive status. Should the student not re-enroll at the end of the inactive period, she or he will be automatically dropped from the course.
- d. Refunds: Upon written notice of withdrawal from a course, tuition is remitted according to the following timeline (commencing with the date that course materials were ordered for students within North America):
- Within 15 days 75% refund
  - Within 30 days 50% refund
  - Within 60 days 25% refund
  - After 60 days No refund
- e. Financial Aid: Not eligible for financial aid or for deferment of government guaranteed loans.

### ***Courses Available***

See the following pages for a listing of the ISP courses offered through ATS.

### ***CHRISTIAN EDUCATION***

#### **IN 501 ISP: Church Leadership and Administration (24 lectures, 2 cr)**

Kenneth O. Gangel, Ph.D. A course designed to develop leadership potential in students and to give them a familiarity with the various elements of the administrative process, including: goal setting and achieving, organization, delegation, human relations, group dynamics, supervision, and the training of other leaders. Though the principles are universal, the focus of the course is the Christian organization, particularly the local church.

#### **IN 502 ISP: Interpersonal Communication and Conflict Management (24 lectures, 2 cr)**

Kenneth O. Gangel, Ph.D. and Samuel Canine, Ph.D. An examination of the process of interpersonal communication and conflict management within Christian organizations. Attention is given to communication, self-concept, non-verbal messages, stress and the productive use of conflict management.

#### **IN 503 ISP: Advanced Leadership & Administration (24 lectures, 2 cr)**

Kenneth O. Gangel, Ph.D. Built on the course “Church Leadership & Administration”, this course examines the biblical foundation and

## ***Independent Study Program (ISP)***

practical functions of administrative leadership in churches and Christian organizations. Students will analyze basic leadership principles from secular and evangelical sources, analyzing them through a biblical/theological grid.

### **IN 504 ISP: Adult Ministries in the Church (24 lectures, 2 cr)**

Kenneth O. Gangel, Ph.D. This course reviews the principles of adult learning and their application to adults and specific groups such as singles, single parents, and families. Practical steps are given to analyze the church's entire adult ministry.

## ***CHURCH HISTORY***

### **IN 512 ISP: Reformation Church History (24 lectures, 3 cr)**

W. Robert Godfrey, Ph.D. A study of the development of the theology, the piety and the churches of the Reformation against the backdrop of the social, political, and intellectual character of the sixteenth century.

### **IN 513 ISP: A History of Christianity in America (24 lectures, 3 cr)**

John D. Hannah, Th.D., Ph.D. A study of the Protestant churches in America from colonial beginnings to the present with emphasis on the numerous influences that have forged the current religious scene.

### **IN 514 ISP: The Theology of Jonathan Edwards (24 lectures, 3 cr)**

John H. Gerstner, Ph.D. Taking a topical approach, this course covers Edwards' teachings on all the major points of systematic theology, giving particular emphasis to his unique theological contributions.

### **IN 515 ISP: Survey of Church History (24 lectures, 3 cr)**

Garth M. Rosell, Ph.D. The course is designed to provide the student with a basic introduction to the development of the Christian church from its founding at Pentecost to the present day.

### **IN 516 ISP: Church History to the Reformation (24 lectures, 3 cr)**

Garth M. Rosell, Ph.D. The course provides an in-depth introduction to the development of the Christian church's doctrine, faith, and practice from its founding at Pentecost to the time of the Protestant Reformation.

### **IN 517 ISP: Church History since the Reformation (24 lectures, 3 cr)**

Garth M. Rosell, Ph.D. A survey of the development of the Christian church's doctrine, faith and practice from the Protestant Reformation to

### ***Independent Student Program (ISP)***

the present. The course highlights the rise and spread of various traditions.

#### **IN 518 ISP: The Radical Reformation (24 lectures, 3 cr)**

Abraham Friesen, Ph.D. An examination of those groups of the Reformation era that sought a complete break from (rather than reform within) the Catholic Church.

#### **IN 519 ISP: The Theology of Martin Luther (24 lectures, 3 cr)**

Robert Kolb, Ph.D. A survey of the background and setting of Luther's thought, as well as his teaching on a range of topics, including sin and grace, justification and faith, law and gospel, and service in the workplace.

#### **IN 610 ISP: A History of the Charismatic Movement (24 lectures, 3 cr)**

John D. Hannah, Th.D., Ph.D. A historical and theological study of the origins and development within the Classical Pentecostal, Charismatic Renewalist, and Restoration Movements with an emphasis on theological backgrounds and trends.

#### **IN 611 ISP: Augustine & Medieval Theology (24 lectures, 3 cr)**

Scott T. Carroll, Ph.D. A comprehensive introduction to St. Augustine: his life, his works, and his legacy in the medieval church. The course details his youth, conversion, literary works, and battles against the day's emerging heresies.

### ***MINISTRY STUDIES***

#### **IN 521 ISP: Spiritual Formation: Dimensions of Spirituality (24 lectures, 3 cr)**

John R. Lillis, Ph.D. An investigation into the meaning of Biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as defined in the New Testament. Those historical and cultural factors that have led to the privatization of Christianity are analyzed and discussed. A paradigm of spiritual growth and maturity that focuses on the assembly rather than the individual is developed.

## ***Independent Study Program (ISP)***

### **IN 522 ISP: The Role of Women in Ministry (24 lectures, 3 cr)**

Lucy Wood Mabery, Ph.D. A study of ministry to and by women, including Biblical foundations for roles of women in the home, church, and society, and principles for evangelizing, discipling, and counseling women. The course is designed to aid men and women who will be responsible for various areas of women's ministries.

### **IN 526 ISP: The Christian Life: An Evangelical Spiritual Theology (24 lectures, 3 cr)**

Gordon T. Smith, Ph.D. This course develops a theology of Christian spirituality. Distinctive theological, historical and church-connected features are explored. Practical and contemporary issues enable spiritual formation in a post-modern, pluralistic, materialistic society. A theology for a life of prayer is developed from which the Christian life can be lived and sustained.

## ***NEW TESTAMENT***

### **IN 531 ISP: The Sermon on the Mount (10 lectures, 2 cr)**

John R. W. Stott, M.A., D.D. The course is an exposition of Jesus' Sermon on the Mount in Matthew 5-7. Emphasis is placed on the distinctive character that is expected of the Christian and on the authority of the Lord Jesus Christ.

### **IN 532 ISP: The Pastoral Epistles (20 lectures, 3 cr)**

John R. W. Stott, M.A., D.D. An expository and exegetical study of I and II Timothy and Titus with emphasis on their exegetical and interpretive problems and on their theology and practical relevance for society and the church, especially church leadership. Two separate programmed syllabi have been prepared where seminary credit is desired, one requires a knowledge of Greek, and the other does not.

### **IN 533 ISP: The Epistle to the Romans (24 lectures, 3 cr)**

Harold W. Hoehner, Th.D., Ph.D. An exegetical theological study of Paul's Epistle to the Romans. The course covers the treatment of selected historical, grammatical, structural, and lexical issues that explain the meaning of this important New Testament document. Special emphasis is given to the theological themes and overall argument of the Epistle. This course assumes a basic skill in Greek exegesis and the ability to make grammatical and textual critical evaluations and to do Greek word studies.

### ***Independent Student Program (ISP)***

#### **IN 534 ISP: Gospels / Life of Christ (24 lectures, 3 cr)**

Terry C. Hulbert, Ph.D. This course is a chronological and synthetic study of the Gospels' accounts of Christ's birth, life, death, resurrection, and ascension. The course focuses on the time, place, circumstances, and people involved in the events of our Lord's ministry.

#### **IN536 ISP: The Gospel of Luke (24 lectures, 3 cr)**

Darrell L. Bock, Ph.D. An examination of the Gospel of Luke with concentration on its message and preparation of narrative material for preaching and teaching.

#### **IN 537 ISP: The Acts of the Apostles (24 lectures, 3cr)**

Darrell L. Bock, Ph.D. An examination of the Acts of the Apostles with concentration on the Biblical theology, the historical background of events, and the theological emphasis of the speeches. Special attention is given to the relationship between the church and Israel in the early church era.

#### **IN 538 ISP: Epistles and Revelation (24 lectures, 3 cr)**

Craig L. Blomberg, Ph.D. This course examines both the introductory issues and basic content of the New Testament epistles and the Book of Revelation. Interaction with specific passages through inductive Bible study is included.

#### **IN 630 ISP: The Epistle to the Hebrews (24 lectures, 3 cr)**

Dennis E. Johnson, Ph.D. A study of the context, content, major interpretive issues, and theological contribution of the Epistle to the Hebrews. Focus is given to the superiority of Jesus--the mediator of the new covenant--and on the use of the Epistle to "encourage one another daily" in our pilgrimage.

### ***OLD TESTAMENT***

#### **IN 541 ISP: The Pentateuch (24 lectures, 2 cr)**

R. Laird Harris, Ph.D. A study of the Pentateuch with consideration of the particular Pentateuch problems of evolution and higher criticism. The laws, which form the basis of Israel's theocracy, are examined with regard to their content, meaning and applicability today.

#### **IN 545 ISP: The Book of Psalms (24 lectures, 2 cr)**

Bruce K. Wlatke, Th.D., Ph.D. An introduction to the Book of Psalms with emphasis on the principles of hymnic literature and application of

## ***Independent Study Program (ISP)***

these principles in selected portions. Special attention is given to the various forms of the Psalms, their settings within the historical context, and their application to the church today.

### **IN 546 ISP: Understanding the Old Testament (24 lectures, 3 cr)**

Bruce K. Waltke, Th.D., Ph.D. A survey of the history of salvation in the Old Testament especially as it relates to the universal of Old Testament theology. Overall emphasis is given to the rule of God and the establishment of God's Kingdom in all the earth.

### **IN 547 ISP: The Book of Proverbs (24 lectures, 3cr)**

Bruce K. Waltke, Th.D., Ph.D. An exegetical study of the Book of Proverbs in both its cultural and historical setting and its literary setting with attention to its critical and hermeneutical problems. To get the full benefit out of the course, a knowledge of Hebrew is required for seminary credit.

### **IN 549 ISP: The Christian and OT Theology (24 lectures, 3 cr)**

Walter C. Kaiser, Jr., Ph.D. A study of the foundational theology applied by the Old Testament for the New Testament and the church. This study identifies the focal point for the theology of both the Old and New Testaments. Included are the topics of continuity and discontinuity between the Old and New Testaments, saving faith, the people of God, the law, worship, the atonement, wisdom theology, the Kingdom of God, the Messiah, the inclusion of the Gentiles, the theology of the Holy Spirit, and the preparation of the new covenant.

### **IN 640 ISP: The Book of Isaiah (24 lectures, 3cr)**

Allen P. Ross, Ph.D. An exegetical study of the Book of Isaiah. This course will survey the contents of the book and seek to develop exegetical skill.

## ***PHILOSOPHICAL THEOLOGY***

### **IN 551 ISP: Christian Ethics: A Biblical Theology of Morality (24 lectures, 3 cr)**

James M. Grier, Th.D. An examination of the theories of obligation and the theories of value from a philosophical perspective. A Biblical theology of obligation and a Biblical theology of value are presented along with their implication for decision-making in personal life and church life.

### ***Independent Student Program (ISP)***

#### **IN 552 ISP: Exploring Approaches to Apologetics (24 lectures, 3 cr)**

Gordon R. Lewis, Ph.D. The course compares Biblical, historical, and recent approaches to defending faith, including the styles of Peter, Paul, Augustine and Aquinas. The bulk of the course examines the approaches of six key twentieth century apologists. The last three lectures exhibit the lecturer's synthesis.

#### **IN 554 ISP: Christian Worldview (24 lectures, 3 cr)**

James M. Grier, Th.D. After an introduction to the nature and function of a worldview, a Christian worldview is developed out of a redemptive history model of theology. It is applied to metaphysics, epistemology and axiology, and contrasted with modern and postmodern thought. Argument is made for developing and living an explicitly Christian worldview, with specific application to Christian ministry.

### ***SYSTEMATIC THEOLOGY***

#### **IN 563 ISP: Contemporary Theology 1: From Hegel to the Death of God Theologies (24 lectures, 3 cr)**

John S. Feinberg, Ph.D. An attempt to examine some of the major trends in contemporary thought beginning with a brief overview of the major developments in Western philosophy prior to Hegel. Discussion involves Hegel, Kierkegaard, Barth, Bultmann, and Tillich, as well as the parallel development of analytic philosophy represented by Wittgenstein. The course culminates in the "God is Dead" theologies of Van Buren and Altizer.

#### **IN 564 ISP: The Doctrine of Man and Sin (20 lectures, 3 cr)**

Roger R. Nicole, Th.D., Ph.D. The Doctrine concerning the origin of humanity and the influx of sin into the world is explained. The theory of evolution as it relates to the creation of humanity, the effects of the fall in the Garden to our current condition, and the promise of the restoration of our original image in the likeness of Christ are explored.

#### **IN 565 ISP: The Doctrine of Salvation (24 lectures, 3 cr)**

Roger R. Nicole, Th.D., Ph.D. The plan and order of salvation outlining the process from regeneration to glorification are discussed. Attention is given to differing views and objections to the Reformed doctrine on this subject, and evidence for both sides is carefully weighed. Specific topics include the question of the attainment of perfection in this life, the relationship of baptism to salvation, and the reason for believing in the perseverance of the saints.

**IN 566 ISP: The Doctrine of the Trinity (24 lectures, 3 cr)**

Peter Toon, D.Phil. The doctrine of the Trinity is presented from Biblical, historical, dogmatic, and contemporary perspectives. Special attention is paid to the historical formulation and recent attempts at re-formulation of the doctrine. Further, the commitment of the church to the Trinity is explained and commended.

**IN 567 ISP: Contemporary Theology 2: From Theology of Hope to Postmodernism (24 lectures, 3 cr)**

John S. Feinberg, Ph.D. Examination of some of the major trends in contemporary theology. Discussion focuses on theologies prevalent since the 1960's. Theologies covered are Theology of Hope, Liberation Theology, the Feminist Theology of Elizabeth Johnson, Process Theology, New Age Theology, and four forms of Postmodern Theology.

***MISSIOLOGY***

**IN 571 ISP: Introduction to World Christian Missions (24 lectures, 2 cr)**

William D. Taylor, Ph.D., and Richard A. Cotton, Th.M. An introductory survey of the theology, history, culture, politics, and methods of the Christian mission, with special emphasis on recent development, crucial issues, and future trends, and ending with a study of missions in the local church.

**IN 572 ISP: The History of Missions (24 lectures, 3 cr)**

J. Herbert Kane, L.H.D. This course traces the historic development of the Christian mission in chronological sequence from Pentecost to William Carey (1793). The modern period is developed along geographical lines: Asia, the Middle East, Africa, Latin America and Europe. The course closes with an attempt to evaluate the achievements of the past and the prospects of the future.

**IN 573 ISP: Urban Mission and Ministry (24 lectures, 3 cr)**

Roger S. Greenway, Th.D. A focus on Christian mission and ministry in the world's growing cities. The Biblical basis for urban ministry is presented and case studies of effective urban strategies worldwide are examined. Attention is given to urban issues such as ministry to the poor and homeless, pastoring and raising a family in the city, and planting urban churches.

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### **IN 574 ISP: Missionary Encounter with World Religions (24 lectures, 3 cr)**

Harvie M. Conn, Th.M., Litt.D. An introduction to the theology of religions. A Biblical theology of religions is developed against the background of extensive study of current models of approach. Using major religious systems as examples, five characteristics of all religions are sketched. Some practical suggestions for evangelistic approach are proposed.

### **IN 575 ISP: Theologies of Liberation (24 lectures, 3 cr)**

Kenneth B. Mulholland, D.Th.P. This course addresses the historical and thematic development of liberation theologies in the social and religious context of Latin America. A systematic theology of liberation is presented, analyzing its relation to the areas of soteriology, Christology, and ecclesiology.

### **IN 577 ISP: A History of the Church in China since 1949 (24 lectures, 4 cr)**

Jonathan Chao, Ph.D. This course examines the influence of politics on religious and church life. It begins with a discussion of Church and state relations and concludes with spiritual lessons learned from Chinese history.

### **IN 578 ISP: African Theology and Religions (24 lectures, 2 cr)**

Tite Tienou, Ph.D. An introduction to Christian theology in Africa against the background of African cultures and religions. Following a brief examination of the culture of Africa, the course centers on Christian theology in Africa and analysis of African religions. African theology is studied in depth.

### **IN 579 ISP: Introduction to Muslim Evangelism (24 lectures, 3 cr)**

Patrick O. Cate, Ph.D. Set in a laboratory environment, this course explores the Muslim mind and sharing the Savior with it. The course explores Islam from within as Muslims understand Islam, and from without as Christians understand Islam.

### **IN 670 ISP: Urban Missiology in the Postmodern Metropolis (24 lectures, 3 cr)**

Glenn B. Smith, D.Min. This course develops a strategy for the church within the urban context. It explores various dimensions of post modernity through contemporary authors, leading to the development of

### ***Independent Study Program (ISP)***

pertinent theological, missiological and strategic initiatives that one can pursue in the evolving metropolitan ethos.

## **Admissions**

### **ADMISSION POLICIES**

Alliance Theological Seminary, within the purpose and confines of its mission, statement of faith, tenets, and principles, is dedicated to the concept of equal opportunity. Subject to the foregoing, Alliance Theological Seminary will not discriminate as to any qualified person on the basis of gender, age, race, disability, national or ethnic origin in its admission, treatment of students, or employment practices.

#### **Personal Life-Style Requirements for Admission**

Members of the seminary community, as indeed all disciples of Jesus Christ, are suited for Christian service by moral character, giftedness for ministry and knowledge of the faith. Their lives are characterized by compassion for individual persons, sensitivity to the needs of the communities of which they are a part, a burden that the whole of God's will be obeyed on earth, personal integrity, and a desire for moral and spiritual growth.

Alliance Theological Seminary is guided by an understanding of scripture as the Word of God and by commitment to its authority regarding matters of Christian faith and living. The seminary also affirms and honors the consensual, moral traditions of the church whose students we seek to prepare for the ministries of Christ and to whom we are accountable for the quality of students' formation.

The seminary is committed to embody in its life and uphold in its teaching the imperatives of scripture as affirmed by the broad stream of Christian belief and thought over the millennia. Beliefs and values, lifestyles and habits, attitudes and practices which are excluded by the Gospel, either by its direct and clear teaching or by its overarching and pervasive understanding of the nature of the relationship of human beings with one another and with God, cannot be affirmed or accepted within the seminary community. Among these are all forms of dishonesty (e.g. cheating and plagiarism); the possession and use of tobacco, alcohol and illegal drugs; emotional, physical and substance abuse; flagrant acts of insubordination; the use of foul language, criticism and slander; racial, ethnic and sexual intimidation or harassment; practices that are unjust and discriminatory; and the misuse and abuse of sex (*see the Student Handbook for more details*). Infractions are grounds for dismissal through procedures defined in the *Student Handbook*.

**ADMISSION CLASSIFICATIONS**

1. Matriculated (degree) students are those who are pursuing a degree either full or part-time.
2. Non-degree students are those who meet all the requirements for admission to a degree program, but who are not currently pursuing a degree at Alliance Theological Seminary. They may be full or part-time students.
3. Transfer students are students transferring from recognized seminaries or graduate schools who may be given transfer credit if comparable courses are included in the curriculum of ATS (please see Transfer of Credits).
4. Reactivating students are those who have not been enrolled for at least one semester. Such students must complete a “Request for Reactivation Form” available in the Office of Admissions.
5. Certificate students are those who are not seeking a degree but who are taking classes “For Credit” or “Not For Credit” for the purpose of enriching their theological training and/or further study. Students planning on obtaining a certificate without pursuing a degree must complete a certificate application. However, if a student plans to transfer credit or use these courses at a later time to complete a degree, all admissions requirements must be met.
6. Auditors are students who take courses at ATS but will not receive credit. Auditors must complete an audit application.
7. Visiting students are those matriculated in a degree program in another seminary or graduate school that intend to enroll in courses at ATS in order to complete their degree at their home institution.

**ADMISSION PROCEDURES**

Admissions materials are provided in the application packet. Additional forms may also be obtained from the Office of Admissions or on the website.

Applications for degree and non-degree programs will be considered for admission when the following items have been received:

1. A completed application form.
2. A check or money order for the nonrefundable application fee of \$30.
3. A carefully composed two page, typed statement describing the applicant’s Christian experience, God’s call upon his/her life and reason for applying to ATS.

## **Admissions**

4. Official transcripts sent directly to ATS demonstrating a baccalaureate degree from an accredited university or college. Any graduate or post-graduate transcripts should also be sent.
5. Three recommendation forms mailed directly to ATS from persons who know the applicant well. These should include the applicant's pastor, along with two other general references. Recommendations may not be submitted by a family member.
6. Short Answer Response Form.
7. The Test of English as a Foreign Language (TOEFL) is required of all international applicants for whom English is not their primary language.

**Visiting Students:** Applications for visiting students will be considered for admission when the following items have been received:

1. A completed application form.
2. A check or money order for the nonrefundable application fee of \$30.
3. A letter of good standing from the Registrar or Dean of the student's current graduate school.

**Audit/Certificate Students:** Applications for auditors and certificate students (not for credit) will be considered for admission when the following items have been received:

1. A completed audit/certificate application form.
2. A check or money order for the nonrefundable application fee of \$10.

**Readmission:** Students interested in returning to Alliance Theological Seminary after being absent one semester or more should contact the Office of Admissions. Students must have a zero balance on their account and a minimum cumulative GPA of 2.5 before being readmitted. Applications for returning students will be considered when a completed reactivation form has been received.

Students requesting to return following an absence of more than 3 years must complete the normal admission process.

## **INTERNATIONAL STUDENTS**

Alliance Theological Seminary rejoices in the diversity of its international student body and seeks to enhance the quality of community through interaction and appreciation of culture. The international character of the ATS community extends not only to non-immigrant F-1 students but also to permanent residents whose primary language is other than English and to furloughing missionaries. Countries recently represented have included: Canada, China, England, India, Jamaica, Netherlands, Nigeria, Pakistan, Panama, Peru, Saudi Arabia, South Korea, Taiwan, Togo, Trinidad, Ukraine, and Zimbabwe.

## **Admissions**

ATS is authorized under federal law to enroll non-immigrant alien students and welcomes qualified students from other countries who are pursuing further training and preparation for gospel ministry in their own countries. International students should write to the Office of Admissions requesting special information on the policies and procedures for admission of international students.

In addition to the successful completion of all general admissions procedures, attention is given to a candidate's potential for Christian leadership and service, English competency, past academic performance and financial resources when considering applications from international students.

The Test of English as a Foreign Language (TOEFL) is required of all international applicants for whom English is not their primary language. The test is available from the U.S. Embassy in each country or from the Educational Testing Service, Princeton, NJ 08450 USA. Results should be sent to school code 2560. A score of at least 550 (paper-based)/213 (computer-based) is required for consideration of admission.

The U.S. Immigration and Naturalization Service requires that full proof of financial support (including education costs, living and travel expenses) be submitted to the Office of Admissions before the I-20 AB form for entrance to the United States can be filed. Students need the Form I-20 to obtain an F-1 student visa or to keep lawful F-1 status when transferring or changing schools in the U.S. Appropriate visa application forms will be sent to the student upon receipt of an acceptable affidavit of support. Questions regarding visas should be addressed to the Designated School Official in the Admissions Office.

International applicants must submit their applications by June 1 if intending to matriculate in the fall semester or by November 1 for spring semester. The application file should be completed (including TOEFL scores, transcripts, financial documentation, etc.) at least 60 days before the arrival date in order to allow time for the student to receive certification from the Alliance Theological Seminary of eligibility to study (Form I-20) and apply for the F-1 visa.

Transferring students already present in the United States do not need to receive our I-20 before beginning classes at ATS. Full proof of financial support, however, is necessary in order to receive a new I-20 AB and maintain lawful status.

Employment is strictly regulated by the U.S. government (see Employment section on page 103). International students are permitted to work on campus as jobs are available, but not for more than 20 hours per week during the regular semester. Campus employment wages should be considered as supplemental income only.

### ***Admissions***

International students are required to maintain valid immigration status throughout their stay at ATS in order to remain in good standing with the seminary. Students should direct all questions related to maintenance of good status to the Designated School Official in the Admissions Office.

## **Student Life and Services**

### **STUDENT LIFE**

#### **The ATS Community**

At Alliance Theological Seminary, people are more important than programs. The precedent for such a belief is divinely established by the God who created people in His own image and holds this creation to be of inestimable value. It is also seen in the Incarnation of Jesus Christ who was not only fully God but fully human as well. Christ came to people. He is still coming to them today and encouraging them to become His people.

The ATS community is one small segment of God's pilgrim people. We are committed to serving others and inviting them to become part of His Kingdom. This commitment reaches outward to those needing to be reconciled to Christ and inward to those needing to be ministered to within the body of Christ. It is carried out by proclaiming the gospel of reconciliation, both as individuals and as a community.

#### **Seminary Life: The Spiritual Dimension**

Formal and informal activities within the ATS community help develop the student's spiritual life.

*Encounter* with God and His People! (Chapel): Because spiritual formation takes place in corporate and individual contexts, faculty and students, administrators and staff gather together regularly for worship and community. *Encounter* is designed to facilitate an encounter with God and His people. These often informal times provide dynamic interaction with peer mentors, as well as mentors from ATS, local churches, para-church ministries and missions. We gather at various times throughout the semester, in different locations on campus for times marked by joy, as we connect with God and each other. Whether students are part-time or full-time, or attend day or evening classes, all can participate in *Encounter*.

Prayer: An atmosphere of openness encourages students to share prayer requests in confidence and with the whole body. Prayer chapels, a special prayer room, and student led prayer groups help to sustain the spiritual climate of the seminary.

## ***Student Life and Services***

### **Student Body**

Students choose ATS for various reasons. Some intend to pursue traditional ministry careers, while others are seeking to gain personal enrichment and more effective ministry skills.

Some reside on the main campus, while many choose to commute, taking advantage of the convenient class schedule. Whatever the case, ATS is a community of men and women committed to furthering their ability to minister the word of God effectively. They are a diverse group of individuals who come from a variety of backgrounds. Such diversity provides a rich learning environment. The opportunity to study with colleagues who possess different worldviews and ideas challenges each student's thinking.

### **Orientation**

Long before the students arrive on campus, the faculty and staff are praying for them. In weekly prayer meetings, they ask God to direct the students of His choosing to ATS.

To help each new student adjust to seminary life, an orientation session for new students is scheduled each fall and spring.

### **Student Housing**

Limited on-campus housing is available to married and single students at the Rockland campus, with priority given to full-time students. Assignments for campus housing are based upon the date of the completed application for admission and the application for housing. Students are encouraged to complete the application process as early as possible to obtain the optimum consideration for housing.

Inquiries and applications for campus housing are made through the Housing Office located on the campus of Nyack College. This office also seeks to help students with information about off-campus housing opportunities.

Students may apply for residence in Jaffray Hall, Shepherd Hall, Barney Hall, and Hillside Terrace. Apartments are equipped with kitchen stoves and refrigerators. Laundry facilities and limited storage are also available.

Basic furniture, such as a bed, dresser and desk, may be supplied for single students. Married students are expected to supply their own furniture.

**Employment**

Some on-campus work is provided through Nyack College and ATS employment. Part-time campus work is generally in the areas of maintenance of buildings and grounds, food service, bookstore, library and offices. Off-campus employment is readily available in the town of Nyack and the local vicinity, in both skilled and non-skilled positions. Available positions are regularly posted online at [www.nyack.edu/career](http://www.nyack.edu/career).

Because of Immigration and Naturalization Service regulations, international students on F-1 visas are limited to on-campus employment (20 hours per week while classes are in session; 40 hours during vacation times). Student spouses on F-2 visas are not permitted to work under any circumstances.

**Ministry Opportunities**

Opportunities for ministry are available both on and off campus. The ATS chapel services afford students the opportunity of involvement through music, drama, speaking or preaching. Ministry opportunities, both paid and voluntary are available through local churches. Mission trips and international field education experiences provide occasions for ministry abroad.

***STUDENT ORGANIZATIONS***

**Cultural Groups**

Cultural groups within ATS allow students to fellowship and network with others from their own cultural backgrounds. These student groups include the Korean Student Fellowship, the Black and Latino Fellowship, and the Chinese Fellowship. Each has regular meetings and sponsor activities for their communities, as well as for the entire ATS community.

**Student Life Committee**

Each year a Student Life Committee is chosen to represent the diverse needs of the community. Membership on the committee includes representation from a cross-section of the student population and members of the faculty. The purpose of the committee is to advise the seminary in the development of programs and services that will enhance community life.

**The Missions Committee**

The Missions Committee is a student group that plans and organizes missions-related events and promotes campus awareness of and

## ***Student Life and Services***

involvement in missions. The members include student representatives from all the major ethnic groups on campus and the Missionary-In-Residence, who helps with advising. This committee is responsible for the Festival of Missions Week held during spring semester.

### **CAMPUS AND COMMUNITY SERVICES**

#### **Bookstore**

Students may purchase their books independently, or through a private vendor who comes to campus at the beginning of each semester.

The college bookstore, located in Boon Campus Center on the Nyack College Campus, stocks academic supplies, devotional books, music, greeting cards, sportswear and gifts. A special order service is provided for books and music not in stock.

#### **Health Services**

A licensed Registered Nurse keeps regular office hours in the Health Services Office in Boon Campus Center on the Nyack College campus. Vaccines, allergy shots and minor health problems are treated during these hours. A hospital and an emergency care clinic are located nearby in Nyack. Consult the *Student Handbook* for details.

#### **Health Insurance**

All full-time students must be covered by a health insurance plan, and must show proof of coverage at registration. For those students who do not have current insurance coverage, ATS provides a health care insurance plan. Coverage is also available for the student's dependents. A brochure detailing the benefits is available in the Registrar's Office.

#### **Post Office**

A United States Post Office is located in Boon Campus Center on the Nyack College campus. Hours are Monday-Friday, 8:30 a.m. - 4:00 p.m. Please consult the *Student Handbook* for further details.

#### **Athletic Facilities**

The Nyack College athletic facilities are available to ATS students. The gymnasium, athletic field, field house and fitness center are located on the Nyack College campus. The gymnasium is available at the times posted for individual or intramural recreation.

**The Wider Community**

A wider community outside of the Alliance Theological Seminary family influences the life of each student and offers many opportunities for involvement. A number of Christian and Missionary Alliance churches, as well as other evangelical churches are within convenient driving distance from the seminary. Resident students usually have little trouble finding churches where they can comfortably worship. Many students become members of local congregations, which become their church “home-away-from-home.”

The Village of Nyack is a quaint town situated on the Hudson River. Although small, it fosters a cosmopolitan atmosphere without many of the difficulties of big-city living. Numerous cultural events, festivals, art shows and community activities take place throughout the year.

The Rockland campus is about a 45-minute drive from Times Square in New York City and an hour away from three major airports. The activities and places of interest in the city make it a vibrant and exciting place to visit. Many state and local parks are also in the area, where many enjoy the beautiful scenery of the Hudson River Valley.

## **Financial Information**

### **THE AFFORDABILITY OF ALLIANCE THEOLOGICAL SEMINARY**

In a day of escalating graduate educational costs, ATS remains one of the most affordable evangelical seminaries. Consider the following factors:

- The average student aid award exceeds \$1,000 per student, excluding loans.
- Employment opportunities are available in the vicinity, allowing students to find suitable part-time jobs.
- Students can choose a convenient payment plan by paying one-third of their semester bill at registration and extending payments over the course of the semester. A 1.5% service charge will be assessed on the remaining balance each month.

### **FINANCIAL AID**

Financial aid is available from two sources: Federal Stafford Loans and institutional aid (grants and scholarships). Students should apply for all types of aid through the Office of Student Financial Services where the forms are processed.

Recipients of all institutional scholarships are selected by the seminary's Scholarship Committee from among those who submit applications. To be eligible for ATS scholarships or other institutional funds, students must carry a minimum of 12 credits per semester, which may include the adjacent short term. Failure to do so will result in the forfeiture of the aid. Institutional aid is limited to a cap of \$3,000 per year. Exceptions are the King, Newbern and Price Scholarships, which carry an award of \$4,000. Federal loans may exceed this amount, but in no case will students receive an award greater than the cost of attendance as determined by federal standards.

### **Institutional Funds**

#### **Graduate Assistantships**

Graduate assistants are assigned each semester to assist professors with duties related to their classes and personal research. The maximum time required is 10 hours a week, and the grant is \$900 per semester. A student must be full-time, and have a grade point average of 3.0 or better to apply for a Graduate Assistantship. Preference is given to returning students.

**Scholarships - Rockland Campus**

Students with a grade point average of at least 2.5 may apply for the following scholarships through the financial aid process (please note that the King, Newbern, and Price scholarships require a minimum GPA of 3.0).

*The Alliance Women Grant for Alliance MK's* was established through a grant to ATS from the 1988-89 "Crown Him" project of the Alliance Women of The Christian and Missionary Alliance. This fund assists students whose parents are active or retired C&MA missionaries supported by the C&MA of the U.S.

*The Marie A. and John L. Bercher Scholarship Fund* was established in 1990 to assist needy and worthy students at Alliance Theological Seminary.

*The Jeannie Bubna Memorial Scholarship*, initiated by friends of former ATS president Paul F. Bubna and his family, provides assistance to the wife of a pastoral studies student who desires to take courses beyond the three-credit spousal allowance but cannot otherwise afford to do so. This scholarship is available for part-time students.

*The Paul F. Bubna Memorial Scholarship* assists students who desire to minister to people groups which are the focus of C&MA ministries, either foreign or domestic.

*The Mae Catherine Bush Thompson Memorial Scholarship Fund* was inaugurated in 1986 in memory of Mae Catherine Bush Thompson, a faithful supporter of The Christian and Missionary Alliance churches and missionaries. Recipients must be intending full-time professional ministry.

*The Chinese Ministerial Grant* was established in conjunction with the founding of the Chinese Pastoral Ministries Program at ATS. The grant is designed to financially assist students enrolled in this particular program. Interested students should contact the Director of the Chinese Pastoral Ministries Program for application materials and details.

*The C&MA Division of Church Ministries Scholarship - Honoring 50 Years of Ministry* has been established to assist worthy and needy seminary students. Scholarships are given each year to honor C&MA ministers and their spouses who have dedicated 50 years of service to the C&MA.

*The David A. Denyer Scholarship Fund*, established in 2001, recognizes outstanding graduates of ATS, especially as exemplified in the life and character of David Denyer.

*The Cloyd and Dorothy Hammel Scholarship* was established in 2000 and provides assistance to students who are preparing for missionary service with the C&MA.

## **Financial Information**

*The Ray and Mary Lou Harvey Scholarship Fund* was inaugurated in 1981 for scholarship grants to students preparing for ministry as pastors and/or missionaries. Priority shall be given to students from the Lockport, NY, area.

*The Megan Heffernan Memorial Scholarship* was established in 2006 in honor of Megan who was killed in a terrorist bombing in Indonesia, and will be awarded to students who are preparing to minister overseas among Muslims.

*The S. Gunnar Herrstrom Memorial Fund*, created in 1986, is intended to give priority to academic projects. Approval must be obtained from the Academic Dean prior to distribution.

*The Harold C. Hill Memorial Scholarship Fund* was established by Eleanor Pease to honor Rev. and Mrs. Hill's more than 40 years of pastoral ministry with The Christian and Missionary Alliance. Recipients will be men and women who are planning full-time pastoral ministry with the C&MA.

*The Viola R. Hines Mission Scholarship* was established in 1987 and is designated for a senior student who expects to engage in overseas work under The C&MA. For many years, Mrs. Hines corresponded with and prayed for hundreds of missionaries of The C&MA and was intimately acquainted with them and their work. She was an inspirational and faithful leader of the Chicago Southside Alliance Church, which later became the Oaklawn Alliance Church.

*The Hoffman Family Scholarship*, established in 1994, assists students preparing for full-time domestic or overseas missions work. Preference is given to an academically average man or woman with a positive mental attitude, combined with the desire, strength, and courage to do the Lord's work.

*The Dr. David Ireland Scholarship* was established by Christ Church in honor of their Senior Pastor to assist students who are called by God to focus on cross-cultural and interracial ministry.

*The Gilbert H. and Ida E. Johnson Scholarship Fund* assists second and third-year students, with preference to those who plan to become official workers in The Christian and Missionary Alliance.

*The Kim Family Scholarship* was initiated in 2000 and provides assistance to students who are enrolled in the Graduate School of Mission, or students intending professional missionary service.

*The Samuel Kim Memorial Scholarship* was established by the family of Dr. Samuel Kim to provide financial assistance to licensed workers of the Korean C&MA churches and are committed to the full-time ministry at the C&MA.

## **Financial Information**

*The Louis L. King Scholarship Fund* was established in 1987 to honor the long and dedicated service of Dr. King to the advancement of world missions and to the labor for Jesus Christ entrusted to The Christian and Missionary Alliance. Recipients are students who have responded to the call of God for world missionary service and who have demonstrated commitment to this high calling by disciplined living, commendable study habits and the vision for world evangelization. Students must have a minimum GPA of 3.0 to be considered for this scholarship.

*The Grace Tak-Hing Kwok Scholarship Fund* assists full-time students preparing for professions in Christian Ministry. Preference is given to children of pastors or missionaries.

*The Kenneth & Rose Legary Scholarship Fund* assists female students preparing for missionary service.

*The Lockport Alliance Church Scholarship Fund* was established in 1985 to assist students preparing for ministry with The Christian and Missionary Alliance. Priority shall be given to students from the Lockport, NY, area.

*The Charles McCarley Memorial Scholarship Fund* was established in the early 1970's by Mr. and Mrs. C.D. McCarley in honor of their son who was killed in Vietnam. The scholarship is designed to provide financial assistance to worthy and needy students preparing for full-time Christian service.

*The Robert McClay Memorial Scholarship Fund* was established in 1986 to honor the Christian commitment of Robert McClay. Scholarships will be awarded annually to students planning full-time Christian ministry.

*The William and Eva Newbern Memorial Scholarship Fund* was inaugurated in 1975 in honor of the Newberns who spent their lives ministering to the Chinese. Scholarships will be awarded to applicants who have as their objective service in Christian ministry: educational, pastoral or missionary. Preference may be given to Chinese students or to those planning to minister among the Chinese people. Students must have a minimum GPA of 3.0 to be considered for this scholarship.

*The New England District C&MA Scholarship* provides assistance to two students each year who are adherents or members of Alliance churches in the New England District.

*The Sylvia M. Parsell Scholarship* was established to assist needy students who are graduates of Nyack College and have demonstrated sincerity of purpose, unquestioned Christian character, and who indicate promise for service in Christian ministry.

## **Financial Information**

*The Winnie B. Powell Memorial Scholarship Fund* was established in 1983 by J. William Powell in memory of his wife, Winnie B. Powell. The Scholarship is awarded each year to one or more deserving students.

*The Wendell W. Price Preaching Scholarship Fund* was established in 1987 to honor Dr. Price for over 35 years of service to The Christian and Missionary Alliance. He distinguished himself as a preacher of the word and a leader in Alliance education. Recipients must be advanced or upper division students who give evidence of strong preaching and show promise for such preaching in the pastoral context. Students must have a minimum GPA of 3.0 to be considered for this scholarship.

*The Mazie Cupples Rambo Memorial Scholarship Fund*, established in 1999, assists female students who intend to serve in vocational ministry within The Christian and Missionary Alliance.

*The Rocky Mountain District Scholarship*, established by the Rocky Mountain District of The Christian and Missionary Alliance, provides assistance to second- and third-year students, with preference given to those from the Rocky Mountain District.

*The Debbie Hunt-Scribner and Kenneth H. Scribner Scholarship Fund* was established in 2003 with a preference to assist women from developing countries who intend to return overseas to minister to members of their culture or for pastoral students who intend to return overseas to become national pastors in their country of origin.

*The Marie Shelly Memorial Scholarship* aids students who are intending a career in the mission field. This scholarship is given in memory of the daughter of former ATS professor, Dr. Harold Shelly.

*The A.B. Simpson Memorial Scholarship Fund* was instituted in 1979 to honor Dr. Simpson. Recipients must be planning missionary service overseas. Preference is given to those planning to serve with The Christian and Missionary Alliance.

*The John E. Stebbins Sr. Memorial Scholarship Fund*, initiated in loving memory of John E. Stebbins, is awarded annually to a needy and worthy seminary student who anticipates pastoral ministry.

*The Esther G. Smith Trust* was created to support students planning full-time Christian service. If full-time service is not entered, the award becomes a loan. Special consideration is given to students from West Haven Alliance Church in West Haven, CT.

*The Truitt Scholarship Fund* was established in 1985 in memory of Barton and Helen Truitt to assist students who have service in Christian ministry as their objective: educational, pastoral or missionary. Special consideration will be given to students planning to serve in Jewish-related ministries with The Christian and Missionary Alliance.

## **Financial Information**

*The Urban Ministries Assistance Fund* was established to provide assistance for tuition to students enrolled at ATS who intend to enter the ministry of the Gospel in urban settings.

*The Chaplain Harry W. Webster Scholarship Fund* was established in 1988 to assist worthy and needy seminary students.

*The Western Pennsylvania District of The C&MA Scholarship Fund* was established to provide assistance to needy students who are members of an Alliance church within this district.

*The Ravi Zacharias International Ministries Scholarship* was established in 2000 for those students who possess exceptional Christian character for whom evangelism is a high calling.

### **Institutional Grants - Rockland Campus**

Institutional grants are funded by the seminary and are offered to students their first semester of full-time study at the ATS campus in Nyack, NY. Full-time status is defined as a minimum of 12 credit hours per semester. Unless otherwise stated, a grant is renewable by maintaining a minimum cumulative GPA of 2.5. Grants and scholarships lost due to low GPA may be reinstated if a student regains the minimum necessary GPA. Appeals should be directed to the Office of Student Financial Services. There is a cap of \$3000 per student per academic year for combined grants and scholarships. Grants and scholarships will be awarded 50% each semester.

*Alliance Education Leadership Grant:* \$2000 per year is awarded to new students receiving their bachelor's degree after December 1, 2000 from colleges affiliated with The Christian and Missionary Alliance. Students must enroll at ATS within nine months of their graduation.

*C&MA Ministries Grant:* \$2000 per year is awarded to students who at their initial enrollment are licensed for ministry in The Christian and Missionary Alliance denomination.

*Academic Honor Grant:* \$2000 per year is awarded to students who graduate from a fully accredited undergraduate institution with a grade point average of 3.5 or higher. This grant is renewable annually for those students who maintain a minimum GPA of 3.5 at ATS.

*The Executive Grant:* This grant is awarded to students who submit a written request for special consideration for financial assistance due to extreme financial hardship. Students must have a minimum grade point average of 2.5 from a fully accredited institution.

*The Bridge Grant:* The Office of Admissions will award a grant of \$1000 a year to students who participated in the Bridge Program during their undergraduate junior and senior years. A \$500 grant can be awarded

## ***Financial Information***

to students who were involved their senior year alone (for more information on the Bridge Program, contact the Office of Admissions).

### **Tuition Grants - Rockland Campus**

Spouses of full-time students (12 or more credits per semester) may take up to three credits per semester and receive a tuition grant. A registration fee and vehicle registration fee must be paid. They must apply and meet all the admission requirements and register as any other student. All additional tuition and fees must be paid if more than three credits are taken. This grant is only for spouses who are not eligible for other aid.

All alumni, as well as missionaries and clergy who are actively involved in ministry, may apply to the Office of Student Financial Services to audit one course and receive a grant for the tuition. A registration fee and vehicle registration fee must be paid.

Individuals over 60 years of age may audit courses and receive a grant for 80% of the normal audit tuition. A registration fee and vehicle registration fee must be paid.

### **Institutional Grants - ATS-NYC (Manhattan Campus)**

Financial aid is determined on a semester basis and on the number of credits taken. The awards for part-time students are:

3-5 credits - \$140.00

6-8 credits - \$300.00

9-11 credits - \$440.00

Full-time students (12-15 credits) receive an award of at least \$1000 per semester.

## ***Federal Funds***

### **Stafford Loans**

Subsidized Stafford Loans are awarded to students who demonstrate financial need. Because the U.S. Department of Education subsidizes the interest, borrowers are not charged interest while they are enrolled in school at least half time and during grace and deferment periods.

Unsubsidized Stafford Loans are awarded to students regardless of financial need. Borrowers are responsible for paying the interest that accrues during any period. To apply online for Stafford loans, go to: [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).

**APPLICATION FOR FINANCIAL AID**

Students accepted to ATS who take at least 12 credit hours in a semester may apply for institutional financial aid. To be eligible for scholarships, grants, and graduate assistantships, a student must have a grade point average of 2.5 or greater (see King, Newbern, and Price scholarships for specific GPA requirements).

Students wishing to receive financial aid must complete the aid application process in order to be considered. Financial aid application packets are available in February each year for the subsequent academic year.

ATS uses the Free Application for Federal Student Aid (FAFSA) and the seminary's own application form to determine eligibility. Apply online at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).

Please remember that it takes 4-7 weeks for this processing to be complete. Students must allow time when returning their financial aid and scholarship application to meet the deadline for scholarships and graduate assistantships.

Institutional aid is awarded in April for the following academic year. Limited aid may be available after this point.

**SEMESTER PAYMENT PLAN**

Any student unable to pay all semester charges at registration may arrange to participate in the ATS Semester Payment Plan. The students are required to pay one-third of the bill at registration and one-third each month thereafter until the balance is paid. All monthly balances will receive a finance charge of 1.5%.

**FINANCIAL REGULATIONS**

**Change in Enrollment Status**

A change in enrollment status (i.e. adding/dropping classes) may change a student's eligibility for institutional and federal aid. Any student who drops below full-time status is not eligible for institutional aid (Rockland Campus). Any student who drops below half-time status is not eligible for federal loans.

In no case will students receive an award greater than their need as determined by federal standards. If a student's budget changes due to a loss of credits, federal loans may need to be returned.

## ***Financial Information***

### **Withdrawal/Change in Enrollment**

Any change in a student's full-time status (12 credits per semester) may affect their eligibility to receive financial aid (loans) and or institutional grants and scholarships.

If the student withdraws from the seminary, federal regulations dictate a repayment policy for students receiving Title IV aid (Stafford loans). The Office of Student Financial Services will calculate the amount "earned" by the student by determining the percentage of the period of enrollment that was completed. Nyack College/ATS will return the FFELP Loans (Stafford subsidized and unsubsidized loans) to the lender as governed by U.S. Department of Education regulations.

### **Renewal of Aid**

Institutional aid is awarded yearly. Students must apply every year through the Office of Student Financial Services to be considered for scholarships. Federal loans must be applied for yearly. Students can apply on line at: [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).

### **Credit Balance Authorization**

Any "Credit Balance" on a student account will be used first to cover all education and non-educational-related expenses. The remaining credit balance will remain on the student's account until the student notifies the Office of Student Financial Services by submitting a completed Credit Refund Request Form. The student must have a credit on their account over and above tuition, fees and rent for the current term in order for the refund to be processed (see page three from the housing handbook). Refunds will be processed within 7-14 days of the request.

### **Payment of Account/Outstanding Balances**

Alliance Theological Seminary does not have invested reserves to apply to its operational budget. Therefore, students are not permitted to run accounts in arrears. We urge applicants and students to keep this in mind and make proper provision or arrangements to meet all financial responsibilities promptly.

Degrees, diplomas or transcripts of credits will not be provided to students who have any financial obligations to Alliance Theological Seminary. Students with an outstanding balance at the end of any given term may not register for the next semester, may have all credit for the semester reversed, and may not participate in commencement exercises.

**Refunds**

Upon registration, students assume full financial responsibility for all charges for the semester. Withdrawal from the seminary, or dropping individual courses does not relieve the student from these obligations except for tuition charges refunded on the following scale (*withdrawal from classes, from the day the semester officially begins*):

Within one week	100% refund
Within two weeks	80% refund
Within three weeks	60% refund
Within four weeks	40% refund
Within five weeks	20% refund
More than five weeks	0% refund

For example, a student dropping a class, or fully withdrawing from the seminary, in the second week of a semester receives a refund of 80% of the semester’s tuition fees. Refunds in the intensive short programs are made proportionately. Thus, three class hours in a three-credit class is considered one week in a semester.

**SATISFACTORY ACADEMIC PROGRESS POLICY**

Federal and state regulations require the seminary to establish and apply reasonable standards of satisfactory progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. The law requires institutions to develop policies regarding satisfactory academic progress (SAP). Each institution must design criteria which outlines the definition of student progress towards a degree and the consequences to the student if progress is not achieved. Alliance Theological Seminary students who wish to be considered for financial aid must maintain satisfactory progress in their selected course of study as set forth in this policy.

**Institutional Policy:** The Registrar's Office evaluates student academic progress three times during the academic year. This occurs after the fall and spring semesters. Students are evaluated on the basis of cumulative grade point average (GPA), credit hour completion and maximum time frame limitations. Students who have completed the coursework for the degree or certificate they are pursuing cannot receive further aid for that program.

**Grade Point Average:** To receive financial aid, a student must maintain a minimum qualitative measure of progress defined as cumulative GPA. The minimum cumulative GPA is 2.5/4.0.

**Credit Hour Completion (Incremental Progress):** Students are also required to meet a measure of incremental progress. Students in a

## **Financial Information**

degree program must complete a minimum of 12 hours per academic year or within 12 consecutive months from date of enrollment in order to be eligible for federal student loans for the following year.

### **Maximum Time Frame Limitation (Degree Completion):**

Students are also subject to a quantitative measure of progress. Master of Divinity students are eligible for federal student aid for eight calendar years from the time of matriculation. Master of Professional Studies students are eligible for federal student aid for six calendar years from the time of matriculation. Master of Arts students are eligible for federal student aid for five calendar years from the time of matriculation.

**Institutional Procedures:** Students are notified of the SAP policy in the seminary catalog, various mailings, and along with their annual financial aid award letter.

**Denial:** A student will be denied federal student assistance if SAP is not maintained.

**Probation:** A student will be placed on a one-semester probation if SAP is not established. The student will not be eligible for federal student aid during the probationary period while eligibility is being re-established.

**Notification:** Students are notified early in the spring semester, early in July and early in the fall semester if they are in danger of not making SAP.

**Appeal Process:** Any student denied financial aid because he/she did not meet SAP and is placed on limited academic probation or who can prove special circumstances (i.e. serious injury or illness and death in the family) may appeal the case. An appeal letter may be submitted to the Student Financial Services Office to request a waiver of the SAP standards for a semester. The Academic Dean, Registrar, and Director of Student Financial Services will make the final determination.

**Consequences of Denial:** If a student's financial aid appeal is denied, he/she then enters the probation period without federal and institutional financial assistance.

**ROCKLAND CAMPUS ADMINISTRATION**

***Office of Academic Affairs***

Richard B. Pease, D.Miss., Assistant VP/Academic Dean  
Stephen K. Bailey, Ph.D., Director, Alliance Graduate School of Mission  
Cheryl A. Felmlee, M.A., Director of Library Services  
Gregory A. Beeman, M.Div., Associate Registrar

***Office of Admissions***

Heather Rosenberg, B.A., Director of Admissions

***Office of Student Financial Services***

Angela Roth, B.S., Director of Student Financial Services

***Field Education***

Brent Hoffman, M.Div, Director of Field Education/Chapel  
Coordinator

***Office of Special Programs***

Richard B. Pease, D.Miss., Director of Special Programs  
Julio A. Aponte, D.D., Director, ATS/Puerto Rico  
Luis A. Carlo, Ed.D., Associate Dean & Director, ATS/NYC  
Sergiy Tymchenko, Director, ATS/Eastern European (Kiev, Ukraine)  
Stephen Julian, Ph.D., Associate Dean, ATS/Miami Valley (Dayton OH)

**NEW YORK CITY CAMPUS ADMINISTRATION**

***Office of Academic Affairs***

Luis A. Carlo, Ed.D., Associate Dean & Director  
Toya L. Smith, A.A., Assistant Registrar

***Office of Admissions***

Heather Rosenberg, B.A., Director of Admissions

***Office of Student Financial Services***

Maggie Rodriguez, M.A., Director of Financial Services

## **Administration and Faculty**

### **ACADEMIC ADMINISTRATION**

**Sue K. Ho**, *Registrar*. B.A., Hunter College of the City University of New York. 2001.

**Richard B. Pease**, *Assistant VP/Academic Dean of Alliance Theological Seminary, Professor of Missiology (Rockland Campus), 1995*. B.S., Nyack College; M.Div., Gordon Conwell Theological Seminary; Th.M., D.Miss., Fuller Theological Seminary. Senior pastor of three C&MA churches; C&MA missionary to Japan; Professor, The Japan Alliance School of Theology; Japan Field Director for C&MA; church planter in Japan in Nagoya; Professor of Missiology, Nyack College.

**Linda K. Poston**, *Associate Dean of Library; Librarian II*. B.S., Grace College of the Bible; M.L.S., Long Island University. 1996.

**Michael G. Scales**, *President; Professor of Education*. B.S., Toccoa Falls College; M.A., Western Kentucky University; Ed.D., The Institute of Higher Education, University of Georgia. 1989-2005, 2006.

**David F. Turk**, *Provost & Vice President for Academic Affairs; Professor of English*. B.A., Nyack College; M.A., Ph.D., New York University. 1978.

### **RESIDENT FACULTY**

The ATS faculty is a group of scholars who care deeply about students and their development as effective ministers in today's complex world. They see education as more than the communication of facts and ideas; it is the shaping of individuals. Faculty members are involved in students' personal and academic lives. At any given time, they may be together discussing ideas, laughing, worshipping, planning or praying for each other's concerns. This, perhaps more than any other aspect, characterizes the commitment of the ATS faculty. By example they demonstrate what it means to live holy lives unto a holy God.

*(Year indicates appointment to faculty)*

**Julio Aponte**, *Director and Instructor in Old Testament (Puerto Rico Campus - Seminario Teologico De Puerto Rico), 1990*. B.A., University of Puerto Rico; M.A.R., Evangelical Seminary of Puerto Rico. Pastor; former District Superintendent of Puerto Rico District of The Christian and Missionary Alliance.

**Barbara Austin-Lucas**, *Professor of Religious Education (NYC Campus), 2005*. B.A., Tufts University; M.A., Boston University;

## **Administration and Faculty**

M.Div., Colgate Rochester Divinity School; M.A., Teacher's College, Columbia University; Ed.D., Union Theological Seminary and Teacher's College, Columbia University. Founder and Chief Executive Officer of (WOMB) Women Organizing, Mobilizing and Building, NY, NY; Pastor, Agape Tabernacle International Fellowship, Brooklyn, NY; Guest Lecturer, Queens College City University of NY.

**Stephen K. Bailey**, *Associate Professor of Intercultural Studies, Director of Alliance Graduate School of Mission (Rockland Campus), 2001.* B.A., Wheaton College; M.Div., Alliance Theological Seminary; M.Th., Fuller Theological Seminary; Ph.D., Fuller Theological Seminary. Senior Associate for the Institute for Global Engagement, an organization that addresses issues related to the persecuted church around the world. Involved in holistic relief and development missions with CAMA Services Thailand and Laos for seventeen years.

**Luis A. Carlo**, *Associate Dean & Director ATS/NYC, Associate Professor of Urban Studies (NYC Campus), 1998.* B.A., Southeastern University; M.A., Logos Bible College and Graduate School; M.Div., Alliance Theological Seminary; Ed.D., Columbia University and Union Theological Seminary. Adjunct Professor: Northwest Graduate School and Mars Hill Graduate School, Seattle, WA; Visiting Professor: Project OR, Kiev, Ukraine; Instituto Biblico Buenos Aires, Buenos Aires, Argentina; Alliance Biblical Seminary, Manila, Philippines; FATELA, Sao Paulo, Brazil. Pastor 13 years; Board Member and Director of Holistic Education and Cultural Development for Full Circle Health, Bronx, NY.

**Julianne M. Cox**, *Assistant Professor of New Testament (Rockland Campus), 1990.* B.A., Toccoa Falls College; M.Div., Alliance Theological Seminary; S.T.M., Yale Divinity School; doctoral studies in process (ABD), Fordham University. Adjunct Professor, Nyack College and St. Thomas Aquinas College; missionary associate, Philippines; faculty member, Alliance Biblical Seminary, Philippines; seminar speaker.

**William V. Crockett**, *Professor of New Testament (Rockland Campus), 1980.* B.A., University of Winnipeg; M.Div., Princeton Theological Seminary; Ph.D., University of Glasgow. Three years pastorate; published author of various theological books and articles; novelist.

## **Administration and Faculty**

**Janet L. Dale**, *Associate Professor of Spiritual Formation and Discipleship (Rockland Campus), 1995*. B.A., Columbia International University; M.A., Wheaton College Graduate School; Doctoral Studies, Columbia University Teachers College; Ph.D., University of Denver. Adjunct Professor, Nazarene Bible College; Adjunct Professor, Nyack College; Christian education director; director of children's ministries; curriculum editor and consultant; convention speaker; seminar leader; published author.

**Charles Davis, III.**, *Assistant Professor of Intercultural Studies (Rockland Campus), 2002*. B.A., Nyack College; M.Div., Alliance Theological Seminary; M.A., Alliance Theological Seminary; doctoral studies in process (ABD), Fordham University. Service as a local pastor (1985-1990); missionary in Bamako, Mali, and administrative leadership as the Mali Field Director for the C&MA (1990-2000); currently mentoring developing leaders along with his wife Ingrid.

**Louis A. DeCaro, Jr.**, *Assistant Professor of Church History (NYC campus – half-time), 2006*. B.A., Geneva College; M.A., Westminster Theological Seminary; M.A., New York University; Ph.D., New York University. Interim Pastor, Fellowship Chapel, Bronx, NY; Adjunct professor, The King's College, NYC and the City College of the City University of NY; Pastor, the Vroom Street Church, Jersey City, NY; author of several scholarly works.

**Cheryl Felmlee**, *Director of Library Services, Assistant Professor of Research Methods (Rockland Campus), 1995*. B.A., Washington Bible College; Graduate Studies, Trinity Evangelical Divinity School; M.A., Northern Illinois University. Acquisitions Librarian, Trinity Evangelical Divinity School.

**Stephen Julian**, *Associate Dean, Professor of Communications (Miami Valley Campus), 1994*. B.A., Nyack College; M.A., The Ohio State University; Ph.D., Northwestern University. Joined Nyack College faculty in 1994; moved to Ohio in 2001 to begin Nyack Miami Valley Campus; ordained minister(C&MA); full-time ministry at Immanuel Alliance in Mechanicsburg, PA, 1986-1989.

**Jin Tae Kim**, *Director Korean Studies Program, Associate Professor of Bible, 2003*. B.A., Seoul National University; M.Div., Alliance Theological Seminary; Ph.D., Westminster Theological Seminary. Ordained minister, C&MA; Co-Pastor, NJ Cornerstone Alliance Church;

## **Administration and Faculty**

Director of Korean Extension Fellowship ATS; Associate Professor, Nyack College (1994-present).

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**Jose R. Rodriguez**, *Instructor in Counseling and Christian Education (Puerto Rico Campus), 1994.* B.S., University of Puerto Rico; M.D., Universidad Centro Estudios Tecnologicos; M.P.H., University of Puerto Rico; D.Sc., Lafayette University; Ph.D., Fordham University. Professor, Advanced Center for Post-Graduate Studies, San Juan; Professor, Lafayette University.

**Gabriel Salguero**, *Instructor Christian Ethics (NYC Campus), 2004.* B.A., Rutgers University; M.Div., New Brunswick Theological Seminary; ABD candidate, Union Theological Seminary Christian Social Ethics. Ordained pastor since 1993, pastors a church in NYC along with his wife Jeanette.

**Martin P. Sanders**, *Professor of Pastoral Theology (Rockland Campus), 1991.* B.A., Toccoa Falls College; M.Div., Trinity Evangelical Divinity School; Th.M., Trinity Evangelical Divinity School; doctoral studies, Northern Illinois University; D.Min., Gordon-Conwell Theological Seminary. President and Founder, Global Leadership, Inc.; Associate Professor, Canadian Theological Seminary; 10 years pastorate; speaker; published author.

**Glen M. Shellrude**, *Associate Professor of New Testament (NYC Campus), 2000.* B.A., American University of Beirut; M.Div., Denver Seminary; Ph.D., University of St. Andrews. Missionary to Philippines 15 years; Academic Dean and faculty member, Alliance Biblical

### **Administration and Faculty**

Seminary, Philippines; adjunct faculty/administration, Asia Graduate School of Theology.

**Paul Y. Siu**, *Professor of Theology (Rockland Campus), 1997*. B.Th., Alliance Bible Seminary, Hong Kong; M.Div., Canadian Theological Seminary; M.Th., Bethel Theological Seminary; Ph.D., Trinity Evangelical Divinity School. Pastor; missionary; Professor, Canadian Theological Seminary and Canadian Bible College; Lecturer, Disciples of Christ Seminary; President, Academic Dean and Instructor, Taiwan Theological College.

**R. Bryan Widbin**, *Professor of Old Testament and Semitic Languages (Rockland Campus), 1985*. B.A., John Brown University; M.Div., Trinity Evangelical Divinity School; Th.M., Trinity Evangelical Divinity School; M.A., Brandeis University; Ph.D., Brandeis University. Professor of Bible and Religion, King College; Visiting Professor, Alliance Biblical Seminary; guide and lecturer, Israel Studies Program; Instructor in Semitic Languages, Brandeis University; 2 years pastorate; published author.

### **REGULARLY CONTRIBUTING FACULTY**

**Peter Au**, *Instructor in Chinese Church History*. B.S., University of Waterloo; Th.M., Dallas Theological Seminary; Th.D., Dallas Theological Seminary. President, Biblical Seminary of the Philippines; Senior Pastor, Dallas Chinese Fellowship Church and North Toronto Chinese Alliance Church.

**Christi-An Bennett**, *Instructor in Church History*. B.A., Eastern Nazarene College; M.Div., Nazarene Theological Seminary; Ph.D., Manchester University. Assistant Professor, Nazarene Bible College, Asia Pacific Nazarene Theological Seminary, and Nazarene Theological College.

**Stephen Bennett**, *Associate Professor of Old Testament*. Bachelor of Commerce, Auckland University; M.Div., Nazarene Theological Seminary; M.A., Nazarene Theological Seminary; Ph.D., Manchester University. Ordained minister, Church of the Nazarene; missionary, the Republic of the Philippines; Associate Professor, Asia Pacific Nazarene Theological Seminary, R.P.; Visiting Professor, Nazarene Theological Seminary, Southern Nazarene University, Nazarene Theological College,

## **Administration and Faculty**

Luzon Nazarene Bible College, and Nazarene Bible College; author of various articles.

**Warren Bird**, *Instructor in Church Planting and Growth*. B.A., Wheaton College; M.A., Wheaton College; M.Div., Alliance Theological Seminary; doctoral studies in process, Fordham University. Pastor; writer; consultant for church growth.

**Joel Comiskey**, *Adjunct Professor*. B.A., Prairie Bible Institute Three Hills; M.P.S., Alliance Theological Seminary; M.A., Fuller School of World Mission; M.Div., Columbia International University; Ph.D., Fuller Theological Seminary. Published author; church planter; Founder and President of Cell Church Solutions; adjunct professor, Columbia International University, Regent University, ATS, and Simpson University.

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**Cyrus Lam**, *Instructor in Missions*. D.Miss., Fuller Theological Seminary. Missionary C&MA from Hong Kong to Sumatra, Indonesia; Associate General Secretary, Chinese Christian Mission, USA.

**Wing-Hung Lam**, *Instructor in Chinese Church History*. B.S., University of Hong Kong; M.Div., Trinity Evangelical Divinity School;

### ***Administration and Faculty***

Ph.D., Princeton Theological Seminary. Associate Pastor, Mississauga Chinese Baptist Church; Research Professor, Tyndale Seminary; Lecturer, China Graduate School of Theology, Hong Kong.

**R. Steven Notley**, *Professor of Bible*. B.A., Oral Roberts University; M.A., Oral Roberts University; Ph.D., Hebrew University in Jerusalem. Associate Professor, Jerusalem University College; Chairman of Executive Board, Jerusalem School of Synoptic Research; Founding Director of Shoresh Study Tours.

**Abraham H. Poon**, *Instructor in Pastoral Ministries*. B.A., University of Calgary; M.R.E., Golden Gate Baptist Theological Seminary; M.Div., Golden Gate Baptist Theological Seminary; D.Min., Fuller Theological Seminary. Pastor.

**Giullermo Ramirez**, *Instructor in Old Testament*. B.B.A., University of Puerto Rico; M.Div., Evangelical Seminary of Puerto Rico; M.T.S., Emory University; Ph.D., Emory University. Director for Center for the Development of Christian Faith; Professor of Religion at Interamerican University of Puerto Rico.

**Luz M. Rivera**, *Instructor in Christian Education*. B.S., University of Puerto Rico; M.A., Church of God School of Theology; D.Min., McCormick Theological Seminary. Licensed minister; Academic Dean at the Escuela Graduada de Consejeria Pastoral.

**Rafael A. Rodriguez**, *Instructor in Preaching*. B.A., University of Puerto Rico; M.Div., Evangelical Seminary of Puerto Rico; D.Min., International Seminary. Pastor; evangelist; Director of Chaplaincy for Puerto Rico Police Department; Guest Professor at Haggal Institute, Singapore.

**Philip C. H. Teng**, *Professor Emeritus of Pastoral Ministry*. B.A., National Northwestern University of China; B.D., Edinburgh University; L.L.D., Nyack College. Dean and President, Alliance Bible Seminary; President, China Graduate School of Theology; Director, Chinese Bi-Cultural and Pastoral Ministries Program Alliance Theological Seminary; 36 years pastorate.

**REGULARLY CONTRIBUTING FACULTY (from *The Alliance Graduate School of Counseling*)**

**Paul Aquino**, *Instructor in Counseling*. B.A., Oral Roberts University; M.A., Rosemead School of Psychology; Ph.D., Rosemead School of Psychology. Private practice counselor.

**Freddy Baez**, *Instructor in Counseling*. M.S.W., Fordham University. Credentialed as a Substance Abuse and Alcoholism Counselor; Director of Psycho-Social Services and Psychotherapist at Full Circle Health in the Bronx; Associate Pastor.

**Dennis R. Borg**, *Instructor in Counseling*. B.A., Nyack College; M.A., Ph.D., Eastern Baptist Theological Seminary. Founder and Director of Integrity Ministries; lecturer; author; Licensed Marriage Counselor.

**Phyllis Carter**, *Instructor in Counseling*. D.Min., New York Theological Seminary. Director of Counseling, Refuge Apostolic Church of Christ; marriage & family counselor since 1983; Cohort Professor at Nyack College in the School of Adult and Continuing Education (2002-present).

**L. Brian Cistola**, *Instructor in Counseling*. M.Div., Alliance Theological Seminary; D.Min., Eastern Baptist Theological Seminary. Social worker at Rockland Psychiatric Center in Orangeburg, New York.

**Craig W. Ellison**, *Director, Alliance Graduate School of Counseling, Professor of Urban Studies and Counseling, 1983*. B.A., The King's College; M.A., Wayne State University; Ph.D., Wayne State University; Special Studies, Nat. Science Foundation, Harvey Mudd College. Executive Director, New Hope Counseling Center; Professor of Psychology and Urban Studies, Simpson College; Associate Professor of Psychology, Westmont College; Visiting Assistant Professor, State University of New York, Binghamton; published author of various books, articles, and papers.

**Elaine L. Eng**, *Instructor in Counseling*. B.A., Princeton University; M.D., Albert Einstein College of Medicine. Private practice in psychiatry; author; lecturer.

**Michael Ferris**, *Instructor in Counseling*. M.A., Antioch Graduate School; Ph.D., Cambridge State University. Intern experiences at

## **Administration and Faculty**

Bachus Hospital, Bridge Family Counseling Center, and Johnson Memorial Hospital; private practice since 1998; currently developing a therapeutic ministry for post-abortive care.

**Michael W. Gillern**, *Assistant Professor of Pastoral Counseling, 2004*. B.S., University of New Haven; M.Div., Trinity Evangelical Divinity School; M.A., New School for SR; D.Min., Gordon-Conwell Theological Seminary. Therapist, Southern Connecticut Christian Counseling Center; Oncology Chaplain, Lake Forest Hospital and the Department of Mental Health in Lake County, Illinois.

**Liz Hoffman**, *Instructor in Counseling*. M.A., Alliance Theological Seminary. Director of Career Services at Nyack College with over five years of experience in the field of career development; frequent presenter in a wide variety of classes/disciplines.

**Janet Lerner**, *Instructor in Counseling*. B.S., Ohio State University; M.A., Ohio State University; Ph.D., Columbia University. Director of Research and Development at NARCO Freedom, Inc.; author; lecturer; experienced clinician; private counseling practice.

**Marcia Lucas**, *Assistant Professor of Counseling, 2002*. B.S., CUNY; M.S., Yale University; Psy.D., Yeshiva University/Ferkauf Graduate School of Psychology. Senior Clinical Consultant, Full Circle Health, LLC; fifteen years combined experience in psychology, medicine, and education; work in the community focuses on sexual abuse, working with difficult children, depression, inner healing, culture, listening recovery, and trauma.

**Elissa Lin Rathe**, *Assistant Professor of Counseling, 2004*. Ph.D. in Psychoanalysis from Heed University. Experienced psychotherapist in private practice with extensive experience working with dysfunctional family upbringings, emotional and sexual abuse, gender identity issues, schizophrenia, borderline personality disorder, eating disorders, as well as marital and pre-marital issues; clinical consultant at a community-based organization, serving the HIV/AIDS, Asian Pacific Islander populations.

**Carol Robles**, *Professor of Counseling, Assistant Director, Alliance Graduate School of Counseling, 2003*. B.A., New York University; M.S.W., New York University; M.A., Adelphi University; Ph.D., Adelphi University. Psychologist, NY City Board of Education,

### **Administration and Faculty**

Fordham-Tremont Mental Health Clinic, Albert Einstein College of Medicine, and the NY Foundling Hospital; Licensed NYS Psychologist, NYS Certified Social Worker, and the NYC Bilingual School Pathologist.

**Doreen Stewart**, *Instructor in Counseling*. Ph.D., Southern Illinois University. Seminar & workshop leader; co-author of several professional journal articles; on staff at Albert Einstein College of Medicine.

**Phyllis Tompkin**, *Instructor in Counseling*. Ph.D. Self-employed psychotherapist; clinical supervisor to prayer partners at Metropolitan Duane UMC Listening Pact (a program in response to 9/11); candidate for certificate in psychoanalysis at the Center for Human Development; post-master's certificate at NYU.

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