The information in this catalog applies to the 2018–19 academic year. Care is taken to ensure the accuracy of information in this publication; the information is susceptible, however, to unintended error and is subject to changes or deletions. AMBS reserves the right to change programs of study, academic requirements, the Academic Calendar, and other matters described here without prior notice, in accordance with established procedures. This catalog is descriptive and is not to be construed as a legal contract.

This catalog is available on the AMBS website at www.ambs.edu/academics/catalog and in a limited number of print copies. The online version contains links to facilitate easier use.
Table of contents

Academic calendar overview ................................................................. 2
General information .................................................................................. 3
Academic programs .................................................................................. 7
  • Master of Divinity (MDiv Campus; MDiv Connect) ........ 11
  • Master of Arts in Christian Formation (MACF) .......... 28
  • Master of Arts: Theology and Peace Studies (MATPS) .. 32
  • Graduate Certificate in Theological Studies ............. 38
Course descriptions .............................................................................. 39
  • Bible (BIB) .............................................................................. 42
  • History, Theology, and Ethics (HTE) ...................... 56
  • Church and Ministry (CHM) .................. ............................... 70
  • Interdepartmental (INT) ......................................................... 84
  • Peace and Justice Studies ...................................................... 88
  • Academic partnerships ......................................................... 90
    • Andrews University ......................................................... 90
    • Conrad Grebel University College ...................... 91
    • Eastern Mennonite Seminary ................................. 93
    • Garrett-Evangelical Theological Seminary ........ 93
    • Goshen College ............................................................... 93
    • Merry Lea Environmental Learning Center ........ 95
Admissions and financial aid ................................................................... 97
Academic policies and procedures ......................................................... 105
  • Family Education Rights and Privacy Act of 1974 .... 126
Tuition and fees ....................................................................................... 129
Faculty, staff, and administration .......................................................... 133
Index ........................................................................................................ 139
  • Course list index: Alphabetical ........................................ 140
  • Course list index: Numerical ............................................ 144
  • Topical index ....................................................................... 148
  • Photo index ....................................................................... 152
Academic calendar overview

This is a basic overview of the 2018–19 AMBS Academic Calendar; it does not include all of the important dates students will need to observe to meet program and administrative expectations, nor any updates that have been made since it was published. To view the complete calendar online, visit www.ambs.edu/academics/course-list-calendar. Students are responsible to know and adhere to all deadlines found in the complete calendar.

Starting with the 2017–18 academic year, AMBS has changed its academic calendar to eliminate Interterm, add more summer course options and eliminate seasonal terminology. The fall semester is now Semester One; the spring semester is Semester Two; and the summer term is Intensive Term.

**Semester One**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>6</td>
<td>Semester One hybrid courses begin</td>
</tr>
<tr>
<td></td>
<td>20–25</td>
<td>Hybrid courses meet on campus</td>
</tr>
<tr>
<td>September</td>
<td>4</td>
<td>Semester One campus and online courses begin</td>
</tr>
<tr>
<td>October</td>
<td>30–31</td>
<td>Reading days (no classes)</td>
</tr>
<tr>
<td>December</td>
<td>14</td>
<td>Semester One courses end</td>
</tr>
</tbody>
</table>

**Semester Two**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>8</td>
<td>Semester Two courses begin</td>
</tr>
<tr>
<td>February</td>
<td>4–9</td>
<td>Hybrid courses meet on campus (no online or campus classes)</td>
</tr>
<tr>
<td>February</td>
<td>25–28</td>
<td>Church Leadership Center Pastors and Leaders 2019; Reading days (no classes)</td>
</tr>
<tr>
<td>April</td>
<td>1–6</td>
<td>Recess (no classes)</td>
</tr>
<tr>
<td>May</td>
<td>3</td>
<td>Semester Two courses end</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

**Intensive Term**

**Hybrid Session**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>6</td>
<td>Hybrid courses begin</td>
</tr>
<tr>
<td>June</td>
<td>3–8</td>
<td>Hybrid courses meet on campus</td>
</tr>
<tr>
<td>July</td>
<td>19</td>
<td>Hybrid courses end</td>
</tr>
</tbody>
</table>

**Campus Session #1**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>6</td>
<td>Campus courses begin</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Two-credit-hour campus courses end</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Three-credit-hour campus courses end</td>
</tr>
</tbody>
</table>

**Campus Session #2**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>10</td>
<td>Campus courses begin</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Two-credit-hour campus courses end</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Three-credit-hour campus courses end</td>
</tr>
</tbody>
</table>
General information

Mission statement
Anabaptist Mennonite Biblical Seminary serves the church as a learning community with an Anabaptist vision, educating followers of Jesus Christ to be leaders for God’s reconciling mission in the world.

Core values
- Disciplined study of scripture, theology, and ministry
- Practices of worship, community, and Christian discipleship
- Effective and visionary leadership for the church
- Anabaptist theology in conversation with the wider church
- Mission that integrates service, evangelism, and peacemaking

Vision statement
AMBS will become an Anabaptist learning community that makes theological education accessible to and welcoming of Christians of increasingly diverse traditions, ethnicities, and races to reflect more fully God’s purposes of unity and justice.

Intercultural Competence and Undoing Racism
The Intercultural Competence and Undoing Racism (ICUR) Team consists of faculty, administrators, staff, and students who assist AMBS with its strategic priority of undoing racism and building intercultural competence throughout the institution. ICUR’s approach is both interpersonal and systemic in nature, advocating for changes in policies and practices and helping people become effective allies for justice and compassionate agents of reconciliation across dividing walls of hostility. For more information, contact icurcoordinator@ambs.edu.

Admission policy
AMBS is committed to dismantling barriers to equality within the seminary and the communities where we live and serve. As part of this commitment, AMBS will make decisions regarding admission to study at AMBS without discriminating on the basis of age, race, religion, physical disability, national or ethnic origin, gender, and sexual orientation. See the Admissions and Financial Aid section (pp. 97–103) for more details about admission into AMBS degree programs.
Accreditation notice

Since 1958, the degree programs of AMBS have been accredited by the Association of Theological Schools. Currently, AMBS is:

- Accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved:
  - Master of Divinity, MA in Christian Formation,
  - MA: Theology and Peace Studies

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275
USA
Telephone: 412.788.6505
Fax: 412.788.6510
Website: www.ats.edu

The Association of Theological Schools reaccredited AMBS in 2009.

State authorization reciprocity

AMBS participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA) (nc-sara.org), which is a voluntary, regional approach to state oversight of postsecondary distance education. For a complete list of states participating in NC-SARA, visit nc-sara.org/sara-states-institutions.

Complaints related to the administration of AMBS programs or stated policies and procedures, discrimination, financial aid, and law violation that have not been resolved through internal AMBS complaint processes may be filed with AMBS’s accrediting agency and/or the Indiana Commission on Higher Education. For more information about the complaint procedure, see www.ambs.edu/about/accreditation or contact dean@ambs.edu.

Online catalog

The most current version of the AMBS catalog is available at www.ambs.edu/academics/catalog.
Learn more about AMBS

Admissions .................................................. admissions@ambs.edu
Registrar ...................................................... registrar@ambs.edu
Phone ........................................................... 800.964.2627 (toll free) or 574.295.3726

Online
Website .......................................................... www.ambs.edu
Facebook ....................................................... www.facebook.com/followAMBS
Instagram ..................................................... www.instagram.com/ambs_seminary
Twitter ............................................................ www.twitter.com/ambs_seminary
News and events ................................................. www.ambs.edu/news-events
ACADEMIC PROGRAMS
Programs of study

AMBS offers three graduate degrees and a graduate-level certificate.

All programs express elements of the AMBS mission statement by emphasizing:
• An embodied witness to faith in Jesus Christ.
• The church’s purpose in the world as the herald of God’s redeeming love in Christ.
• The Holy Spirit’s inspiration in honest and loving biblical study and in guiding Christian discernment.
• The theological contributions of the Anabaptist and Mennonite traditions within Christianity.
• The centrality of peace and justice proclaimed in the reconciling gospel message.
• Holistic personal formation that undergirds leadership rooted in the character and integrity of Christ.
• An education in a learning community characterized by collaboration, honesty, and humility.

Our programs build skills for spiritual growth, intercultural competence, contextual analysis and interpretation, leadership practice, and peacebuilding.

In addition to the detailed course descriptions (pp. 39–95), individualized plans of study for tracking student progress in fulfilling the requirements for each degree program and each major or concentration are available to students on Google Drive in their AMBS email account. Questions about plans of study can be directed to the Registrar’s Office.

Master of Divinity (MDiv)

The Master of Divinity is a professional degree designed to educate and form Christian women and men for ministerial leadership in a variety of ministry settings, including pastoral leadership. Degree majors are available in Pastoral Ministry, Chaplaincy, Christian Faith Formation, and Theological Studies. Within the Theological Studies major, a student can focus on Biblical Studies; History, Theology, and Ethics; or Peace Studies. In partnership with Garrett-Evangelical Theological Seminary in Evanston, Illinois, AMBS also offers an MDiv plan of study for United Methodist students.

Students may pursue an MDiv through the Master of Divinity Campus program or the Master of Divinity Connect (distance education) program. MDiv Connect students can major in Pastoral Ministry, Chaplaincy, and Christian Faith Formation; however, the major in Theological Studies is not available in this program.
Master of Arts in Christian Formation (MACF)

The Master of Arts in Christian Formation is a professional degree designed to educate and prepare students for leadership in spiritual guidance and discernment in the context of congregations or other faith-based ministry settings.

Master of Arts: Theology and Peace Studies (MATPS)

The Master of Arts: Theology and Peace Studies is an academic degree that prepares students for theologically and biblically grounded leadership in peacebuilding. In addition to the Primary concentration, three other concentrations are available: Conflict Transformation, Environmental Sustainability Leadership, and International Development Administration.

Graduate Certificate in Theological Studies

The Graduate Certificate in Theological Studies offers enrichment for people seeking deeper grounding as Christians in their current professional work or congregational lay leadership. It does not meet requirements for gainful employment. The certificate can be done fully online or with a combination of online, hybrid, and campus courses.

Academic partnerships

AMBS works in partnership with several schools to provide educational resources for its students:

- **Andrews University** in Berrien Springs, Michigan: courses in International Development Administration (see pp. 32, 37, 90–91)
- **Conrad Grebel University College** in Waterloo, Ontario, Canada: sequential MTS and MDiv degree programs option, and occasional cross-listed courses (see pp. 91–92)
- **Eastern Mennonite Seminary** in Harrisonburg, Virginia: cross-registration options for online courses (see p. 93)
- **Garrett-Evangelical Theological Seminary** in Evanston, Illinois: United Methodist students enroll in courses required by the University Senate of The United Methodist Church for ordination in The United Methodist Church (see pp. 11–12, 16, 18–19, 38, 93).
- **Goshen (Indiana) College**: courses in Conflict Transformation (see pp. 32, 35, 93–94)
- **Merry Lea Environmental Learning Center of Goshen College**: Sustainability Leadership Semester (see pp. 26, 32, 36, 95)
New programs and changes in programs of study

AMBS may add new concentrations or make changes in programs of study during the period in which this catalog is in effect. For the most up-to-date information on academic programs, see the online catalog at www.ambs.edu/academics/catalog.
Master of Divinity  
(MDiv Campus; MDiv Connect)

Educational goals

Graduates with an MDiv:
1. Are grounded in and continuously formed by the Bible.
2. Engage their historical and theological traditions in the context of the larger Christian church.
3. Are formed by a continuing encounter with God.
4. Demonstrate personal integrity and authority in ministry.
5. Understand and creatively engage their ministry context.
6. Lead the church in fulfilling its missional calling.

Purpose

The Master of Divinity curriculum prepares men and women for Christian ministerial leadership. It is designed to develop spiritually mature, Spirit-led leaders who care for and guide churches, schools, and other ministries of Christian service. It builds students’ competence and confidence in providing leadership for the church’s mission, life, and witness, including leading faith-based organizations to participate in God’s reconciling mission.

Majors are available in Pastoral Ministry, Chaplaincy, Christian Faith Formation, and Theological Studies. Students in the Theological Studies major may focus on Biblical Studies; History, Theology, and Ethics; or Peace Studies. Through a partnership between AMBS and Garrett-Evangelical Theological Seminary in Evanston, Illinois, United Methodist students can follow a plan of study that prepares them for ordination in The United Methodist Church.

Design

The Master of Divinity degree requires:
• Successful completion of 80 credit hours of coursework.
• Satisfactory completion of a degree plan of study with demonstrations of information literacy; a ministry portfolio (including a senior ministry case study paper); and a senior presentation demonstrating the student’s learning during the seminary experience along with an interview with faculty.
• Faculty recommendation for graduation.
Students can complete AMBS’s Master of Divinity through the **MDiv Campus** program, the **MDiv Connect** program, or the **MDiv for United Methodist students**.

- **The MDiv Campus** program consists of courses offered in face-to-face teaching formats for the duration of the program. Some courses may be taken online, and some required courses will only be offered in a hybrid format (see p. 41). Students can complete the 80-credit-hour program in three years of full-time study, with **12 hours each** in Semester One (August/September–December) and Semester Two (January–May) and one Intensive Term course each year. Leadership Education in Anabaptist Perspective, an orientation course, must be taken in August in the first year.

- **The MDiv Connect** program allows for 53 credit hours of coursework to be taken online and 27 credit hours to be taken through hybrid courses (meeting the residency requirement of one-third of the degree program). Students can complete the 80-credit-hour program in six years of consistent part-time study (**13–14 credit hours per year**), or in less time if they are able to take more courses per term. For example, a Connect student could take one or two online or hybrid courses each in Semester One (August/September–December) and Semester Two (January–May), and an Intensive Term course in the summer. The Leadership Education in Anabaptist Perspective orientation course must be taken in August in the first year. Students also may have some required hybrid courses in August in subsequent years, and some programs may require additional summer course work in one or two of the years of study.

Students in the MDiv Connect program can major in Pastoral Ministry, Chaplaincy, or Christian Faith Formation; the Theological Studies major is not available in this program.

All students in this program must have an up-to-date computer, high-speed internet access, a webcam, and a headset with a built-in microphone.

- **The MDiv for United Methodist Church (UMC) students** is an 80-credit-hour program of study in which UMC students take 65 credit hours on the AMBS campus in Elkhart and 15 credit hours from Garrett-Evangelical Theological Seminary (earning a Certificate in United Methodist Studies). Students may take the Garrett-Evangelical courses online when available; however, they may not take AMBS online or hybrid courses to meet degree requirements. All courses taken through AMBS must fulfill residency requirements set by the University Senate of The United Methodist Church and the Association of Theological Schools.
Courses

Courses offered through the Bible curriculum orient students to scripture study by introducing them to the biblical languages, guiding them into the disciplines of Old and New Testament studies and biblical theology, and aiding them in the interpretation of scripture. The Recommended Bible Sequence prepares students to work with Hebrew and Greek and to do exegetical work in one or both languages. Students can meet curricular requirements for Bible study through the Alternative Bible Sequence with the approval of their faculty advisor.

The History, Theology, and Ethics curriculum engages students in understanding Anabaptist-Mennonite thought and practice, testing these perspectives with other Christian histories and traditions. Students develop the ability to address contemporary issues that impact the church and society using perspectives gained through historical, theological, and ethical studies.

The Church and Ministry curriculum integrates theological vision and reflection with ministerial skills and practices within the contexts of church, community, and culture.

Ministry formation and assessment

The MDiv curriculum involves careful advising, mentoring, and assessment of a student’s growth in ministry. The advising process is intended to undergird and strengthen the student’s vocational discernment, self-awareness, spiritual growth, sense of ministerial identity, and academic progress.

- Leadership Education in Anabaptist Perspective (LEAP) is a required hybrid course that orients students to theological studies, the formation of the learning community, opportunities for personal assessment, the nature of missional leadership, and exploration of sustaining spiritual practices. Students start a formation portfolio to lodge various assessments of their academic progress and ministerial competence compiled during their seminary studies. Assignments in the course prepare students to petition for formal admission into the MDiv program after they have completed 11 credit hours. As part of the petition process, LEAP faculty leaders, the student’s advisor, and other faculty contribute to an assessment evaluating the student’s demonstrated readiness to enter the MDiv program. United Methodist students take LEAP as an on-campus course beginning in August; they follow the same process to formally enter the MDiv program.

- Ministry in Church and World is a two-semester part-time supervised ministry placement. Students may be assigned to a congregation, hospital, jail, or other faith-based ministry setting. On-site ministry work averages eight to 10 hours
per week. In addition, students participate in a peer supervision group to explore the practical, biblical, and theological dimensions of their ministry experiences. During the second semester, students write a ministry case study that they will expand and refine during the third-year Capstone Ministry Assessment Seminar. Faculty leaders of the supervision group write an assessment to evaluate each student’s growth in ministry competence and abilities to use his or her increasing historical, theological, and biblical knowledge in the service of ministry. This assessment is added to the student’s formation portfolio. Students in the chaplaincy major may substitute two units of Clinical Pastoral Education (CPE) for Ministry in Church and World; evaluations from their CPE supervisor(s) become part of their portfolio.

- **Supervised Ministry Experience** normally a full-time (40 hours per week) supervised ministry experience completed during the summer. Students work directly with a site supervisor with periodic check-ins with the Director of Missional Leadership Development or another appointed faculty member. Written assignments and assessments from the supervisor and the student are evaluated for demonstrated integration of knowledge and competency in ministry practice at the conclusion of the term. The faculty supervisor’s assessment report is added to the student’s formation portfolio. In some instances this ministry experience may be completed on a part-time basis over a period of six or more months. Chaplaincy students may take another unit of CPE as a substitute for this experience; evaluations from their CPE supervisors become part of their portfolio.

- The **Capstone Ministry Assessment Seminar** requires students to evaluate their growing competence in ministry, their learning from coursework, and their spiritual growth over the period of their seminary studies. Peer groups led by faculty leaders examine, expand, and refine each student’s ministry case study; review the student’s formation portfolio; and help the student prepare the oral presentation for his or her senior interview. The seminar leader writes a senior ministry assessment, which is approved by other faculty members during the interview; this assessment remains in the student’s permanent AMBS file.

### Admission into the Master of Divinity degree program

At the time of application to AMBS, students indicate their intention to pursue either the MDiv Campus or MDiv Connect program. Students may petition for formal admission into the MDiv program after they have successfully completed 11 credit hours of study and are in process with other courses.
Admission into the MDiv program is contingent upon the following:

- Supporting evidence of the student’s call to ministry
- Completion of personality inventories
- Submission of a plan for growth in spiritual formation
- Academic performance
- Recommendations from the student’s academic advisor, LEAP faculty leader, and the MDiv Director
- Action by the AMBS faculty on the recommendation

Students who are not deemed ready for admission into the MDiv program at the time of their petition may reapply in the next academic year if they are able to demonstrate how they have addressed the issues that blocked their first admission attempt.

Students transferring into AMBS after a year or more of study at another accredited graduate theological school must solicit statements and recommendations in support of their admission into the MDiv degree program from congregational leaders, mentors, or ministry supervisors, as well as submit written assessments from previous schools. Students should submit these recommendations prior to enrolling in the second-year Ministry in Church and World course. The MDiv Director, in consultation with the Academic Dean, will review the petition and make a recommendation to the faculty; action by the faculty on the recommendation is required.

**Common requirements for all MDiv majors**

Thirty-six hours of common curriculum are shared by all majors in the Master of Divinity degree program. Students are strongly encouraged to take the following courses in the sequence outlined in the plan of study for their major. (Credit hours are indicated on the right.)

- Leadership Education in Anabaptist Perspective ........................................... 2
- Strange New World of the Bible 1 ................................................................. 3
- Strange New World of the Bible 2 ................................................................. 3
- Anabaptist History and Theology* ............................................................... 3
- Christian Theology 1 .................................................................................... 3
- Christian Theology 2 .................................................................................... 3
- A church history elective* ........................................................................... 3
- An ethics elective .......................................................................................... 3
- God’s Shalom and the Church’s Witness ....................................................... 3
- Ministry in Church and World** (ministry placement) ............................... 6
- Supervised Ministry Experience ................................................................. 3
- Capstone Ministry Assessment Seminar .................................................... 1
*For United Methodist students, three two-credit-hour courses in United Methodist history, doctrine, and polity through Garrett-Evangelical Theological Seminary fulfill the requirements for Anabaptist History and Theology and the church history elective.

**Students in the Chaplaincy major who are seeking BCCI (Board of Chaplaincy Certification Incorporated) certification take two units of Clinical Pastoral Education (CPE) in place of Ministry in Church and World.
Master of Divinity

Pastoral Ministry major

The Pastoral Ministry major prepares students to be leaders in congregational settings. Missional theology interpreted with an Anabaptist perspective and expressed in local and global church contexts is a key perspective of this major. Courses in biblical studies, theology, church history, and ethics examine the ways in which the tradition, context, and narratives of God’s shalom shape the responses of faith communities. Attention will be given to the critical role that culture plays in forming narratives and values that may compete with the biblical vision of God’s reign. Courses in practical theology center on practices that build the competence of missional leaders for the church.

Total credit hours ........................................................................................................80

Common requirements (p. 15) .................................................................................. 36

Other degree requirements .................................................................................... 17

Bible

Recommended Bible Sequence

- Beginning Hebrew: Ruth ......................................................................................... 4
- Beginning Greek: 1 John ......................................................................................... 4
- A Hebrew exegesis course ...................................................................................... 3
- A Greek exegesis course ......................................................................................... 3

Alternative Bible Sequence

- Introduction to Bible Study Tools .......................................................................... 4
- Canon and Community ......................................................................................... 4
- A thematic study ...................................................................................................... 3

Ethics

- An ethics elective ..................................................................................................... 3

Major requirements .................................................................................................. 18

- Christian Leadership in the 21st Century ................................................................ 3
- Christian Worship: Theology and Practice .......................................................... 3
- Human Development and Christian Formation .................................................... 3
- Pastoral Care 1: Theological, Spiritual, and Psychological Principles .................. 3
- Preaching .................................................................................................................. 3
- Understanding the Church’s Contexts (recommended)
  or Cultural Hermeneutics or another social analysis course .................................. 3

General electives ........................................................................................................ 9
Master of Divinity

Pastoral Ministry major for United Methodist students

The University Senate of The United Methodist Church has endorsed a partnership between AMBS and Garrett-Evangelical Theological Seminary (G-ETS) in Evanston, Illinois, and has approved AMBS to offer an 80-credit-hour MDiv in Pastoral Ministry for United Methodist students who are preparing for ordination.

United Methodist students are not eligible to take AMBS online or hybrid course offerings according to standards set by the University Senate. They take 15 credit hours from G-ETS to earn a Certificate in United Methodist Studies, which they may complete online when available or on campus in Evanston as intensive courses in January or the summer. These courses meet six key United Methodist educational requirements — United Methodist History, Doctrine, and Polity; Evangelism; Mission of the Church in the World; and Worship — and replace several courses normally required in the AMBS MDiv Pastoral Ministry concentration.

Further information about the partnership, the G-ETS certificate, and how to register can be found at www.garrett.edu/academics/methodist-studies-students-garrett-evangelical and www.ambs.edu/academics/united-methodist-mdiv. Students may also contact the AMBS Registrar: registrar@ambs.edu

Total credit hours ....................................................................................................................80

Common requirements ..............................................................................................................36

- Leadership Education in Anabaptist Perspective (LEAP) .................................................. 2
- Strange New World of the Bible 1 .......................................................... 3
- Strange New World of the Bible 2.......................................................... 3
- United Methodist Doctrine (G-ETS) ........................................................................ 2
- United Methodist History (G-ETS) ........................................................................ 2
- United Methodist Polity (G-ETS) ........................................................................ 2
- Christian Theology 1 ........................................................................ 3
- Christian Theology 2 ........................................................................ 3
- An ethics elective ........................................................................ 3
- God’s Shalom and the Church’s Witness .................................................................. 3
- Ministry in Church and World (ministry placement) ........................................... 6
- Supervised Ministry Experience ........................................................................ 3
- Capstone Ministry Assessment Seminar .............................................................. 1
Other degree requirements ................................................................. 17

Bible

Recommended Bible Sequence
  • Beginning Hebrew: Ruth ................................................................. 4
  • Beginning Greek: 1 John ................................................................. 4
  • A Hebrew exegesis course ............................................................. 3
  • A Greek exegesis course ............................................................... 3

Alternative Bible Sequence
  • Introduction to Bible Study Tools .................................................. 4
  • Canon and Community ................................................................. 4
  • An Old Testament or New Testament book study ............................ 3
  • A thematic study ........................................................................... 3

Ethics
  • An ethics elective ........................................................................... 3

Major requirements ........................................................................... 24
  • Christian Leadership in the 21st Century ......................................... 3
  • Human Development and Christian Formation ............................... 3
  • Pastoral Care 1: Theological, Spiritual, and Psychological Principles ........................................ 3
  • Preaching .......................................................................................... 3
  • Understanding the Church’s Contexts (recommended)
    or Cultural Hermeneutics or another social analysis course ............ 3
  • A United Methodist evangelism course (G-ETS) ............................. 3
  • A United Methodist mission of the church in the world course (G-ETS) ........................................... 3
  • United Methodist Worship: Theory and Practice (G-ETS) ............. 3

General electives ................................................................................. 3
Master of Divinity

Chaplaincy major

The chaplaincy major prepares students to provide pastoral and spiritual care in both congregations and organizations. Coursework and field placements focus on restoring personal and corporate health in its spiritual, relational, emotional, and physical aspects. The disciplines of biblical study, theology, and ethics undergird interpretive understandings needed for chaplaincy ministry, including identifying the image of God in others, seeking intrapersonal and interpersonal shalom, and fostering release to all who are captive. Students will develop competence in intercultural and interfaith understanding and communication. They will gain practical chaplaincy experience through internships overseen by Clinical Pastoral Education (CPE) programs or in chaplaincy ministries that can provide chaplain supervisors. This major is designed to bring students interested in becoming certified chaplains near to the completion of the academic and CPE requirements set out by the Board of Chaplaincy Certification Incorporated (BCCI). See www.professionalchaplains.org/content.asp?pl=198&sl=254&contentid=254 for more information.

The Association of Clinical Pastoral Education (ACPE) is “a multicultural, multifaith organization devoted to providing education and improving the quality of ministry and pastoral care offered by spiritual caregivers of all faiths through the clinical education methods of Clinical Pastoral Education (CPE)” (see www.acpe.edu). AMBS students apply directly to the programs doing ministry in their areas of interest, and individual CPE centers handle the application and acceptance process. Some centers teach and supervise chaplains only in hospital settings. Other centers teach and supervise students in ministry locations such as prisons, residential communities, schools, and congregations. AMBS students are encouraged to consider doing CPE placements in two or three different settings to broaden their range of knowledge and experience. Students seeking certification by the Board of Chaplaincy Certification Incorporated must complete four units of CPE internships.
Total credit hours .............................................................................................................. 80

Common requirements (p. 15) .......................................................................................... 36

Note: Students who are working toward BCCI certification will use Clinical Pastoral
Education (CPE) programs to meet ministry placement requirements in these AMBS
courses: Ministry in Church and World; Supervised Ministry Experience.

Other degree requirements ......................................................................................... 16

Bible

Recommended Bible Sequence
• Beginning Hebrew: Ruth or Beginning Greek: 1 John ............................................. 4
• A Hebrew or Greek exegesis course ........................................................................ 3

Alternative Bible Sequence
• Introduction to Bible Study Tools ............................................................................. 4
• Canon and Community ......................................................................................... 4
  (fourth credit hour of Canon and Community applied to General electives)
• Psalms or Job and Wisdom ..................................................................................... 3

Ethics
• Human Sexuality and Christian Ethics or Suffering and Hope .............................. 3
• Ethics and Care: Living and Dying with Purpose .................................................... 3

Major requirements ...................................................................................................... 19
• Human Development and Christian Formation ...................................................... 3
• Pastoral Care 1: Theological, Spiritual, and Psychological Principles ..................... 3
• Pastoral Care 2: Systems, Assessments, and Interventions of Trauma ..................... 3
• Christian Worship: Theory and Practice ................................................................ 3
• Preaching .................................................................................................................. 3
• A Faith Formation and Spirituality course .............................................................. 2
• A Spiritual Practices course or courses ................................................................. 2

General electives .......................................................................................................... 9
Master of Divinity

Christian Faith Formation major

The Christian Faith Formation major prepares leaders to strengthen the capacities of adults, youth, and children to respond to God’s saving love and grace and to nurture responses of faith in others. It reflects an Anabaptist emphasis on the congregation and the family as privileged spaces for developing Christian faith and character. Students may minister in congregational or retreat settings, schools, faith-based community centers and organizations, and retirement communities. Through courses in biblical studies, theology, history, and ethics, students examine ways in which personal faith, the church, and cultural context shape Christian vocation and identity over a lifetime. Careful theological reflections invite students to examine how cultures found inside and outside of North America create pressures and opportunities for claiming Christian identity and living as disciples of Jesus Christ.

Total credit hours ........................................................................................................80

Common requirements (p. 15) ................................................................................36

Other degree requirements ......................................................................................17

Bible

Recommended Bible Sequence
- Beginning Hebrew: Ruth ....................................................................................4
- Beginning Greek: 1 John ....................................................................................4
- A Hebrew or Greek exegesis course ....................................................................3

Alternative Bible Sequence
- Introduction to Bible Study Tools .......................................................................4
- Canon and Community .......................................................................................4

Church and Ministry
- Teaching and Learning for Transformation .......................................................3

History, Theology, and Ethics
- History of Christian Spirituality or Thinking Ethically or Discerning and Knowing .................................................................3
Major requirements

- Human Development and Christian Formation .................................................. 3
- Cultural Hermeneutics or Understanding the Church’s Contexts ..................... 3
- Christian Worship: Theory and Practice ........................................................... 3
- Preaching ........................................................................................................... 3
- Two Faith Formation and Spirituality courses ................................................. 4

General electives .................................................................................................. 11
Master of Divinity

Theological Studies major

The Theological Studies major offers three areas of focus: Biblical Studies; History, Theology, and Ethics; and Peace Studies. Preparation for ministry in the context of the church (including congregational leadership, teaching in religious schools, or faith-based administrative ministries) is the primary purpose of this major. It allows flexibility for students, in consultation with their advisors, to tailor their learning needs to their past experience and vocational goals. Students in this major may exercise the option of writing a thesis. This major is only available on campus.

Theological Studies major
Biblical Studies

Total credit hours .................................................................................................................80

Common requirements (p. 15) ..........................................................................................36

Biblical studies and other degree requirements ..............................................................32
  • Beginning Hebrew: Ruth ............................................................................................4
  • Beginning Greek: 1 John ............................................................................................4
  • A Hebrew exegesis course .........................................................................................3
  • A Greek exegesis course ............................................................................................3
  • Seminar in Biblical Studies .........................................................................................3
  • Bible Department electives .........................................................................................12
  • Teaching and Learning for Transformation ..............................................................3

General electives ...............................................................................................................12
Theological Studies major
History, Theology, and Ethics

Total credit hours ................................................................. 80

Common requirements (p. 15) ............................................ 36

Other degree requirements .................................................. 15
  • Bible Department electives ............................................. 9
  • A church history elective ............................................... 3
  • An ethics elective .......................................................... 3

Major requirements ............................................................... 15
  • Any courses from the History, Theology, and Ethics course listings (pp. 56–69)

General electives ................................................................ 14

Theological Studies major
Peace Studies

Total credit hours ................................................................. 80

Common requirements (p. 15) ............................................ 36

Other degree requirements .................................................. 9
  • Biblical Foundations for Peace and Justice ........................ 3
  • An Old Testament or New Testament book study or thematic study .......... 3
  • An Old Testament or New Testament book study or thematic study .......... 3

Major requirements ............................................................... 15
  • Any course from the Peace and Justice Studies course list (p. 88)

General electives ................................................................ 20
Theological Studies major
Peace Studies: Environmental Sustainability Leadership

During their third year, students with this major and focus will participate in Goshen (Indiana) College’s Sustainability Leadership Semester in residence at Merry Lea Environmental Learning Center in Wolf Lake, Indiana, for 12 credit hours, in addition to Ministry in Church and World, registered through AMBS.

**Total credit hours** .................................................................80

**Common requirements** (p. 15) ..........................................................36

**Other degree requirements** .........................................................9
  • Biblical Foundations for Peace and Justice ........................................3
  • An Old Testament or New Testament book study or thematic study ....3
  • An Old Testament or New Testament book study or thematic study ....3

**Major requirements** .................................................................15
  • Any course from the Peace and Justice Studies course list (p. 88)

**Sustainability Leadership Semester** ..............................................12
  • Empowering Sustainable Communities ........................................4
  • Integrated Social and Ecological Systems ......................................4
  • Leadership Experience in Sustainability .......................................4

**General electives** ......................................................................8
Master of Arts in Christian Formation (MACF)

Educational goals

Graduates with an MACF will:
1. Articulate and demonstrate in practical work their knowledge of the biblical, historical, and theological disciplines that undergird their ministry of leadership.
2. Reflect critically, contextually, and constructively on the theological content and practices of their specialized ministries.
3. Exercise competent leadership through designing, implementing, and assessing ministry experiences in their specialized ministries.
4. Demonstrate skills for equipping, training, and empowering leaders for specialized ministries.
5. Assess their own growth toward spiritual and personal maturity.
6. Clarify and develop a ministerial identity.

Purpose

The MACF is a professional degree whose purpose is to equip students to lead biblically grounded ministries of spiritual formation, discipleship, and guidance in congregations or other faith-based settings. The curriculum’s holistic approach moves among the personal processes of reflection, discernment, and ministry action, giving expression to the ways of God’s leading in specific contexts. The degree program does not prepare students to serve as lead or solo pastors in congregations.

Design

The MACF is a 60-credit-hour degree program. Students participate in the Leadership Education in Anabaptist Perspective (LEAP) orientation course at the beginning of their studies and complete the prescribed plan of study. A supervised practicum in spiritual guidance, a summative final project, and an interview are required.

Advancement to candidacy

Students applying to the MACF program are admitted into the program upon admission to AMBS. After completing Leadership Education in Anabaptist Perspective and at least 11 credit hours at AMBS with additional hours in process, students are assessed for their readiness to be advanced to candidacy for the MACF degree.
Advancement to candidacy for the MACF is contingent upon the following:
• Supporting evidence of the student’s call to ministry
• Completion of personality inventories
• Submission of a plan for growth in spiritual formation
• Academic performance
• Recommendations from the student’s academic advisor, LEAP faculty leader, and the Church and Ministry Department Chair
• Action of the AMBS faculty

Students who are not deemed ready for advancement to candidacy in the MACF program at the time of their petition may be reconsidered in the following academic term if they are able to demonstrate how they have addressed the issues that blocked their first candidacy attempt.

Final project

Students in the MACF program will complete a final project that 1) is approved by their advisor and the Church and Ministry Department Chair at the beginning of their second year of study (or equivalent); 2) utilizes knowledge gained from courses required for the degree program; 3) develops a ministry program, event, or experience for spiritual formation that will be implemented in a specific ministry setting; 4) provides commentary on the biblical, theological, historical, pedagogical, spiritual, and performative assumptions that undergird the project’s structure and content; 5) provides a report on the project’s implementation; and 6) provides their assessment of what they have learned about leadership and Christian formation through the project’s development process. Students will present the written project report to the faculty project supervisor and second reader. Students must successfully complete the project and the interview in order to be eligible for graduation. See further details in the course description for INT612, p. 86.
Master of Arts in Christian Formation

Total credit hours ........................................................................................................................................ 60

**MA Formation** ..................................................................................................................................... 2
  • Leadership Education in Anabaptist Perspective .............................................................................. 2

**Bible** .................................................................................................................................................. 12
  • Strange New World of the Bible 1 ................................................................................................. 3
  • Strange New World of the Bible 2 ................................................................................................. 3
  • Job and Wisdom or Psalms ............................................................................................................ 3
  • A Gospel book study ...................................................................................................................... 3

**History, Theology, and Ethics** ............................................................................................................. 12
  • Anabaptist History and Theology .............................................................................................. 3
  • Christian Theology 1 .................................................................................................................... 3
  • Christian Theology 2 .................................................................................................................... 3
  • History of Christian Spirituality .................................................................................................. 3

**Church and Ministry** .......................................................................................................................... 15
  • Christian Worship: Theory and Practice ...................................................................................... 3
  • Preaching ......................................................................................................................................... 3
  • God’s Shalom and the Church’s Witness ......................................................................................... 3
  • Human Development and Christian Formation ............................................................................. 3
  • Pastoral Care 1: Theological, Spiritual, and Psychological Principles .............................................. 3

**Courses in concentration** .................................................................................................................. 10
  • Spiritual Guidance Practicum ....................................................................................................... 4
  • A Spiritual Practices course or courses ........................................................................................ 2
  • A Faith Formation and Spirituality course .................................................................................... 2
  • MACF Final Project ...................................................................................................................... 2

**General electives** ................................................................................................................................. 9

  *Recommended courses:*
  • Creation Care: Theology, Ethics, and Spirituality
  • Ethics and Practice of Forgiveness
  • Human Sexuality and Christian Ethics
  • Suffering and Hope
  • Teaching and Learning for Transformation
  • Ethics and Care: Living and Dying with Purpose
Master of Arts: Theology and Peace Studies (MATPS)

Educational goals

Graduates from the MATPS program will:
1. Evaluate theological and biblical foundations for peace and justice, considering Anabaptist perspectives.
2. Analyze multiple forms and consequences of violence using multidisciplinary methods and insights.
3. Deploy the skills and habits of a reflective practitioner: a) create context-sensitive transformative approaches to violence and conflict; b) synthesize theological and theoretical concepts with practical experience; and c) cultivate self-critical practices that support nonviolence and spiritual development.

Purpose

The Master of Arts: Theology and Peace Studies is an academic degree that prepares students for peacebuilding in service, church, academic, and non-governmental settings. The program’s theological approach to peacebuilding brings Christian eschatologies undergirding transformative approaches to conflict together with a concern for embodying nonviolence in a pluralistic world. Students may choose the Primary concentration or a concentration in Conflict Transformation, Environmental Sustainability Leadership, or International Development Administration.

Design

The MATPS program emphasizes the theological, biblical, and ethical dimensions of peacebuilding that reflect the Anabaptist and Mennonite character of AMBS. Students bring this foundational knowledge into conversation with social science analysis and peacebuilding practices. Peacebuilding addresses the structural roots of conflict and forges multilevel (personal, relational, hermeneutic, societal, and international) initiatives to transform violence.

Three of four concentrations draw on the resources of regional schools, integrating study with specific areas of peacebuilding. AMBS works in partnership with the following institutions to offer these concentrations:
• Conflict Transformation: Goshen (Indiana) College
• Environmental Sustainability Leadership: Merry Lea Environmental Center of Goshen College, Wolf Lake, Indiana
• International Development Administration: Andrews University, Berrien Springs, Michigan
Note: AMBS is not responsible for providing transportation to these locations for students to attend class.

Conflict Transformation and International Development Administration courses may be taken at any time during the student’s program. The Sustainability Leadership Semester is only available in Semester One of the student’s second year of study or equivalent; this semester fulfills the MATPS internship requirement outlined below.

Advancement to candidacy

Students applying to the MATPS program will be admitted into the program upon admission to AMBS. However, students will advance to candidacy for the MATPS degree only after successfully completing the Leadership in Anabaptist Perspective (LEAP) orientation course, the candidacy petition process (including a review of a paper submitted for a foundational peace studies course), and at least 11 credit hours at AMBS with additional hours in process. Students will also need recommendations for advancement from their advisor, LEAP faculty leader, and the Peace Studies Director; the faculty must approve these recommendations.

MATPS internship, synthesis paper, and comprehensive interview

MATPS students will complete a full-time semester-long internship in a location approved by the Peace Studies Director. Students may be at a distance from campus for their internship during this semester. The internship site must have a qualified supervisor to guide and evaluate the student’s learning and growing competence in peacebuilding work. As part of the MATPS Internship coursework, students are required to complete two online modules during the internship: one on compiling field notes sufficient for further analysis; and one on spiritual practices for sustaining the work of peacebuilding.

The MATPS Integrative Seminar will follow the internship semester for students in all of the concentrations. It will include meetings with other MATPS students and a faculty advisor. Students will focus on writing a synthesis paper that will demonstrate integrated theological, theoretical, and practical analysis of peacebuilding work drawn from the internship. This paper will serve as the basis for the MATPS comprehensive interview with the student’s advisor, the faculty member leading the MATPS Integrative Seminar, and/or the Peace Studies Director. MATPS students must satisfactorily complete the seminar and comprehensive interview to be eligible for graduation.
Master of Arts: Theology and Peace Studies

Primary concentration

This concentration prepares students to practice in the area of peace studies, pursue further doctoral studies, practice ethical and moral discernment in contexts of violence, and synthesize a biblical theology of peacebuilding to support other professional work.

Total credit hours ................................................................. 60

<table>
<thead>
<tr>
<th>Interdepartmental</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Education in Anabaptist Perspective (LEAP)</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bible</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strange New World of the Bible 1</td>
<td>3</td>
</tr>
<tr>
<td>Strange New World of the Bible 2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History, Theology, and Ethics</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anabaptist History and Theology or Global Anabaptist-Mennonite History and Theology</td>
<td>3</td>
</tr>
<tr>
<td>Christian Theology 1</td>
<td>3</td>
</tr>
<tr>
<td>A theology elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATPS core courses</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical Foundations for Peace and Justice</td>
<td>3</td>
</tr>
<tr>
<td>God’s Shalom and the Church’s Witness</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Peace Studies and Nonviolence</td>
<td>3</td>
</tr>
<tr>
<td>Political Theology and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Practicing and Embodying Nonviolence</td>
<td>3</td>
</tr>
<tr>
<td>Theology in Context or Cultural Hermeneutics</td>
<td>3</td>
</tr>
<tr>
<td>MATPS Internship</td>
<td>11</td>
</tr>
<tr>
<td>MATPS Integrative Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses in concentration</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any courses from the Peace and Justice Studies course list (p. 88)</td>
<td></td>
</tr>
</tbody>
</table>

| General electives | 2 |
Master of Arts: Theology and Peace Studies

Conflict Transformation concentration

Students explore biblical and theological foundations for shalom, theories of conflict, and approaches to reconciliation. They develop basic skills for exercising leadership toward transformation in situations of conflict. Students take nine credit hours at Goshen College.

Total credit hours .................................................................................................................................................60

Interdepartmental ...................................................................................................................................................2
  • Leadership Education in Anabaptist Perspective (LEAP) ................................................................. 2

Bible ...........................................................................................................................................................................6
  • Strange New World of the Bible 1 ........................................................................................................... 3
  • Strange New World of the Bible 2 ........................................................................................................... 3

History, Theology, and Ethics ............................................................................................................................... 9
  • Anabaptist History and Theology or
    Global Anabaptist-Mennonite History and Theology ........................................................................ 3
  • Christian Theology 1 ............................................................................................................................. 3
  • A theology elective .................................................................................................................................. 3

MATPS core courses .............................................................................................................................................32
  • Biblical Foundations for Peace and Justice .......................................................................................... 3
  • God's Shalom and the Church's Witness ............................................................................................. 3
  • Introduction to Peace Studies and Nonviolence ............................................................................... 3
  • Political Theology and Ethics ............................................................................................................. 3
  • Practicing and Embodying Nonviolence .............................................................................................. 3
  • Theology in Context or Cultural Hermeneutics ................................................................................. 3
  • MATPS Internship .................................................................................................................................. 11
  • MATPS Integrative Seminar ................................................................................................................... 3

Courses in concentration .......................................................................................................................................9

Choose nine hours from the following Goshen College courses:
  • Mediation: Process, Skills, Theory ........................................................................................................ 3
  • Religion, Conflict, and Peace .............................................................................................................. 3
  • Restorative Justice ............................................................................................................................... 3
  • Dynamics/Theology of Reconciliation ............................................................................................... 3
  • Conflict-healthy Groups ...................................................................................................................... 3

General electives ..................................................................................................................................................2
Master of Arts: Theology and Peace Studies

Environmental Sustainability Leadership concentration

This concentration prepares students for leadership in community development that integrates biblical and theological foundations for peacebuilding with commitments to environmental sustainability. During their third semester, students will participate in Goshen College’s Sustainability Leadership Semester in residence at Merry Lea Environmental Learning Center in Wolf Lake, Indiana, for 12 credit hours, registered through AMBS.

Total credit hours .................................................................................................................. 60

Interdepartmental .................................................................................................................. 2
  • Leadership Education in Anabaptist Perspective (LEAP) ............................................... 2

Bible .................................................................................................................................... 6
  • Strange New World of the Bible 1 .................................................................................. 3
  • Strange New World of the Bible 2 .................................................................................. 3

History, Theology, and Ethics ................................................................................................. 9
  • Anabaptist History and Theology or
    Global Anabaptist-Mennonite History and Theology ..................................................... 3
  • Christian Theology 1 ....................................................................................................... 3
  • A theology elective ........................................................................................................... 3

MATPS core courses ............................................................................................................ 33
  • Biblical Foundations for Peace and Justice ................................................................. 3
  • God’s Shalom and the Church’s Witness ...................................................................... 3
  • Introduction to Peace Studies and Nonviolence ......................................................... 3
  • Political Theology and Ethics ....................................................................................... 3
  • Practicing and Embodying Nonviolence .................................................................... 3
  • Theology in Context or Cultural Hermeneutics ......................................................... 3
  • MATPS Integrative Seminar ......................................................................................... 3

Sustainability Leadership Semester at Merry Lea (courses registered through AMBS):
  • Empowering Sustainable Communities .................................................................... 4
  • Integrated Social and Ecological Systems .................................................................. 4
  • Leadership Experience in Sustainability ..................................................................... 4

Courses in concentration ....................................................................................................... 6
  • Peace and Justice Studies electives (see p. 88) ............................................................ 6

General electives .................................................................................................................. 4
Master of Arts: Theology and Peace Studies

International Development Administration concentration

This concentration is designed for students preparing for leadership in faith-based ministries or organizations working in international contexts. Students take nine credit hours at Andrews University.

Total credit hours ................................................................. 60

Interdepartmental ......................................................................................................................... 2
  • Leadership Education in Anabaptist Perspective (LEAP) ......................................................... 2

Bible ................................................................................................................................. 6
  • Strange New World of the Bible 1 ......................................................................................... 3
  • Strange New World of the Bible 2 ......................................................................................... 3

History, Theology, and Ethics ....................................................................................... 9
  • Anabaptist History and Theology or
    Global Anabaptist-Mennonite History and Theology ........................................................... 3
  • Christian Theology 1 ............................................................................................................ 3
  • A theology elective .................................................................................................................. 3

MATPS core courses ................................................................................................. 32
  • Biblical Foundations for Peace and Justice ............................................................................ 3
  • God’s Shalom and the Church’s Witness ................................................................................ 3
  • Introduction to Peace Studies and Nonviolence .................................................................. 3
  • Political Theology and Ethics .............................................................................................. 3
  • Practicing and Embodying Nonviolence ................................................................................ 3
  • Theology in Context or Cultural Hermeneutics .................................................................. 3
  • MATPS Internship ................................................................................................................ 11
  • MATPS Integrative Seminar ................................................................................................. 3

Concentration requirements at Andrews University .................................................. 9

The following 11 credit hours are recommended, but only nine are required, and students may take different courses than those listed below according to their educational background or specific interests.
  • Budgeting, Fundraising, and Grantsmanship ................................................................. 2
  • Development Policy and Analysis ...................................................................................... 3
  • Development Theory and Practice ...................................................................................... 3
  • Needs Assessment, Capacity Mapping, and Program Planning ........................................... 3

General electives ............................................................................................................ 2
Graduate Certificate in Theological Studies

Purpose

AMBS’s Graduate Certificate in Theological Studies is designed to provide professionals, congregational leaders, and bivocational pastors with a foundation in theological and biblical study, spiritual enrichment, and fuller integration of Christian faith into their work and ministry. The certificate does not meet the gainful employment criteria set by the U.S. Department of Education. In addition to the certificate, a concentration in Peace Studies is available to students of Garrett-Evangelical Theological Seminary in Evanston, Illinois (see p. 93).

Design

The Graduate Certificate in Theological Studies requires 27 credit hours and can be completed in one year with full-time study or over the course of several years with part-time study, including online and hybrid courses.

The certificate allows students to select courses for a special interest or ministry. People who seek basic theological training to enhance their participation in their congregation or profession or who desire opportunities for spiritual formation can develop a plan of study tailored to their interests in consultation with an assigned advisor.

The certificate may be done fully online or with a combination of online, hybrid, and campus courses. Students may transfer up to 12 credit hours from other accredited seminaries.

The following foundational courses are recommended, but not required, for students pursuing the Graduate Certificate in Theological Studies: Strange New World of the Bible 1 and 2; one or both of the biblical languages or Introduction to Bible Study Tools; Christian Theology 1 and 2; God’s Shalom and the Church’s Witness; and Anabaptist History and Theology.
COURSE DESCRIPTIONS
Introduction

Courses offered by AMBS are organized into three departments and a fourth group of ministry formation and assessment courses:

- Bible (BIB)
- History, Theology, and Ethics (HTE)
- Church and Ministry (CHM)
- Interdepartmental (INT)

Within each group, courses are assigned to various categories that are represented in the requirements for the programs of study. Students working from a previous program of study may need to consult with their advisor or the Registrar to determine which type of course will meet those requirements.

Each course description ends with references to the educational goals that the course meets for the degree programs offered at AMBS. See the numbered goals in the program descriptions on the following pages:

- Master of Divinity, p. 11
- Master of Arts in Christian Formation, p. 28
- Master of Arts: Theology and Peace Studies, p. 32

This catalog contains brief descriptions of courses offered annually, biennially, and occasionally. Syllabi of courses taught in the previous three years are available on AMBS Central, a Moodle “course” accessible to anyone who has registered for an AMBS class. Students should note that these syllabi are from previous course offerings; they are subject to change each time a course is offered.

Nomenclature for courses offered at AMBS

**Campus** courses meet face to face on the AMBS campus in Elkhart. Classroom sessions have accompanying assignments outside of each class session. While these courses have online requirements, classroom learning is a central element of the course. A course ID that has only the department abbreviation and a three-digit number indicates that the course is taught only on campus.

**Online** courses are equivalent to campus courses in terms of the time and work required. Students can do their online coursework at different times that suit their individual schedules and needs. (Some courses may require occasional synchronous learning sessions during which students need to be online at the same time.) All course activities are mediated through an online course management system; students may interact with professors and peers through course discussion boards,
email, video chats, Google Hangouts, or other means. Online course IDs include the department abbreviation and a three-digit number followed by “E.”

**Hybrid** courses are equivalent to campus courses in terms of the time and work required. They consist of learning done on the student’s own time and scheduled times during which students learn face to face. The courses begin and end with online assignments and interactions. Students are expected to be on campus for one scheduled week during the course for face-to-face interactions with other students and faculty. More than 50 percent of the course’s instruction and interaction is conducted face to face during this week, which ensures that MDiv Connect students meet the residency requirements of AMBS’s accrediting agency. Hybrid course IDs include the department abbreviation and a three-digit number followed by “H.”

See “Credit hours” on pp. 112–13 for more information.

**Synchronous learning**
Some online and hybrid courses require **synchronous** meetings in which all participants at a distance log into a live video conference of the class at an arranged date and time. For example, students enrolled in Beginning Hebrew: Ruth might be asked to log into Google Hangouts on Wednesday mornings in order to see and hear the instructor and classmates practice Hebrew pronunciation in real time. The professor and students will usually negotiate the dates and times so as to accommodate participants’ schedules. All participants must have an up-to-date computer, high-speed internet access, a webcam, and a headset with a built-in microphone. Courses that may require some synchronous meetings are marked “synchronous” under the course title in the course descriptions that follow, with most such courses belonging to the Bible Department.

**Schedule of offerings**
The schedule of course offerings is available online at [www.ambs.edu/academics/course-list-calendar](http://www.ambs.edu/academics/course-list-calendar). By late February of each year, the course offerings for the upcoming academic year are made available. Some courses are offered annually, some biennially, and some on an occasional schedule. Projected four-year course offerings are available through the Academic Dean’s and Registrar’s offices; they are subject to change as scheduling requires.

AMBS reserves the right to cancel a course or make other changes as needed. Normally a minimum of five credit-seeking registrants is required for a course to be offered. In the event of a cancellation, registrants are notified at least two weeks prior to the start of the semester or term.
Bible (BIB)

Courses are listed alphabetically (excluding definite articles) under each course category, followed by their course ID. IDs ending in "E" are online courses. IDs ending in "H" are hybrid courses. Courses without an ending letter are taught on campus. See pp. 40–41 for details.

Orientation..................................................................................................................43
Strange New World of the Bible 1 ................................................................. BIB511, BIB511E .. 43
Strange New World of the Bible 2 ................................................................. BIB512, BIB512E .. 44

Recommended Bible Sequence..................................................................................44
Beginning Greek: 1 John ................................................................. BIB502, BIB502E .. 44
Beginning Hebrew: Ruth ................................................................. BIB501, BIB501E .. 44

Alternative Bible Sequence......................................................................................44
Canon and Community ................................................................. BIB603, BIB603H .. 44
Introduction to Bible Study Tools ................................................................. BIB503, BIB503E .. 45

Exegesis ..................................................................................................................45
Exodus ................................................................. BIB605 .. 45
Ezekiel ................................................................. BIB632H .. 45
Galatians ................................................................. BIB610 .. 46
Genesis ................................................................. BIB616 .. 46
The Parables ................................................................. BIB612, BIB612H .. 46
Prophets of Judah’s Restoration ................................................................. BIB617 .. 46
Sermon on the Mount ................................................................. BIB611, BIB611H .. 47

Book Studies: English Language ........................................................................ 47
The Book of the Twelve: Minor Prophets ........................................................ BIB535 .. 47
The Corinthian Correspondence ................................................................. BIB523, BIB523E .. 47
The Epistle to the Romans ................................................................. BIB527 .. 47
From Daniel to Jesus: Early Judaism in the Second Temple Period ........................................ BIB536 .. 48
The Gospel and Epistles of John ................................................................. BIB522 .. 48
Isaiah ................................................................. BIB533, BIB533H .. 48
Job and Wisdom ................................................................. BIB532 .. 49
Pentateuch ................................................................. BIB538 .. 49
Psalms ................................................................. BIB531, BIB531E .. 49
The Revelation to John ................................................................. BIB525 .. 49

Theological and Thematic Studies .......................................................................50
Anabaptist Approaches to Scripture ................................................................. BIB540, BIB540E .. 50
Biblical Foundations for Peace and Justice ........................................................ BIB651, BIB651H .. 50
Biblical Spirituality ................................................................. BIB509 .. 50
Biblical Understandings of Migration ................................................................. BIB555 .. 51
Note: Courses featuring the biblical languages (Hebrew and Greek) are listed in the Recommended Bible Sequence section. The biblical languages are prerequisite to the courses in the Exegesis section. Knowledge of the biblical languages is vital for Bible study and for preaching and teaching in the congregation.

Courses with a 600 number have stated prerequisites or are advanced courses.

The course correlations with individual program educational goals appear in parentheses.

Orientation

Strange New World of the Bible 1  
BIB511, BIB511E

Annual — Three hours — Safwat Marzouk — campus
Biennial — Three hours — Safwat Marzouk — online (45 min. synchronous/week)

Although the Bible is familiar to the majority of Christians, a close study of its texts in their historical contexts takes readers on a new journey through the strange world of the Bible. In the first part of Strange New World of the Bible 1, students will delve deeply into the texts and contexts of the Old Testament and will be introduced to major events that have shaped its texts and theologies. They will study closely texts from the Torah, Prophets, and the Writings, and they will get acquainted with the genres of narrative, law, history, and wisdom of the Old Testament and the ancient Near East. This class integrates historical, literary, cultural, and theological approaches to studying the Bible in order to equip students with the tools to interpret the Bible in its historical, literary, and theological contexts so that they can proclaim the Bible’s witness to God’s mission in the world. (MDiv 1, 2; MACF 1; MATPS 1)
Strange New World of the Bible 2

Annual — Three hours — Loren Johns — campus
Biennial — Three hours — Loren Johns — online (45 min. synchronous/week)

By reading material from the New Testament, students will come to understand better the scope of the Bible and its contents and background in conversation with thoughtful critical scholarship. After an orientation to the Greco-Roman world and the structure of the New Testament, students will sample biblical texts and themes, including the Gospels, Acts, the Pauline writings, the historical Jesus, and eschatology. (MDiv 1, 2; MACF 1; MATPS 1)

Recommended Bible Sequence

Beginning Greek: 1 John

Annual — Four hours — Paul Keim — alternating campus and online

In this first-level Greek course, students learn the basics of the Greek language and read parts of 1 John, an early Christian letter about knowing and loving God. This basic skill-building course for the New Testament exegesis sequence will also help students gain a clearer understanding of the biblical text and how it functions in the life of the church. Imagine! You can read Greek! This course is a prerequisite for New Testament exegesis courses. (MDiv 1, 3)

Beginning Hebrew: Ruth

Annual — Four hours — Safwat Marzouk — alternating campus and online (synchronous)

This is the basic course in the Old Testament exegesis sequence. It prepares students for exegesis by providing (1) a working knowledge of Hebrew grammar; (2) the ability to read Hebrew narrative; and (3) an introduction to the process of exegesis. This course is a prerequisite for Old Testament exegesis courses. (MDiv 1, 3)

Alternative Bible Sequence

Canon and Community

Biennial — Four hours — Loren Johns — campus and hybrid

This course focuses on the origins of scripture, how the biblical canon was formed, how the text of the Bible survived and was passed on through the centuries, and the authority of canonical scripture. We will seek to understand the influence of various communities in the production, transmission, translation, preservation, and interpretation of scripture. We will also examine modern English translations and learn what to look for in a study Bible. (MDiv 1; MACF 1)
Introduction to Bible Study Tools

Biennial — Four hours — Drew Strait — campus and online

In this course, students will learn the Greek and Hebrew alphabets and how to use study aids and research tools. They also will be oriented to basic exegetical methodologies using the original biblical languages. Using print resources and computer-assisted Bible study programs, students will cultivate skills needed when studying the Bible in preparation for preaching and teaching in the congregation. Students should anticipate purchasing specialized texts or software that can be used beyond the completion of the course. (MDiv 1)

Exegesis

Prerequisites for all of the courses in this section are:
• Strange New World of the Bible 1 and 2
• Beginning Greek: 1 John or Beginning Hebrew: Ruth

Exodus

Biennial — Three hours — Safwat Marzouk

This course will engage Exodus from many perspectives, such as linguistic and theological analysis, historical and literary criticisms, canonical criticism, and liberation theology. We will give attention to selected passages from the Hebrew text, using language resources to assist in translation and explication. Students will use knowledge of Hebrew (and Greek) to reflect on the theology and meaning of the foundational narratives and concepts such as liberation, leadership, Passover, law, covenant, sin, divine mercy, and presence in the midst of the people. Prerequisites: see above. (MDiv 1, 3)

Ezekiel

Biennial — Three hours — Safwat Marzouk — hybrid (synchronous)

Students will study the book of Ezekiel, with attention to linguistic analysis and historical, literary, and theological questions. A close study of selected passages from the Hebrew text will be accompanied by the use of language resources to assist in translation and explication. Students will use knowledge of Hebrew (and Greek) to reflect on the theology and meaning of the book of Ezekiel. Further, this course will expose students to a wide spectrum of methods of interpretation used in biblical studies, both standard ones and those regarded as cutting edge and recent in their development or integration into the field of biblical studies. Particular attention will be given to the book’s implications for contemporary issues of theology and faith. Prerequisites: see above. (MDiv 1, 3)
Galatians
Occasional — Three hours — Loren Johns

This study of Galatians explores the theological creativity of Paul, the missionary theologian. Students will examine historical, rhetorical, theological, ethical, and pastoral themes in this stunning manifesto of Christian freedom. Students will cultivate exegetical skills and consider ways in which the message of this letter can inform, support, and challenge the church today. Prerequisites: see p. 45. (MDiv 1, 3)

Genesis
Biennial — Three hours

The course focuses on reading and interpreting portions of the Hebrew text selected from both the primeval history (Genesis 1–11) and the ancestral narratives (Genesis 12–50). It is designed to enable students to gain greater confidence in reading the Hebrew text and to develop a coherent and theologically useful exegetical approach. Primary attention will be given to the biblical text itself. Prerequisites: see p. 45. (MDiv 1, 3)

The Parables
Biennial — Three hours — campus and hybrid (synchronous)

This study of the parables in the Gospels of Matthew, Mark, and Luke will (1) increase students’ skills in exegesis; (2) provide a set of notes for use in ministry; and (3) help students develop an understanding of the function of the parables in the Gospels. The parables provide a unique window into Jesus’s use of imaginative language in order to invite Christian conversion and growth. They also offer a window into Jesus’s subversive interest in the dynamics of powerful landowners in an agrarian society — and what all that has to do with the kingdom of God. Prerequisites: see p. 45. (MDiv 1, 3)

Prophets of Judah’s Restoration
Biennial — Three hours

Prophets in the period of Judah’s restoration, following the exile, drew on earlier traditions to interpret a radically new situation. In the process, these preachers and theologians helped to preserve the Jewish community while giving a new shape to its theological heritage. We will study the Hebrew text of selected chapters from Haggai and Zechariah within their wider biblical context, attending to the central theological themes that unite and distinguish them. Prerequisites: see p. 45. (MDiv 1, 3)
Sermon on the Mount

Occasional — Three hours — Drew Strait — campus and hybrid (synchronous)

In this course, teacher and student seek to understand this important scripture text on several levels — its universal appeal as well as its history of interpretation, and its Jewish background as well as the modern quest for its meaning. The agrarian social world of Palestine, imperial power, and the kingdom of God play major roles in this ancient and timeless teaching that is central to the church. Prerequisites: see p. 45. (MDiv 1, 3)

Book Studies: English Language

The Book of the Twelve: Minor Prophets

Occasional — Three hours — Ben Ollenburger

This course will survey the prophetic material from Hosea to Malachi, focusing especially on Hosea, Amos, Micah, Haggai, and Zechariah, and on specific texts within those books. We will pay attention to historical and literary context, the history of prophecy in Israel and Judah, and prophetic theology and ethics. The course also will attend to connections in these prophetic books to the wider Old Testament and biblical canon. (MDiv 1, 3; MACF 1; MATPS 1)

The Corinthian Correspondence

Biennial — Three hours — alternating campus and online

This course is an examination of the Corinthian Epistles and a study of their contents with a view to understanding the nature and challenges of pastoral ministry. We will attend to a variety of issues addressed by these letters, which are remarkably relevant for church life today with regard to unity, discipline, sexuality, freedom, spiritual gifts, worship, and stewardship. (MDiv 1, 5; MACF 1, 2; MATPS 1)

The Epistle to the Romans

Biennial — Three hours — Loren Johns

Encounter Paul’s most comprehensive presentation of his gospel, using historical, literary, social-world, and rhetorical-analytical methods. We will seek to discern Paul’s theology and explore ways in which this letter relates to the congregational circumstances in Rome and to Paul’s ongoing missionary agenda. We will also discuss the theological, ethical, and pastoral implications of this letter’s message for the life of the church today. (MDiv 1, 5; MACF 1, 2; MATPS 1)
From Daniel to Jesus: Early Judaism in the Second Temple Period BIB536
Occasional — Three hours — Drew Strait

The book of Daniel and the Dead Sea Scrolls were produced at a time of great interreligious and intercultural ferment. Many different approaches were taken within Jewish traditions during this era, which is known as the Second Temple Period: withdrawal, active and critical engagement, acceptance, and violent revolution. Daniel, the Dead Sea Scrolls, selections from the Apocrypha and the Old Testament Pseudepigrapha, the Septuagint, 1 Enoch, Philo, and Josephus all help us understand this largely unknown period that is so vital for interpreting the New Testament. (MDiv 1, 5)

The Gospel and Epistles of John BIB522
Biennial — Three hours — Loren Johns

This study appreciates the distinctive contribution that John’s Gospel makes to the Christian faith and the life of the church. The Gospel’s witness to Jesus Christ will be at the center of the study. The study will combine various approaches of inquiry, including the inductive method of Bible study, historical background and setting, narrative analysis, great themes of the Gospel, and the formative role of John’s Gospel in Christian theology through the centuries. By attending to the prominent role of symbols in the narrative, the study will probe the Gospel’s rich potential for feeding and informing spirituality and theology. (MDiv 1, 3; MACF 1, 2)

Isaiah BIB533, BIB533H
Biennial — Three hours — Ben Ollenburger — alternating campus and hybrid

Students will read and study the English text of the entire book with a view to its theological coherence and its relation to both diverse historical circumstances and the rest of scripture. Individual texts will be studied in detail, with an interpretive approach appropriate to both theological reflection and preaching. We will give particular attention to Isaiah’s creative use of Zion as a symbol of judgment, hope, and transformation, and to issues of conflict and migration. (MDiv 1; MACF 1; MATPS 1)
Job and Wisdom  
Biennial — Three hours — Safwat Marzouk

Wisdom literature addresses difficult and probing questions about the meaning of life, freedom, responsibility, divine-human interaction, suffering and the problem of evil, the function of praise and lament, and the ethics that flow from a proper theology. In this course, we will discuss the perspectives presented by the wisdom traditions, especially as manifested in the books of Proverbs, Job, and Ecclesiastes. (MDiv 1, 3; MACF 1, 2)

Pentateuch  
Occasional — Three hours

The Pentateuch (Genesis to Deuteronomy) serves as instruction (Torah or Law), the primary foundation for the Jewish and Christian faith traditions. This course examines these formative texts from a variety of critical perspectives and contexts. We will relate them to issues of contemporary concern and to their appropriation in later Jewish and Christian literature. (MDiv 1; MACF 1)

Psalms  
Biennial — Three hours — Safwat Marzouk — campus and online

In this thematic and genre study of the Psalms, various types of poetry will be linked with different facets of human experience, both of God and of the world. In this way, students will draw a picture of an integral spiritual maturity from the Psalms. This course is particularly suited for those seeking spiritual growth guided by biblical texts and the development of concepts for nurturing spiritual development in congregations. (MDiv 1, 3; MACF 1, 2)

The Revelation to John  
Occasional — Three hours — Loren Johns

This course examines first-century political, economic, and social conditions that stand behind John’s message to Christians seeking to be faithful in the context of the Roman Empire … and some who were not. Art, archeology, imperial records, patristic literature, and other sources will illuminate the Apocalypse. The course will consider issues of worship, allegiance, power, violence, and mission both in the first century and in corresponding settings today, focusing on the book’s Lamb Christology and its ethical message. (MDiv 1, 2, 5; MACF 1, 2)
Theological and Thematic Studies

**Anabaptist Approaches to Scripture**  
BIB540, BIB540E  
Biennial — Three hours — Loren Johns — campus and online

What is distinctive about Anabaptist approaches to scripture ... and why? This course is a critical and appreciative examination of what Mennonites and other Anabaptist groups have shared with others over the years with regard to how they used scripture and where, how, and why they have differed from each other. We will examine both the wisdom and mistakes of the Anabaptists in their approach to scripture in different eras. (MDiv 1, 2; MACF 1, 2)

**Biblical Foundations for Peace and Justice**  
BIB651, BIB651H  
Biennial — Three hours — Safwat Marzouk and Drew Strait — campus and hybrid

We haven’t always known quite what to do with the relationship between peace and justice. The biblical texts bear witness to both the Holy Warrior God and the prophet who decries peace without justice, to the Jesus who came not to bring peace but a sword, and to the Jesus who weeps over Jerusalem because it did not recognize “the things that make for peace.” In this course we study pertinent biblical passages in order to gain perspective and to provide a basis for reflecting on peace and justice praxis today. We look at some hard topics: patriarchy, the so-called violence of God, empire, and colonization. We also look at some topics that are more pleasant but also contain their own complexities, such as hospitality and migration, our relationships with each other and with the earth, and eschatological hope, among others. (MDiv 1, 5, 6; MATPS 1)

**Biblical Spirituality**  
BIB509  
Biennial — Three hours — Mary Schertz

In this course, we will work to understand theoretically and practice personally the formational aspects of biblical study. How can the Bible become a lifelong and life-giving spiritual resource for individuals and congregations? Confessional or contemplative reading of the Bible is reading the Bible as if our life depends on it, as of course it does. Accompanied by artful response and worship, it leads us toward maturity, wisdom, and compassion. Not incidentally, through this way of reading, the biblical text itself vibrates with new meaning for new situations and new problems, new conflicts, new migration, and new developments of the earth in travail. (MDiv 1, 3; MACF 1, 2)
Biblical Understandings of Migration  
Biennial — Three hours — Safwat Marzouk

Recent waves of migration and the political discourse about building walls have raised many vital questions about the church’s theology and witness during these critical times. This course will explore biblical and theological questions such as: What are the implications for calling the church a community of sojourners? What should the church’s witness look like in a context that is dominated by fear of the other, economic injustices, and military violence? What are the biblical visions that the church could rely on for embodying an alternative to the politics of multiculturalism, segregation, and assimilation that dominate North American societal models for dealing with the relationship between migrant and host communities? (MDiv 1, 6; MATPS 1)

The Body and Paul  
Occasional — Three hours — Laura Brenneman — online

This course is a thematic study of how the body and bodies are referred to in the writings of Paul. For Paul, the body — the site of God’s incarnational saving grace — is key for how believers are believers. This class will examine Paul’s many references to bodies, life in the body, the metaphorical body of believers, and bodily resurrection. We will also compare sōma (“body”) with his use of the related term sarx, often translated “flesh.” Contextual study of the Pauline corpus will yield insight for theology of the body and can inform our own questions about embodied life. (MDiv 1; MACF 1, 2)

Covenant and Creation: God in Relation  
Biennial — Three hours — Ben Ollenburger

Creation and covenant — two themes of decisive significance in the Bible — help to describe God in relation to God’s world and God’s people. These themes also provide the structure for this course in Old Testament and biblical theology. Each of the themes embraces both diversity and complexity. The Old Testament will occupy most of our attention to covenant and creation, but we will reach into the New Testament and Christian confession as well. To speak of God in relation is necessarily to speak of Jesus Christ, so we will. Class sessions will include assigned readings from the Bible and from secondary literature, including feminist and Jewish texts. (MDiv 1, 3; MACF 1; MATPS 1)
God created the heavens and the earth, as the Bible says in the first verse of Genesis. The Bible’s last book, Revelation, envisions a new heaven and a new earth. From beginning to end, the Bible speaks of God the Creator. In this course we will examine texts from different parts of the Old and New Testaments and texts from the ancient world beyond the Bible. Our consideration of God’s work in creation will include creation’s cosmic, natural, and political dimensions and the relationship between creation and redemption. We will also give some attention to aspects of God the Creator in Christian systematic or doctrinal theology. Prerequisites: Strange New World of the Bible 1 and 2. (MDiv 1; MATPS 1)

Pauline Theology and Ethics

What made Paul tick? How did his beliefs inform his understanding of doing what is right? This course examines Paul’s pastoral and missionary theology and ethics with special focus on the themes of Christology; creation and redemption; call and promise; covenant and law; Israel and the nations; salvation and judgment; God’s righteousness and justification; the Spirit and participation in Christ; the church and the powers; freedom and love; sexuality and holiness; and suffering, death, and hope. (MDiv 1; MACF 1; MATPS 1)

The Religious Other in the Bible

This class examines two interrelated layers that relate to the notion of religious otherness. The first layer unpacks how ancient Israel (the Hebrew Bible) and the church (the New Testament) related to those who were different religiously. Students will study biblical texts that portray the religious other in their literary and historical contexts (ancient Near Eastern and Greco-Roman worlds), with the purpose of revisiting biblical and theological themes such as inclusion/exclusion, election, salvation, and covenant. The second layer pertains to how Christian readers of the Bible relate to Jews and Muslims who also relate to these biblical traditions. Thus the class will scrutinize issues such as supersessionism, universalism, and particularism. The goal is to prepare church leaders who are equipped to participate effectively in interreligious dialogue. (MDiv 1; MATPS 1)
Teaching the Bible in the Congregation  

Occasional — Three hours — Cross-listed with CHM547

The function of this class is to deepen our understanding and practice of teaching scripture in the congregation both formationally and informationally. To that end, we will assess current approaches and attitudes toward the Bible, explore the real or perceived gap between scholarship and the church, plan effective teaching modules for various congregational settings, gather strategies to combat biblical illiteracy and biblical irrelevancy, and explore the role of the pastor and other congregational educators in teaching the Bible. This course is for those who want to nurture spiritual maturity by helping a congregation encounter the Living Word. Congregations and leaders prepared to receive biblical words as life-giving among them are better able to engage the ongoing challenges and opportunities that arise in congregational life and offer the Bible as an important guide for both present and future. (MDiv 1, 6; MACF 1, 2, 3)

Theology and Ethics of the Gospels  

Biennial — Three hours — Drew Strait

This focus on Jesus and the Gospels will combine inductive learnings, evaluation of contemporary portraits of Jesus, and theological interpretation of the Synoptics. Each of the four Gospels will be studied to discover the theology and ethics that each contributes to the canon and to the faith of the church. Primary themes of liberation, discipleship, peacemaking, worship, and mission, as well as conflict, migration, and the earth in travail — all set within the relation between the Old and New Testaments — emerge for discussion and application to the life of the church today. (MDiv 1, 5, 6; MACF 1, 2; MATPS 1)

What about the Bible? The Authority of Scripture for Christians  

Biennial — Three hours — Ben Ollenburger — Cross-listed with HTE640

From its inception, the church has regarded scripture — first the Old Testament and then the Christian canon — as indispensable to its faith and life. However, the church’s understanding of scripture’s authority has varied. This course will examine views from the early and medieval church, the Reformation, and the modern and contemporary periods, paying particular attention to Mennonite statements from 1632 to 1995. We will consider the challenges posed and resources offered by such movements as historical criticism and feminism. Readings will be drawn from confessional statements, systematic theologies, and other monographs and essays. Students will articulate and refine their own disciplined views of scripture’s authority. 
Prerequisite: one HTE course in theology. (MDiv 1, 2, 5; MACF 1)
Seminar

Seminar in Biblical Studies  BIB669
Biennial — Three hours — Drew Strait

This course exposes students to the spectrum of interpretive methods used in biblical studies, both those deemed to be standard and those regarded as cutting edge and recent in their development or integration into the field of biblical studies. This course is primarily for those who are going on to do further graduate work, who have an interest in teaching, or who desire to read the Bible from a variety of perspectives and possible meanings. Prerequisite: Beginning Hebrew or Beginning Greek. (MDiv 1, 2)

Colloquium

Bible Reading Colloquium  BIB510
Each semester — One-half hour per semester — Bible faculty

Bible Department faculty members lead weekly informal sessions to read texts in the original languages, alternating by semester between Hebrew and Greek. Students may enroll for one-half hour of credit each semester. Enrollment is not required to participate in the colloquium. Prerequisite: one semester of Hebrew or Greek. (MDiv 1)
History, Theology, and Ethics (HTE)

Courses are listed alphabetically (excluding definite articles) under each course category, followed by their course ID. IDs ending in "E" are online courses. IDs ending in "H" are hybrid courses. Courses without an ending letter are taught on campus. See pp. 40-41 for details.

Church History Surveys ................................................................. 57
History of Christianity 1 ............................................................... HTE501, HTE501E 57
History of Christianity 2 ............................................................... HTE502, HTE502E 57

Church History ............................................................................. 58
Anabaptist History and Theology .................................................... HTE520, HTE520E 58
Christianity in Latin America ........................................................ HTE536 58
Global Anabaptist-Mennonite History and Theology ....................... HTE614, HTE614E 58
History of Christian Spirituality ..................................................... HTE605, HTE605H 58
History of Christianity 1 ............................................................... HTE501, HTE501E 59
History of Christianity 2 ............................................................... HTE502, HTE502E 59
History of Christianity in Africa .................................................... HTE537E 59
Islam and Christian-Muslim Relations ............................................. HTE686, HTE686E 59
What about the Bible? The Authority of Scripture for Christians ....... HTE640 60

Theology ......................................................................................... 60
Christian Theology 1 ................................................................. HTE527, HTE527E 60
Christian Theology 2 ................................................................. HTE528, HTE528E 60
Contemporary Theology .............................................................. HTE625 61
Discerning and Knowing: Theory and Practice ............................... HTE660H 61
Global Anabaptist-Mennonite History and Theology ....................... HTE614, HTE614E 61
Philosophical Theology ............................................................... HTE631 62
Political Theology and Ethics ....................................................... HTE628 62
Seminar in Theology: Sexuality and Colonialism ......................... HTE663 62
Suffering and Hope ................................................................. HTE636 63
Theology and Women's Narratives ................................................. HTE623, HTE623H 63
Theology in Context: Elkhart, Indiana ............................................. HTE618 63
Theology in Latin American Perspective ......................................... HTE659 64

Ethics .............................................................................................. 64
Christian Attitudes Toward War, Peace, and Revolution ................. HTE644, HTE644E 64
Church and Race ........................................................................... HTE649 64
Creation Care: Theology, Ethics, and Spirituality ......................... HTE531 65
Economic Justice and Christian Conscience .................................... HTE641, HTE641H 65
Ethics and Care: Living and Dying with Purpose ............................. HTE627, HTE627H 65
Ethics and Practice of Forgiveness ................................................. HTE657, HTE657H 66
Human Sexuality and Christian Ethics .......................................... HTE646, HTE646H 66
Introduction to Peace Studies and Nonviolence ............................. HTE550 66
Islam and Christian-Muslim Relations .............................................. HTE686, HTE686E ..... 67
Political Theology and Ethics ....................................................... HTE628 .................... 67
Practicing and Embodying Nonviolence ....................................... HTE664 .................... 67
Religion and Peace Processes ..................................................... HTE575 .................... 67
Religion, Violence, and Peacebuilding ......................................... HTE555 .................... 68
Theology and Women’s Narratives .............................................. HTE623, HTE623H ....... 68
Theology in Latin American Perspective ..................................... HTE659 .................... 68
Thinking Ethically ........................................................................ HTE541 .................... 68
The Trail of Death: A Pilgrimage of Remembrance, Lament, and Transformation .............................................. HTE564 .................... 69

Colloquium .................................................................................. 69
Witness Colloquium .................................................................... HTE534 .................... 69

The course correlations with individual program educational goals appear in parentheses.

For a list of Peace and Justice Studies courses, see p. 88.

**Church History Surveys**

**History of Christianity 1**

**HTE501, HTE501E**

Biennial — Three hours — Breanna Nickel — alternating campus and online

A study of Christianity from its development in the context of Jewish and Greco-Roman worlds to A.D. 1500. The course will give attention to doctrine, organization, worship, and spirituality, but it will concentrate on the changing patterns of mission and the inculturation of Christianity into varied societies. It will attempt to study Christianity, not simply as a Western phenomenon, but in its many manifestations in Asia, Africa, and Europe. *Meets the MDiv Church History requirement.* (MDiv 2, 5; MACF 1; MATPS 1)

**History of Christianity 2**

**HTE502, HTE502E**

Biennial — Three hours — Jamie Pitts — alternating campus and online

This course offers a critical survey of the history of Christianity from roughly 1300 to the present, comparing the legacies of Byzantium and Rome and assessing the varieties of Reforming movements (Lutheran, Reformed, Anabaptist, Anglican, Roman Catholic; pietist, charismatic, liberationist, etc.). Students will explore major changes and continuities within Orthodoxy, Catholicism, and Protestantism in the context of nation formation and the development of a globally dispersed and diverse Christianity. Students are further expected to draw conclusions from their study of the past for the church’s present faith, ministry, and mission. *Meets the MDiv Church History requirement.* (MDiv 2, 5; MACF 1; MATPS 1)
Church History

Anabaptist History and Theology  
HTE520, HTE520E  
Annual — Three hours — Jamie Pitts — campus  
Biennial — Three hours — Jamie Pitts — online  
A descriptive and analytic study of the settings, ideas, and personalities that shaped Anabaptism within the context of the early 16th-century church and society. Bearing in mind the social and political setting, the course will highlight doctrine, ethics, mission, sacramental life, and spirituality in various streams of Anabaptism, noting their common and contrasting characteristics. The relevance of this heritage for contemporary ecumenical, doctrinal, congregational, and personal life will be assessed. (MDiv 2, 5; MACF 1, 2; MATPS 1, 3)

Christianity in Latin America  
HTE536  
Biennial — Three hours — Jamie Pitts  
This course surveys the history and theology of Christianity in Latin America from the colonial era to the present. Key topics include colonialism and neocolonialism; church, state, and revolution; liberation theology; and the rise of Pentecostalism. Special attention will be given to the development of Latin American Anabaptism. (MDiv 2, 5; MATPS 1)

Global Anabaptist-Mennonite History and Theology  
HTE614, HTE614E  
Biennial — Three hours — Jamie Pitts — alternating campus and online  
What happened after the 16th century? How and why were certain convictions and practices reaffirmed or altered in the face of new challenges? This course responds to such questions by tracing the historical and theological developments of the Mennonite, Amish, and Hutterite traditions and the many Anabaptist movements that have emerged in the last 150 years. Attention will be given throughout the course to issues of Anabaptist identity and unity in light of the realities of global Anabaptist diversity. (MDiv 2; MATPS 1, 3)

History of Christian Spirituality  
HTE605, HTE605H  
Biennial — Three hours — Lois Barrett — campus and hybrid  
This course provides an introduction to the Christian experience of God through representative figures and movements, in private devotion and public worship, from the post-apostolic era to the present. The focus will be primarily on the churches of the West. Themes covered will include prayer, contemplation, confession, and discipleship. Movements covered include monasticism, late medieval women’s writings, and pietism. (MDiv 2, 3, 5; MACF 1, 2)
History of Christianity in Africa
Biennial — Three hours — James Krabill — online

This course will examine the history, mission dynamics, and changing demographics of the African church. Beginning with biblical reflections, the study will highlight the expansion of the African Christian movement, the impact of the Western colonial encounter, contextualized forms of the faith, and issues facing the church today. Students can choose to examine particular issues such as interfaith conversations, the African-initiated churches, women’s roles, worship trends, or the holistic witness of the church. (MDiv 2, 5; MATPS 1)

Islam and Christian-Muslim Relations
Biennial — Three hours — Jacqueline Hoover — alternating campus and online

As Christians live side by side with Muslims in today’s global world, it has become imperative for Christians to wrestle seriously with the Islamic tradition in order to support and participate with both Muslim and Christian communities in their struggles with the meaning and import of Islam. This course examines foundational Islamic narratives and texts — including the Qur’an and the Prophetic Tradition — and how Muslims have interpreted these in law, doctrine, and spirituality through the centuries. The course also includes discussion of gender issues, Muslim-Christian relations, and the emergence of contemporary Muslim movements, including ISIS. Students will examine case studies from the Middle East, sub-Saharan Africa, North America, and Western Europe. These learnings will inform discussion of a way forward in Christian witness and service among Muslims. (MDiv 2, 5; MATPS 3)
What about the Bible? The Authority of Scripture for Christians  HTE640
Biennial — Three hours — Ben Ollenburger — Cross-listed with BIB645

From its inception, the church has regarded scripture — first the Old Testament and then the Christian canon — as indispensable to its faith and life. However, the church’s understanding of scripture’s authority has varied. This course will examine views from the early and medieval church, the Reformation, and the modern and contemporary periods, paying particular attention to Mennonite statements from 1632 to 1995. We will consider the challenges posed and resources offered by such movements as historical criticism and feminism. Readings will be drawn from confessional statements, systematic theologies, and other monographs and essays. Students will articulate and refine their own disciplined views of scripture’s authority. Prerequisite: one HTE course in theology. (MDiv 1, 2, 5; MACF 1)

Theology

Christian Theology 1  HTE527, HTE527E
Annual — Three hours — Jamie Pitts — both campus and online

Since the Middle Ages, Christian theology has been conceived of as an interconnected network of “loci” or focal points. Of the many loci, Christian Theology 1 covers God and the Trinity, creation and fall, sin and evil, the person and work of Jesus Christ, salvation, the nature of human persons, revelation, and scripture. Discussions of theological method are treated especially in relation to these last two loci. We will study closely a major Anabaptist interpretation of the loci from McClendon and compare this with liberation, evangelical, and ecumenical approaches. (MDiv 2; MACF 1, 2; MATPS 1)

Christian Theology 2  HTE528, HTE528H
Annual — Three hours — Malinda Berry — campus
Biennial — Three hours — Malinda Berry — hybrid

The course will examine how Christians have understood the experience and role of the Holy Spirit in relation to tradition; the nature, purpose, and practices of the church in inducing a missional understanding of the church in relation to the world; and eschatology — convictions about the destiny of human life and the world in which it is embedded. Prerequisite: Christian Theology 1 or equivalent. (MDiv 2, 5; MACF 1, 2; MATPS 1)
Contemporary Theology  
HTE625
Biennial — Three hours — Malinda Berry

One of theology’s tasks involves mapping the geography and terrain of Christian tradition and thought. This course contributes to this task by engaging students in a descriptive and evaluative review of theologians and theological trends throughout the 20th century and into the 21st. Attention is given to the historical and cultural contexts as well as to the methodological commitments that have shaped contemporary Christian thought, from historical giants like Walter Rauschenbusch and Karl Barth to theological movements like postliberalism and liberation theologies. This course is strongly recommended for students with an MDiv: Theological Studies: History, Theology, and Ethics major. Prerequisite: Christian Theology 1. (MDiv 2; MACF 1)

Discerning and Knowing: Theory and Practice  
HTE660H
Biennial — Three hours — Lois Barrett — hybrid — Cross listed with CHM660H

This course combines both theoretical and practical approaches to congregational discerning and knowing around important and difficult issues. How is it that churches come to know? Can there be a communal epistemology? How do worldview and culture influence what we know? How do we know whether God is communicating with us? The class will explore how congregations and other church groups can learn and practice spiritual discernment regarding missional vocation, divisive ethical matters, and other important issues of faith and faithfulness. In addition, students will learn beliefs, habits, skills, knowledge, commitments, and spiritual practices necessary for Christian discernment. The course is designed to use multiple ways of knowing in the learning process as well as to reflect on these ways of knowing. (MDiv 2, 5, 6; MACF 1, 2)

Global Anabaptist-Mennonite History and Theology  
HTE614, HTE614E
See description on p. 58.
Philosophical Theology
Biennial — Three hours — Andy Brubacher Kaethler

This course explores the continued interdependence between Western philosophy and Christian theology, highlighting both the co-development and sometimes conflictual relationships between faith and reason and between religion and science. Students will examine historical and contemporary perspectives on issues in philosophical theology, including knowledge of God; God’s being and existence; the nature and authority of religious experience, tradition, and scripture; the problem of evil; truth; language; Christology; and the Trinity. Both primary and secondary texts will be used. The class combines reading, short reflection papers, lectures, discussion, seminar presentations, and a final paper. (MDiv 2)

Political Theology and Ethics
Annual — Three hours — Janna Hunter-Bowman

How does theological thought shape political activity and identity? What is the relationship between political theology, perception of the modern state and its influences, and assumptions about social change? This course explores political participation in relation to the state, Christian faithfulness in the aftermath of Christendom, the compatibility of Christian discipleship and liberal democracies, and change that is independent from the state. After an introduction to founding texts of the Augustinian, Thomist, “magisterial” Protestant, and Anabaptist traditions of political theology, the course surveys the most influential Christian political theologies of the past 100 years. It concludes with lesser-known questions and methods from nondominant perspectives of political theology committed to liberation. Prerequisite: Christian Theology 1. (MDiv 2, 5; MATPS 1)

Seminar in Theology: Sexuality and Colonialism
Biennial — Three hours — Jamie Pitts

Recent church debates about sexuality have involved disagreement about their relationship to the global church. Some critics of the movement for LGBTQ inclusion describe it as a Western phenomenon that further isolates Western churches from other Christians. On the other hand, proponents of inclusion have sometimes charged that current Christian sexual categories are a product of the same colonialism that has disfigured and divided the global church. In this course we will examine conflicting arguments over the historical and theological origins of Christian sexual ethics, giving special attention to colonial and mission histories. Students will be challenged to relate their developing understanding of the issues to the current debates over inclusion and the realities of the global church. (MDiv 2, 6; MACF 1; MATPS 1)
Suffering and Hope HTE636
Biennial — Three hours — Malinda Berry

The inevitability of suffering and the persistence of hope are two components of Christian faith that many people have direct experience with; we often say that suffering makes our faith stronger. But whether it is genocide, slavery, forced displacement, or personal violence, the church has a good deal of explaining to do: how and why have Christian institutions championed the virtue of suffering as redemptive? Even when the church is on the side of the oppressed, why does suffering persist? These questions will be at the center of discussion in this seminar-style course, in which we will bring Anabaptism’s martyr heritage into dialogue with theodicies that span the Christian tradition with a focus on contemporary perspectives. Prerequisite: Christian Theology 1. (MDiv 2; MACF 6; MATPS 1)

Theology and Women’s Narratives HTE623, HTE623H
Biennial — Three hours — Malinda Berry — both campus and hybrid

As Elizabeth Say writes, “Feminist scholars have long noted the importance of women telling their own stories, in their own voices.” Utilizing frameworks from narrative theology, women’s studies, and “storycatching,” this course will use film, fiction, and nonfiction to understand how “women’s experience” is a) integral to understanding Christian tradition as a whole, and b) a vital resource for the peace theology tradition. Beginning with Anita Hooley Yoder’s recent history of Mennonite Women USA, we will use storytelling and other ritual forms to understand and undertake the theological task. Students may take this course for either history, theology, or ethics credit. (MDiv 4; MACF 4; MATPS 3)

Theology in Context: Elkhart, Indiana HTE618
Biennial — Three hours — Jamie Pitts

How might theology shape ministry in a specific context? How might consideration of context influence and shape theology? In this course, we will use Elkhart as a case study to explore these and related questions. Readings, discussions, and conversations with community leaders will encourage an integration of theological and missiological reflection with sociological investigation and practical engagement. (MDiv 5, 6; MATPS 3)
Theology in Latin American Perspective  
HTE659
Occasional — Three hours

Offered at the Latin American Anabaptist Seminary in Guatemala City, this course examines the rich theological heritage (Anabaptist, Catholic, Protestant, Pentecostal) that has developed in and for the Latin American context. Through classroom discussion, readings, and field trips, students will be challenged to deepen their understanding of the dynamic between theological tradition and contextual developments. Particular emphases of the course are the place of theology in situations of poverty and conflict; Latin American theologies of peace and justice; and the relations among Anabaptist, liberation, and Pentecostal theologies. (MDiv 2, 5, 6; MATPS 1, 3)

Ethics

Christian Attitudes Toward War, Peace, and Revolution  
HTE644, HTE644E
Annual — Three hours — David Cramer — alternating campus and online

What Christians perceive to be God’s will makes a difference in the way we think about violence and war. Taking a longitudinal view, this course examines the historical development of Christian perspectives on violence and peace from the second century onward. We will examine how various views emerged and evolved, with attention to the contexts that gave rise to them. Special attention will be given to Jesus’s ministry, the emergence of pacifism, perspectives on just war theory, the evolution of peace concerns in diverse cultural settings, and possibilities for thinking beyond the just war-pacifism binary today. (MDiv 2; MATPS 1)

Church and Race  
HTE649
Occasional — Three hours — Malinda Berry

This course seeks to deepen students’ awareness and analysis of systemic and interpersonal racism’s impact on the history and current life of the Christian church as well as to help students articulate a more just vision of the church and identify forms of resistance to racism compatible with a commitment to Christian nonviolence. Our primary framing for this analysis comes from a) Michael Omi and Howard Winant’s theory of racial formation, b) Willie Jennings’s theological analysis of the diseased Western social imagination, and c) John de Gruchy’s definition of reconciliation as the restoration of justice. We will also employ strands of methodology that ultimately become a variegated chord of Christian social ethics (anthropology, biblical studies, history, sociology, and theology). (MDiv 2, 6; MACF 6; MATPS 3)
Creation Care: Theology, Ethics, and Spirituality  
HTE531
Biennial — Three hours — Malinda Berry

This course is about listening carefully and deeply as Creation groans in travail. Our practice of faithful listening involves spending time with several interconnected themes: the theological context of environmental stewardship; the ethical dilemmas we face as we respond to calls for ecojustice (a blend word comprising economic, ecology, and justice); the intersection of place and spirituality; and how these themes shape creation care practices in the Christian church. We will use the terms “Watershed Discipleship,” “Earthkeeping/Earthkeepers,” and “Earth Creatures” to describe our shalom-based understanding of creation care, environmental stewardship, and ecojustice. (MDiv 6; MACF 4; MATPS 3)

Economic Justice and Christian Conscience  
HTE641, HTE641H
Biennial — Three hours — Jamie Pitts — alternating campus and hybrid

In the age of globalization, how can economic relationships more fully reflect God’s concern for justice? This course looks at this question from the perspective that “economic faithfulness” is defined as joyful response to God’s bounty and goodness, and “economic justice” as practices that facilitate everyone having enough according to God’s shalom. By exploring and examining various perspectives on the meaning of justice, economic “development” in the global village, economic systems and theories, economics and ecology, business ethics, economics in the church, and economic faithfulness for individual Christians, students will develop ethical frameworks that guide their integration of scriptural teaching about money, lifestyle choices, and spirituality. (MDiv 6; MACF 4; MATPS 1)

Ethics and Care: Living and Dying with Purpose  
HTE627, HTE627H
Biennial — Three hours — Andy Brubacher Kaethler — alternating campus and hybrid
Cross-listed with CHM627

The art of living and the art of dying are closely related. This course explores Christian ethics and practices of purposeful life and death, incorporating perspectives from the Bible, history, art, literature, and philosophy. Specific topics include discerning meaningful goals in life; end-of-life issues such as suffering and medical directives; the role of family and Christian community in discernment; and contemporary challenges to living and dying with care in mind for self, others, and creation. (MDiv 4, 5; MACF 2)
Ethics and Practice of Forgiveness  
HTE657, HTE657H  
Occasional — Three hours — David Cramer — alternating campus and hybrid

Forgiveness plays a central, though poorly understood, role in the New Testament. There is also increasing interest in the topic of “forgiveness” — recently appearing everywhere from superficial self-help books to serious studies of international relations. But what is forgiveness? How does it differ from forgetfulness or indulgence? To whom is forgiveness due? Must we always forgive, even if there is no repentance from the offender? Are Christian notions of forgiveness unrealistic? Perhaps even immoral or unjust? Or do Christian notions of forgiveness offer something unique to the world? (MDiv 4, 6; MACF 2, 5, 6; MATPS 1)

Human Sexuality and Christian Ethics  
HTE646, HTE646H  
Biennial — Three hours — Malinda Berry — both campus and hybrid

This course is designed to take us on an exploration of sexuality’s meaning and purpose in our lives as human beings. As Christians, biblical faith, life in community, and our cultures of origin shape the context for this exploration. Along the way, we will take stock of how our attitudes, experiences, and beliefs are also part of our attitudes toward and beliefs about morally appropriate expressions of sexuality. Our primary goal is to develop a definition of “healthy sexuality” for Christians seeking to participate in God’s reconciling mission in the world. Methodologically, we use Christian ethics to focus our attention on the human need for intimacy, how this need is connected to sexuality, and how those connections promote shalom. We will primarily concern ourselves with what Margaret Farley describes as meta-ethical issues in Christian sexual ethics: human embodiment, sexual desire, sex’s meaning and purpose, and universal and/or particular moral norms. Another theme in this course will be the role that personality and conflict style play in how we deal with differences about what healthy sexuality is and what that means for faith communities. (MDiv 4; MACF 5; MATPS 1)

Introduction to Peace Studies and Nonviolence  
HTE550  
Annual — Three hours — Matthew Chandler

This course introduces students to the growing discipline of peace studies through the lens of peacebuilding, an integrated framework of academic study and practice. It guides students through key texts from peace research as well as cultural studies, religious studies, interventions from peacebuilding practice, and theologies that shape transformative approaches to peacebuilding. Students will have the opportunity to do substantial research in the areas covered by
the course or to devise multi-dimensional and interdisciplinary peacebuilding approaches through case study. (MATPS 2, 3)

Islam and Christian-Muslim Relations  
HTE686, HTE686E
See description on p. 59.

Political Theology and Ethics  
HTE628
See description on p. 62.

Practicing and Embodying Nonviolence  
HTE664
Annual — Three hours — Malinda Berry

This course focuses on helping students learn and/or further their skills as reflective practitioners who integrate knowing, being, and doing in service of their commitment to peace theo-ethics. Nonviolence is more than an idea, and it is also more than an ideal; it is a set of values and beliefs we express with our bodies. This is the reality students will explore in this course by putting nonviolence into physical, emotional, and spiritual practice using Anabaptist understandings of incarnation, theological anthropology, atonement, and reconciliation as the theological foundation of our work. The theoretical components of the course include nonviolent communication, slow violence, focal practices, and theological aesthetics. Open to all students, this course is a prerequisite for the MATPS Internship. (MDiv 4; MATPS 1, 3)

Religion and Peace Processes  
HTE575
Biennial — Three hours — Janna Hunter-Bowman

How do lived theological thought and practice shape violent conflict and peace? Colombia, South America, is the context for the course query. Many people inside and outside of Colombia were shocked by Colombian Christian churches’ self-congratulatory celebration of the “no” vote to the internationally acclaimed peace agreement in 2016. Drawing on stories and experiences of faithful Colombian Christians of diverse theological and political vantage points, this course explores theology, religion, and ethics in conflict and peacebuilding. It emphasizes the importance of applied ethics and lived religion while also taking theology and peace studies theory seriously. The class brings together conversations that are often compartmentalized in literature and curricula: Christian identity, Christian ethics, and theology, on one hand; and conflict transformation, peacebuilding frameworks, and state-oriented peace processes, on the other. It provides frameworks to help students design change initiatives and peace processes within conflict settings that align with God's shalom and move towards a just peace. (MDiv 5, 6; MATPS 2, 3)
Religion, Violence, and Peacebuilding  
Biennial — Three hours — Janna Hunter-Bowman

The ways in which religion and religious practices contribute to both violence and peace is a concern of deep significance for Christian communities, other religious traditions, and society at large. This interdisciplinary course will survey classic understandings of religion and violence as well as more recent work on the myths and metaphors underpinning discussions of religious violence, secular perspectives, and peace. It places R. Scott Appleby’s foundational text, *The Ambivalence of the Sacred: Religion, Violence, and Reconciliation*, in conversation with more recent contributions to provide tools and resources for thinking about the ways in which religion, its practices, and its texts contribute to violence and peacebuilding. Students will consider these theoretical resources in light of contemporary conflicts. (MDiv 2, 5; MATPS 1, 2, 3)

Theology and Women’s Narratives  
HTE623, HTE623H

See description on p. 63.

Theology in Latin American Perspective  
HTE659

See description on p. 64.

Thinking Ethically  
HTE541

Biennial — Three hours — Malinda Berry

How should Christians respond to violence, health care, and creation care issues? What choices face us regarding sexuality and systemic racism? Using a case studies approach to deepen students’ ability to think ethically, this course also outlines several major approaches to ethics from a Christian stance: social ethics, duty ethics, consequentialist ethics, and virtue ethics. Working from an Anabaptist-Mennonite framework called “shalom political theology,” students will also integrate the various forms of ethical reasoning and reflection with three theological motifs: scriptural authority, Christology, and ecclesiology. (MDiv 2; MACF 1; MATPS 1)
The Trail of Death: A Pilgrimage of Remembrance, Lament, and Transformation  
HTE564
Occasional — Three hours — Katerina Friesen — Cross-listed with CHM518

This nine-day pilgrimage traces the route of the 1838 forced removal by the U.S. military of about 850 Potawatomi people from their ancestral homeland in northern Indiana to present-day Osawatomie, Kansas. Participants will remember this expulsion with their bodies by walking several miles of the route each day, recognizing markers of the Trail of Death with prayer and song, and by camping each night. Along the way, they will read journals and letters from the time of the removal and will meet with Potawatomi descendants of those who walked the Trail of Death to hear their stories and perspectives. Participants will explore the theologies and priorities that contributed to White settler colonialism and will seek what new paths God opens for repair today as they walk in remembrance and lament. The pilgrimage begins with two days of orientation on the AMBS campus. George Godfrey (Citizen Potawatomi Nation), president of the Potawatomi Trail of Death Association; and Rich Meyer, a local historian and educator; will travel with the group as co-leaders. (MDiv 5; MATPS 3)

Colloquium

Witness Colloquium  
HTE534
Each semester — One hour — Janna Hunter-Bowman — Cross-listed with CHM529

This colloquium is for students in the MATPS program and other degree programs who are interested in peace and justice issues related to the church’s witness, peacebuilding, and interaction with other religions. It provides a setting for sharing information and assessing aspects of church engagement and for encouraging the integration of discernment, action, reflection, and evaluation. Semester One is an engaged learning seminar with local partners; trainings are included. Semester Two consists primarily of presentations and discussions. Students must register to receive credit; other students may attend without registering. (MDiv 5, 6; MATPS 2, 3)
## Church and Ministry (CHM)

Courses are listed alphabetically (excluding definite articles) under each course category, followed by their course ID. IDs ending in "E" are online courses. IDs ending in "H" are hybrid courses. Courses without an ending letter are taught on campus. See pp. 40–41 for details.

### Spirituality

<table>
<thead>
<tr>
<th>Topic</th>
<th>Course IDs</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Guidance Practicum</td>
<td>CHM686, CHM686H</td>
<td>72</td>
</tr>
<tr>
<td>Spiritual Practices: Intentional Living in an Age of Diversions</td>
<td>CHM599</td>
<td>72</td>
</tr>
<tr>
<td>Spiritual Practices: Money</td>
<td>CHM594</td>
<td>72</td>
</tr>
<tr>
<td>Spiritual Practices: Play and Rest</td>
<td>CHM593</td>
<td>72</td>
</tr>
<tr>
<td>Spiritual Practices: Prayer and Scripture</td>
<td>CHM503E</td>
<td>72</td>
</tr>
<tr>
<td>Spiritual Practices: Voice and Identity</td>
<td>CHM564E</td>
<td>73</td>
</tr>
<tr>
<td>Spiritual Practices: Water of Life — Creation, Conservation, and Faith</td>
<td>CHM589</td>
<td>73</td>
</tr>
<tr>
<td>The Trail of Death: A Pilgrimage of Remembrance, Lament, and Transformation</td>
<td>CHM518</td>
<td>73</td>
</tr>
</tbody>
</table>

### Christian Formation

| Topic                                                                 |
|----------------------------------------------------------------------|------------------------|
| Conflict, Communication, and Conciliation                           | CHM633H                |
| Faith Formation and Spirituality: Adults and Seniors                | CHM571H                |
| Faith Formation and Spirituality: Family Spirituality               | CHM572H                |
| Faith Formation and Spirituality: Youth and Young Adults            | CHM546H                |
| Human Development and Christian Formation                           | CHM531, CHM531E        |
| Spiritual Practices: Intentional Living in an Age of Diversions     | CHM599                 |
| Teaching the Bible in the Congregation                              | CHM547                 |

### Worship and Preaching

| Topic                                                                 |
|----------------------------------------------------------------------|------------------------|
| Biblical Storytelling                                                | CHM516                 |
| Christian Worship: Theory and Practice                              | CHM510, CHM510E        |
| Performing the Faith                                                 | CHM561, CHM561H        |
| Preaching                                                            | CHM507, CHM507H        |
| Preaching Module                                                     | CHM615                 |
| Spiritual Practices: Voice and Identity                             | CHM564                 |

### Pastoral and Congregational Leadership

<table>
<thead>
<tr>
<th>Topic</th>
<th>Course IDs</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Leadership in the 21st Century</td>
<td>CHM621, CHM621H</td>
<td>77</td>
</tr>
<tr>
<td>Discerning and Knowing: Theory and Practice</td>
<td>CHM660H</td>
<td>77</td>
</tr>
</tbody>
</table>

### Pastoral Care

<table>
<thead>
<tr>
<th>Topic</th>
<th>Course IDs</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict, Communication, and Conciliation</td>
<td>CHM633H</td>
<td>77</td>
</tr>
<tr>
<td>Ethics and Care: Living and Dying with Purpose</td>
<td>CHM627, CHM627H</td>
<td>77</td>
</tr>
<tr>
<td>Human Development and Christian Formation</td>
<td>CHM531, CHM531E</td>
<td>78</td>
</tr>
</tbody>
</table>
Pastoral Care 1: Theological, Spiritual, and Psychological Principles................................. CHM535, CHM535E.....78
Pastoral Care 2: Systems, Assessments, and Interventions of Trauma................................. CHM626, CHM626E.....78
Pastoral Counseling Practicum: Advanced Theory and Practice .... CHM684 ......................78

The Teaching Ministry of the Church................................................................. 79
Teaching and Learning for Transformation .................................................... CHM643 ..............79
Teaching the Bible in the Congregation ...................................................... CHM547 ..............79

Youth Ministry .................................................................................................... 79
Faith Formation and Spirituality: Youth and Young Adults ........ CHM546H ..............79
Faith Formation and Vocational Discernment
with !Explore Youth .................................................................................. CHM688 ......80

Missional Leadership and Intercultural Studies .................................................. 80
Cultural Hermeneutics .................................................................................. CHM610 ......80
Discerning and Knowing: Theory and Practice ........................................ CHM660H ......80
God’s Shalom and the Church’s Witness ....................................................... CHM500, CHM500E ....81
The Spirit World and the Global Church ....................................................... CHM556, CHM556E ....81
Understanding the Church’s Contexts ......................................................... CHM569, CHM569H ....81

Supervised Experience ........................................................................................ 82
Clinical Pastoral Education (CPE) ................................................................. CPE-3 ..........82
Pastoral Counseling Practicum: Advanced Theory and Practice .... CHM684 ..........82
Spiritual Guidance Practicum .................................................................... CHM686, CHM686H ....82

Colloquia ............................................................................................................. 83
Power and Process: Mennonite Polity Colloquium ................................ CHM536 ..........83
Witness Colloquium ....................................................................................... CHM529 ..........83

The course correlations with individual program educational goals appear in parentheses.
Spirituality

**Spiritual Guidance Practicum**  
CHM686, CHM686H

See description on p. 82.

**Spiritual Practices: Intentional Living in an Age of Diversions**  
CHM599

Biennial — Two hours — Andy Brubacher Kaethler

This course seeks to reclaim focused, intentional living by developing a pattern for daily life modeled after the life and practices of Jesus Christ, including regular practices of prayer, fellowship, and hospitality; work and reflection; Sabbath and rest; and holy play. We will develop language, concepts, and habits by which to evaluate the role that technology plays in permeating and distorting our relationships with God, with community, and with creation. The course requires commitment to daily Christian practices, moderate reading and writing, and weekly group reflection. (MDiv 3, 5; MACF 1, 2, 5)

**Spiritual Practices: Money**  
CHM594

Biennial — One hour — Allan Rudy-Froese

Money — a medium of social exchange that creates hope, anxiety, blessing, conflict, opportunity, and temptation. Students will examine the values related to money in the communities that have shaped them; think through their beliefs about money theologically; evaluate their current money practices in light of their theological beliefs; and develop a money-related practice to pursue throughout the seminar. (MDiv 3, 4; MACF 5)

**Spiritual Practices: Play and Rest**  
CHM593

Biennial — One hour — Allan Rudy-Froese

Students will practice playing and resting in community with a view to a deeper understanding of themselves, their relationships, and the wider world. We will consider recent theologies of play and Sabbath and ponder how the church might play its way into God’s mission in the world. (MDiv 3, 6; MACF 1, 2, 5)

**Spiritual Practices: Prayer and Scripture**  
CHM503E

Biennial — Two hours — Rachel Miller Jacobs — online

With the Bible as primary textbook and prayer as primary practice, this seminar explores the intersection between text and formation for both individuals and groups. What does scripture-saturated personal and corporate prayer look like? How might we pray scripture through memory, movement, and music, either by ourselves or in small groups, Sunday school classes, spiritual friendships, and family life? This course provides space for
experiencing and experimenting with a variety of ways of praying and sinking deeply into scripture as well as leading others in doing so. (MDiv 1, 3; MACF 5)

**Spiritual Practices: Voice and Identity**

CHM564

Biennial — Two hours — Allan Rudy-Froese

Building students’ confidence in their voices is the main focus of this course. Through voice exercises and short oral performances, students will explore the range and registers of their speaking voices and develop increased vocal flexibility and expressiveness. We will work primarily with Kristin Linklater’s theory and method. (MDiv 4; MACF 6)

**Spiritual Practices: Water of Life — Creation, Conservation, and Faith**

CHM589

Biennial — One hour — Janeen Bertsche Johnson

This seminar will weave together care for creation — specifically the resource of water — with study of biblical texts about water, reflection on the role of water in Christian faith, practice of spiritual and conservation disciplines, and field trips. Participants will also consider how to lead the faith community in its response to water issues. Themes include the water cycle, uses and misuses of water, impact of climate change and pollution, conservation, and restoration. (MDiv 3, 5; MACF 1, 5)

**The Trail of Death: A Pilgrimage of Remembrance, Lament, and Transformation**

CHM518

Occasional — Three hours — Katerina Friesen — Cross-listed with HTE564

This nine-day pilgrimage traces the route of the 1838 forced removal by the U.S. military of about 850 Potawatomi people from their ancestral homeland in northern Indiana to present-day Osawatomie, Kansas. Participants will remember this expulsion with their bodies by walking several miles of the route each day, recognizing markers of the Trail of Death with prayer and song, and by camping each night. Along the way, they will read journals and letters from the time of the removal and will meet with Potawatomi descendants of those who walked the Trail of Death to hear their stories and perspectives. Participants will explore the theologies and priorities that contributed to White settler colonialism and will seek what new paths God opens for repair today as they walk in remembrance and lament. The pilgrimage begins with two days of orientation on the AMBS campus. George Godfrey (Citizen Potawatomi Nation), president of the Potawatomi Trail of Death Association; and Rich Meyer, a local historian and educator; will travel with the group as co-leaders. (MDiv 5; MATPS 3)
Christian Formation

**Conflict, Communication, and Conciliation**  
See description on p. 77.

**Faith Formation and Spirituality: Adults and Seniors**  
Biennial — Two hours — Andy Brubacher Kaethler — hybrid

This multidisciplinary course presents aging as a God-given, natural process that encompasses both joys and losses. The course goal is to explore how congregations can nurture growing faith effectively and authentically throughout life. A significant outcome of this course is the integration of readings, lectures, presentations, and interactions with older adults. (MDiv 3, 5; MACF 1, 2, 5)

**Faith Formation and Spirituality: Family Spirituality**  
Biennial — Two hours — Rachel Miller Jacobs — hybrid

This course explores spirituality in the context of the Christian family. It works at two levels: 1) developing biblical, theological, ethical, and human development foundations for understanding how the presence of God is known and experienced in the family; and 2) suggesting models for nurturing and strengthening faith within the family for the sake of participating in what God is doing in the world. The class will cover biblical understandings of covenant, family, and faith; the ways in which the intergenerational nature of family life strengthens the faith of everyone; the role of ritual in family life; and the relationship between family and congregation in God’s wider mission. (MDiv 5; MACF 2)

**Faith Formation and Spirituality: Youth and Young Adults**  
Biennial — Two hours — Andy Brubacher Kaethler — hybrid

This multidisciplinary course focuses on developing an understanding of adolescent and young adult faith formation and spirituality. Developmental stages, intentional practices in the family and congregation, and cultural influences are considered in order to nurture Christian faith more effectively and authentically in congregational and relational contexts. (MDiv 3, 5; MACF 2, 3, 6)

**Human Development and Christian Formation**  
Annual — Three hours — Rachel Miller Jacobs— alternating campus and online

This course gives students both tools and impetus to reflect on their own Christian formation and human development as well as the impact of Christian formation and human development in ministry with others by 1) understanding human development and Christian formation in an interdisci-
plinary perspective, 2) identifying and working with issues and experiences from the past that may hinder human development and Christian formation, 3) exploring the role of spiritual disciplines in fostering ongoing Christian formation, and 4) reflecting theologically on Christian formation and human development in culturally sensitive and nuanced ways. (MDiv 3, 4; MACF 5)

**Spiritual Practices: Intentional Living in an Age of Diversions**  
CHM599

See description on p. 72.

**Teaching the Bible in the Congregation**  
CHM547

See description on p. 79.

## Worship and Preaching

### Biblical Storytelling  
CHM516

Biennial — Three hours — Allan Rudy-Froese

Since narrative is an essential form of Hebrew and Christian scriptures, storytelling is an important way of interpreting the Bible and communicating its message. In this course we will learn to embody biblical stories in a variety of styles for a variety of purposes. Whether they are used for worship, preaching, teaching, pastoral care, or for fun, biblical stories are the building blocks of our Christian faith. (MDiv 1, 3; MACF 1, 2, 4)

### Christian Worship: Theory and Practice  
CHM510, CHM510E

Annual — Three hours — Rachel Miller Jacobs — alternating campus and online

With communal worship at its center, this course has one goal: to strengthen students’ capacity to integrate worship theory and practice so that they can plan and lead worship with increasing competence in order to enrich a congregation’s experience of God, foster unity in the body of Christ, and strengthen the church’s witness in the world. Focused on developing and refining both a working theology and practices of worship, the course explores key biblical, theological, and historical foundations for Christian worship; teaches contextual analysis skills and practices; and introduces skills for studying biblical texts, crafting words for worship, and leading old and new rituals. Students will also explore their identity and embodiment as worship leaders and formulate a set of principles for training and leading a worship planning group, including strategies for evaluating and assessing worship. (MDiv 5; MACF 3)
Performing the Faith  
**CHM561, CHM561H**

Biennial — Three hours — Allan Rudy-Froese — alternating campus and hybrid

Christians are performers. We are dancers, writers, actors, musicians, and preachers. Christians also perform as teachers, leaders of meetings, and advertisers and evangelists of various sorts. In short, Christians communicate in embodied and deliberate ways within the church and in the world. After critically exploring select performance theories together with biblical and theological wisdom — and a brief look at modes of persuasion in the Reformation era — students will select and focus on a specific area of performance. (MDiv 5, 6; MACF 1, 2, 6)

Preaching  
**CHM507, CHM507H**

Annual — Three hours — Allan Rudy-Froese — alternating campus and hybrid

This course explores major issues in homiletics such as biblical interpretation for preaching, embodiment of the sermon, the contextual nature of preaching, and sermon form. Matters such as the place of preaching in worship and the image/role of the preacher as well as purposes and theologies of preaching will be addressed throughout. Class time will include short lectures, discussions, solitary reflective work, voice/body exercises, and, of course, sermons. (MDiv 1, 3, 5; MACF 2, 6)

Preaching Module  
**CHM615**

By arrangement — One hour — Allan Rudy-Froese

The preaching module can be attached to another course that students are taking, with the purpose of helping them translate what they are learning in the host course into effective sermons that communicate with congregations. Any course in which the material being learned is appropriate for preaching can be considered a host course; the focus of the module is the preparation of a sermon series. Prior preaching instruction and permission of the preaching instructor are required. (MDiv 6; MACF 2)

Spiritual Practices: Voice and Identity  
**CHM564**

See description on p. 73.
Pastoral and Congregational Leadership

**Christian Leadership in the 21st Century**  
CHM621, CHM621H  
Annual — Three hours — Rebecca Slough and Sara Wenger Shenk — alternating campus and hybrid

What values characterize leadership that is explicitly Christian? What is the future hope toward which Christian leadership is oriented? How is it possible to lead with the mind, heart, and spirit of Jesus? How do the structures of communities and organizations aid or thwart the exercise of leadership intended to reflect the character of Christ? These questions will center inquiry into the biblical and theological purposes of leadership and the grounds for developing an imagination for Christian leadership; the analysis of leadership structures of responsibility, power, and authority in organizations; and the practices of spiritual discernment required for leaders who faithfully seek the Holy Spirit’s guidance when leading those they are called to serve. Students will be expected to articulate the values, practices, and attitudes that they believe characterize Christian leadership and will evaluate their own growth toward these understandings. (MDiv 4, 6)

**Discerning and Knowing: Theory and Practice**  
CHM660H  
See description on p. 80.

Pastoral Care

**Conflict, Communication, and Conciliation**  
CHM633H  
Biennial — Three hours — Betty Pries — hybrid

This course explores approaches to conflict management and conciliation skills from the perspective of communication theory and the dynamics of interpersonal and intragroup conflict. Training in basic mediation skills is included. (MDiv 4, 5, 6; MACF 2)

**Ethics and Care: Living and Dying with Purpose**  
CHM627, CHM627H  
Biennial — Three hours — Andy Brubacher Kaethler — alternating campus and hybrid — Cross-listed with HTE627

The art of living and the art of dying are closely related. This course explores Christian ethics and practices of purposeful life and death, incorporating perspectives from the Bible, history, art, literature, and philosophy. Specific topics include discerning meaningful goals in life; end-of-life issues such as suffering and medical directives; the role of family and Christian community in discernment; and contemporary challenges to living and dying with care in mind for self, others, and creation. (MDiv 4, 5; MACF 2)
Human Development and Christian Formation  
CHM531, CHM531E  
See description on p. 74.

Pastoral Care 1: Theological, Spiritual, and Psychological Principles  
CHM535, CHM535E  
Annual — Three hours — campus  
Biennial — Three hours — online

Students will develop competencies in applying theological, psychological, and spiritual principles to the practice of pastoral care from a Christian perspective. They will explore and analyze expressions of care offered in various settings, including congregations, elder care homes, hospice care, hospitals, and prisons. Students will identify issues that surface when they provide spiritual care to people who have a different religious faith from their own or who espouse no faith. They will demonstrate basic knowledge of holistic processes and models for assessing the mental, emotional, physical, and spiritual state of those needing care and their appropriate responses as ministering persons. Prerequisite: Human Development and Christian Formation. (MDiv 4, 5; MACF 2, 6)

Pastoral Care 2: Systems, Assessments, and Interventions of Trauma  
CHM626, CHM626E  
Annual — Three hours — campus  
Biennial — Three hours — online

This course builds on the agenda of Pastoral Care 1. Students will explore how theological, psychological, and spiritual principles can be further integrated with basic knowledge of systems thinking and elements of Gestalt Pastoral Care. The overarching purpose is to enhance students’ competence to assess and respond to the pastoral or spiritual needs and potential of people to whom they are offering care. This course will also introduce the dynamics of trauma in interdisciplinary perspective and include basic assessment skills for trauma intervention and direct care. Prerequisite: Pastoral Care 1. (MDiv 4, 5)

Pastoral Counseling Practicum: Advanced Theory and Practice  
CHM684

See description on p. 82.
The Teaching Ministry of the Church

**Teaching and Learning for Transformation**  
*CHM643*  
Biennial — Three hours — Rachel Miller Jacobs

Many of us teach in the way we were taught. While there is much to be gained from our experience as students, good teachers need more than this usually unconscious formation to attend justly, creatively, and in transformative ways to their students and the subject around which they gather. This course introduces students to the practices of teaching and learning by examining the biblical and theological foundations for teaching and learning; exploring learning theory; analyzing curriculum development and evaluation; attending to the context of teaching and learning; and selecting teaching and learning approaches that honor subject, student, and teacher. (MDiv 5; MACF 3)

**Teaching the Bible in the Congregation**  
*CHM547*  
Occasional — Three hours — Cross-listed with BIB505

The function of this class is to deepen our understanding and practice of teaching scripture in the congregation both formationally and informationally. To that end, we will assess current approaches and attitudes toward the Bible, explore the real or perceived gap between scholarship and the church, plan effective teaching modules for various congregational settings, gather strategies to combat biblical illiteracy and biblical irrelevancy, and explore the role of the pastor and other congregational educators in teaching the Bible. This course is for those who want to nurture spiritual maturity by helping a congregation encounter the Living Word. Congregations and leaders prepared to receive biblical words as life-giving among them are better able to engage the ongoing challenges and opportunities that arise in congregational life and offer the Bible as an important guide for both present and future. (MDiv 1, 6; MACF 1, 2, 3)

**Youth Ministry**

**Faith Formation and Spirituality:**  
**Youth and Young Adults**  
*CHM546H*  
See description on p. 74.
Faith Formation and Vocational Discernment
with iExplore Youth

CHM688

Annual — Three hours — Andy Brubacher Kaethler

This course is for students who will be event pastors for iExplore: A Theological Program for High School Youth. The course will integrate learning about the faith formation of youth with preparation for the summer program. It emphasizes development of a daily pattern of worship, theological reflection, service, recreation, and table fellowship. It also addresses leadership development among youth, engaging with the community, envisioning the future of the church, engaging in spiritual practices, living in community, and working through conflict. This course will meet the Supervised Ministry Experience requirement for MDiv students. (MDiv 4, 5, 6; MACF 2, 3, 4, 6)

Missional Leadership and Intercultural Studies

Cultural Hermeneutics

CHM610

Biennial — Three hours — Andy Brubacher Kaethler

Leaders in a missional church need to be able to read and interpret the cultural contexts in which we live and share the gospel message. This course will place cultural hermeneutics in context with, but distinct from, biblical and theological hermeneutics. It will focus primarily on late-modern and postmodern Western culture — giving special attention to themes such as consumption, spectacle, and desire — but will also include early church and non-Western perspectives. (MDiv 5, 6; MACF 2)

Discerning and Knowing: Theory and Practice

CHM660H

Biennial — Three hours — Lois Barrett — hybrid — Cross listed with HTE660H

This course combines both theoretical and practical approaches to congregational discerning and knowing around important difficult issues. How is it that churches come to know? Can there be a communal epistemology? How do worldview and culture influence what we know? How do we know whether God is communicating with us? The class will explore how congregations and other church groups can learn and practice spiritual discernment regarding missional vocation, divisive ethical matters, and other important issues of faith and faithfulness. In addition, students will learn beliefs, habits, skills, knowledge, commitments, and spiritual practices necessary for Christian discernment. The course is designed to use multiple ways of knowing in the learning process as well as to reflect on these ways of knowing. (MDiv 2, 5, 6; MACF 1, 2)
God’s Shalom and the Church’s Witness  
CHM500, CHM500E
Annual — Three hours — alternating campus and online

This course begins with an examination of the biblical concept of shalom as seen in creation, covenant, prophetic vision, and renewal; the ministry, witness, and teaching of Jesus; and the life of the early church. The course then examines how the church’s changing social location has influenced the way it has sought to bear witness to God’s intended shalom at various times in history. The past is queried with an aim toward strengthening contemporary discernment of the “things that make for peace” and how the church may more faithfully bear witness to God’s shalom in our moment in time. (MDiv 2, 5, 6; MACF 1, 2, 6; MATPS 1)

The Spirit World and the Global Church  
CHM556, CHM556E
Biennial — Three hours — James Krabill — alternating campus and online

This course will explore the biblical foundations of the spirit world and trace how these understandings have been both applied and challenged throughout the history of the Western Church. From there we will examine how the conversation is expanding as Western Christians encounter spiritual realities present in the rapidly growing churches of the global South (Africa, Asia, and Latin America). Additional themes treated will include the Pentecostal appeal among struggling social classes, the language of “spiritual warfare” and peace theology, and case studies of North American congregations and church leaders dealing with difficult “hard cases” involving spiritual dimensions. (MDiv 2, 5; MACF 1; MATPS 1)

Understanding the Church’s Contexts  
CHM569, CHM569H
Biennial — Three hours — Andy Brubacher Kaethler — alternating campus and hybrid

This course examines the contexts of the missional congregation or other church institution — its immediate environs as well as the larger political, cultural, and global milieu — for the purpose of the church engaging those contexts with the gospel. The course will apply the same sociological, anthropological, and theological analyses in North American cultures that have been used in understanding contexts around the world. Methods for researching congregations will be taught and practiced. (MDiv 5, 6)
Supervised Experience

Clinical Pastoral Education (CPE)  CPE-3

CPE is a supervised learning experience offered in a variety of settings under the auspices of the Association for Clinical Pastoral Education (ACPE) or the Canadian Association for Spiritual Care (CASC). CPE affords students an opportunity — under pastoral supervision and along with fellow students — to explore and evaluate how religious values, attitudes, and style affect their ministry. Students recognize and appreciate their limitations and abilities in ministry and assume responsibility for their own learning. AMBS awards three hours of transcript credit for one CPE unit upon receipt of a copy of the supervisor’s final evaluation demonstrating the student’s satisfactory work. For more information, see www.acpe.edu. (MDiv 4, 5; MACF 5, 6)

Pastoral Counseling Practicum: Advanced Theory and Practice  CHM684

Occasional — Two hours each semester — Daniel Schipani

This practicum provides students with the opportunity to practice pastoral counseling under supervision and to further connect theory with experience. Students engage in the ministry of counseling by drawing on insights from the field of psychotherapy as they relate to pastoral care and by giving special attention to the unique resources of the gospel and the church for guidance, support, and healing. Theory and practice are integrated through focusing on particular problems — such as crises, loss, and abuse — and by learning specific counseling methods. Prerequisites: Human Development and Christian Formation; Principles of Pastoral Care; Spiritual and Psychological Assessment; and Pastoral Counseling and Theology. (MDiv 3, 4, 5)

Spiritual Guidance Practicum  CHM686, CHM686H

Biennial — Two hours each semester — Daniel Schrock — alternating campus and hybrid

The first half of the practicum (two credit hours) concentrates on initial steps in providing guidance to those seeking direction or guidance, while the second half of the practicum explores the ministry of guidance with people in particular contexts. Issues considered include discerning the presence of God in multiple situations, the contribution of guidance to the mission of God, shaping guidance in various ecclesial and ethnic contexts, and offering guidance across the adult lifespan. Throughout the entire practicum, students will receive supervision for their work as directors. Prerequisites: Christian Theology 1; Human Development and Christian Formation; a Spiritual Practices course; the completion of 40 credit hours toward the MDiv or MACF degree; experience
in receiving spiritual direction for at least a year; and active local church involvement. (MDiv 4, 6; MACF 1, 2, 3, 6)

**Colloquia**

**Power and Process: Mennonite Polity Colloquium**

CHM536

Biennial — One hour — Janeen Bertsche Johnson

This colloquium focuses on the structure, organization, governance, foundational documents, vision and goals, decision-making processes, leadership, and identity markers of Mennonite Church Canada and Mennonite Church USA. Special attention will be given to the integration process (1995–2001) and recent developments, as well as to the relationship of area conferences and regional churches to the denominations. (MDiv 2, 5)

**Witness Colloquium**

CHM529

Each semester — One hour — Janna Hunter-Bowman — Cross-listed with HTE534

This colloquium is for students in the MATPS program and other degree programs who are interested in peace and justice issues related to the church’s witness, peacebuilding, and interaction with other religions. It provides a setting for sharing information and assessing aspects of church engagement and for encouraging the integration of discernment, action, reflection, and evaluation. Semester One is an engaged learning seminar with local partners; trainings are included. Semester Two consists primarily of presentations and discussions. Students must register to receive credit; other students may attend without registering. (MDiv 5, 6; MATPS 2, 3)
Interdepartmental (INT)

Courses are listed alphabetically (excluding definite articles) under each course category, followed by their course ID. IDs ending in "E" are online courses. IDs ending in "H" are hybrid courses. Courses without an ending letter are taught on campus. See pp. 40–41 for details.

Orientation and Leadership Formation ................................................................. 84
Leadership Education in Anabaptist Perspective (LEAP)................................. INT505H................................. 84

MDiv Ministry Formation and Assessment .......................................................... 85
Capstone Ministry Assessment Seminar .......................................................... INT610, INT610H ........ 85
Ministry in Church and World ............................................................................... INT687, INT687E ........ 85
Supervised Ministry Experience (SME) ............................................................. INT689 ........................................ 85

MA Formation and Assessment .............................................................................. 86
MACF Final Project .......................................................................................... INT612 ........................................ 86
MATPS Integrative Seminar ............................................................................. INT667 ........................................ 86
MATPS Internship .......................................................................................... INT670 ........................................ 86

Thesis .......................................................................................................................... 87
MDiv Thesis Research ....................................................................................... INT609 ........................................ 87
MDiv Thesis Extension ...................................................................................... INT609A ........................................ 87

The course correlations with individual program educational goals appear in parentheses.

Orientation and Leadership Formation

Leadership Education in Anabaptist Perspective (LEAP) INT505H
Annual — Two hours — AMBS faculty — hybrid

The LEAP hybrid course orients students to community life at AMBS, theological study, and formation for ministry. Students complete readings, assignments, and activities before arriving on campus for a week of intensive sessions. During that week, from noon Monday to noon Saturday, students are engaged full time (40–45 hours) in various plenary sessions, discussions, and learning experiences. After this week, students do additional readings and assignments. United Methodist students participate in the hybrid week on campus and meet with faculty on campus in lieu of the online portions of the course. (MDiv 3, 4, 5; MACF 1, 5; MATPS 3)
MDiv Ministry Formation and Assessment

Capstone Ministry Assessment Seminar
INT610, INT610H
Annual — One hour — Andy Brubacher Kaethler — hybrid in Semester One, campus in Semester Two

This seminar directs students in the completion of their formation portfolio and ministry case study paper. It helps prepare students for the senior interview and for completion of the senior ministry assessment. This seminar provides the structure for students to focus intentionally on their growth and integration in the pedagogies of knowing, doing, and being, with particular attention to their anticipated ministry vocation. (MDiv 1, 2, 3, 4, 5)

Ministry in Church and World
INT687, INT687E
Annual — Three hours each semester — Allan Rudy-Froese — campus
Biennial — Three hours each semester — online

The primary content for this two-semester course is the student’s experience in an 8- to 10-hour-per-week ministry internship. This context provides a setting for the student to test and refine ministry skills, develop ministerial identity, and grow in self-awareness and confidence as a practitioner. The student may do the internship in a congregation, church institution, or community service agency under the supervision of an experienced practitioner. Weekly classes led by an AMBS faculty member focus on fostering the skills of theological and ethical reflection on the practice of ministry; peer consultation; and the development of healthy personal boundaries. Students must submit an application to the Missional Leadership Development Director and be admitted into the MDiv program by the faculty after completing 11 credit hours at AMBS. (MDiv 3, 4, 5, 6)

Supervised Ministry Experience (SME)
INT689
Annual — Three hours — Rebecca Slough

The SME is a 400-hour professional internship served in a congregation, church institution, or community service agency under the supervision of an experienced practitioner. Students may complete the SME on either an intensive basis (full time) or an extended basis (over two semesters). The SME site and supervisor are arranged in consultation with the Missional Leadership Development Director. Students must submit an application to the Missional Leadership Development Director and be admitted into the MDiv program by the faculty after completing 11 credit hours at AMBS. Ministry in Church and World is recommended as a prerequisite. (MDiv 3, 4, 5, 6)
MA Formation and Assessment

MACF Final Project

Annual — One hour — Andy Brubacher Kaethler

Students register for the MACF project for two consecutive semesters. In the first semester, students plan and receive approval for their final project. In the second semester, they implement and evaluate the project and meet with the faculty project supervisor and the second reader. Students integrate biblical, theological, and historical knowledge with pedagogical, spiritual, and performative competence in the fulfillment of the project. For more information about this project, see p. 29. (MACF 1, 2, 3, 6)

MATPS Integrative Seminar

Annual — Three hours — Janna Hunter-Bowman

This summative seminar follows the internship semester for MATPS students beginning in the 2018–19 academic year. It includes meetings with other MATPS students and the student’s faculty advisor. Students will focus on writing a synthesis paper that integrates theological, theoretical, and practical analysis of peacebuilding work drawn from the internship. This paper then serves as the basis for the MATPS comprehensive interview. MATPS students must satisfactorily complete the seminar and the comprehensive interview to be eligible for graduation. (MATPS 1, 2, 3)

MATPS Internship

Annual — 11 hours — Janna Hunter-Bowman

MATPS students complete a full-time semester-long internship in a location approved by the Peace Studies Director. The internship site must have a qualified supervisor to guide and evaluate the student’s learning and growing competence in peacebuilding work. Two online modules are required during the internship: one on compiling field notes sufficient for further analysis; and one on spiritual practices for sustaining the work of peacebuilding. Prerequisite: Practicing and Embodying Nonviolence. (MATPS 2, 3)
Thesis

**MDiv Thesis Research**  
INT609

Six hours, granted upon successful defense and completion of final draft of thesis

Students enrolled in the MDiv program with a Theological Studies major may petition to write a thesis. If the petition is approved, the student must register for this research course in the next two semesters and, if necessary, MDiv Thesis Extension for each semester after that, until he or she completes and successfully defends the thesis. Students must complete the thesis in two years or less. For more information and instructions, see the MDiv Manual. (MDiv 1 or 2, 4, 5, 6)

**MDiv Thesis Extension**  
INT609A

No credit hours; registration fee applies

Students must register for MDiv Thesis Extension if they are unable to complete their thesis during the first two semesters in which they are registered for MDiv Thesis Research. Upon petition to the MDiv Program Director for thesis extension approval, students must complete the thesis in no more than two years in total.
Peace and Justice Studies

Courses are listed alphabetically under each course category (excluding definite articles), followed by their course ID. IDs ending in “E” are online courses. IDs ending in “H” are hybrid courses. Courses without an ending letter are taught on campus. See pp. 40–41 for details.

**Bible**
- Biblical Foundations for Peace and Justice ........................................ BIB651, BIB651H ................................ 50
- Biblical Understandings of Migration ............................................ BIB555 ................................ 51
- The Religious Other in the Bible ................................................. BIB620 ................................ 52
- Theology and Ethics of the Gospels .............................................. BIB642 ................................ 53

**History, Theology, and Ethics**
- Christian Attitudes Toward War, Peace, and Revolution ........... HTE644, HTE644E ................ 64
- Church and Race .............................................................................. HTE649 ......................... 64
- Creation Care: Theology, Ethics, and Spirituality ....................... HTE531 ................................ 65
- Economic Justice and Christian Conscience ............................. HTE641, HTE641H ................ 65
- Ethics and Practice of Forgiveness ............................................... HTE657, HTE657H ................ 66
- Human Sexuality and Christian Ethics ........................................ HTE646, HTE646H ................ 66
- Introduction to Peace Studies and Nonviolence ....................... HTE550 ......................... 66
- Islam and Christian-Muslim Relations ...................................... HTE686, HTE686E ................ 59
- Political Theology and Ethics ..................................................... HTE628 ......................... 62
- Practicing and Embodying Nonviolence .................................... HTE664 ......................... 67
- Religion and Peace Processes ..................................................... HTE575 ......................... 67
- Religion, Violence, and Peacebuilding ....................................... HTE555 ......................... 68
- Theology and Women’s Narratives ............................................. HTE623, HTE623H ................ 63
- Theology in Context: Elkhart, Indiana ........................................ HTE618 ......................... 63
- Theology in Latin American Perspective ................................... HTE659 ......................... 64
- Witness Colloquium ...................................................................... HTE534 or CHM529 ............ 69

**Church and Ministry**
- Conflict, Communication, and Conciliation .............................. CHM633H ...................... 77
- Cultural Hermeneutics ................................................................. CHM610 ......................... 80
- God’s Shalom and the Church’s Witness ..................................... CHM500, CHM500E ....... 81
- The Trail of Death: A Pilgrimage of Remembrance, Lament, and Transformation .......................................................... CHM518 or HTE564 ........ 73
Academic partnerships

AMBS works in partnership with several schools to provide educational resources for its students. Students can contact the AMBS Registrar’s Office with any questions about these collaborative arrangements. (See also “Registration at partnership schools,” p. 119–20.)

Andrews University Community and International Development Administration courses

AMBS has an agreement with Andrews University in Berrien Springs, Michigan, that allows AMBS students to register for certain course offerings in Community and International Development (CID). Students pursuing the International Development Administration concentration in the MATPS program will take nine credit hours in this area, preferably from among the following courses, though other CID course offerings from Andrews University may also be accepted on a case-by-case basis as determined by the student’s AMBS advisor and the Registrar.

**Budgeting, Fundraising, and Grantsmanship**  
CID 535  
Two hours  
Program planning based on need and capacity will be used to develop grant proposals to address the need. Hands-on experience is sought, linking classroom instruction and real community situations.

**Development Policy and Analysis**  
CID 555  
Three hours  
Examine the processes that lead to the formulation, adoption, implementation, and evaluation of development policies and programs across countries. Study types of policies, policy design, and polity tools. Develop skills of political and bureaucratic analysis that can improve policy analysis, policy decision-making, and policy implementation for sustainable development.

**Development Theory and Practice**  
CID 520  
Three hours  
An introduction to different theoretical perspectives of development. Review of the history of development that provides a critical and ethical understanding of the social, economic, and political dimensions of development in practice. This course addresses a range of processes to address the needs of diverse communities in multiple and complex contexts.
Needs Assessment, Capacity Mapping, and Program Planning  CIDS 530

Three hours

Introduction to concepts and methods of conducting a community needs assessment and mapping to address those needs. Development of skills in selecting, analyzing, understanding, and interpreting assessment outcomes to inform policy and practice. Considers complex interactions between community and international development stakeholders and other factors affecting accountability, project planning, and outcomes.

Other courses in the Community and International Development program may be taken to complete the nine-hour concentration requirement. Course descriptions may be found at https://bulletin.andrews.edu/index.php?catoid=14.

Conrad Grebel University College sequential degree option

AMBS and Conrad Grebel University College (Grebel) in Waterloo, Ontario, are cooperating to offer interested students the opportunity to complete a Master in Theological Studies (MTS) degree at Grebel and apply the hours from that degree toward a Master of Divinity (MDiv) degree from AMBS. Grebel students may take up to 12 credit hours of online courses from AMBS to fulfill their MTS degree; those credits would also be applicable toward their MDiv degree at AMBS. Grebel students in the MDiv program will fulfill the residency requirement with hybrid courses and/or Intensive Term courses on campus.

AMBS and Grebel have arranged for the Preaching course taught at Grebel by an appointed AMBS faculty member to be a cross-listed option for students interested in pursuing the sequential degree opportunity.

Sequential program course requirements

While studying at Grebel, the student could take the following AMBS courses toward the MTS degree as electives in that program:

- Beginning Greek: 1 John (online) ........................................................................4*
- Beginning Hebrew: Ruth (online) ........................................................................4*
- Human Development and Christian Formation (online) .....................................3
- Preaching (offered occasionally for AMBS credit at Grebel in Waterloo; also offered online) .................................................................3

*AMBS offers these two courses for four credit hours each; Grebel will consider them to count as one unit (three credit hours) each for the purposes of the MTS degree for a total of 12 credit hours.
Upon completion of the MTS degree from Grebel, students transfer the following Grebel courses to AMBS to meet specific requirements of the MDiv degree:

<table>
<thead>
<tr>
<th>Conrad Grebel MTS Applied Studies courses</th>
<th>AMBS MDiv requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Theologically</td>
<td>Christian Theology 1</td>
</tr>
<tr>
<td>Old Testament</td>
<td>Strange New World of the Bible 1</td>
</tr>
<tr>
<td>New Testament</td>
<td>Strange New World of the Bible 2</td>
</tr>
<tr>
<td>Mennonite Tradition</td>
<td>Anabaptist History and Theology</td>
</tr>
<tr>
<td>Church and Ministry</td>
<td>Christian Leadership in the 21st Century</td>
</tr>
<tr>
<td>Supervised Ministry 1</td>
<td>Ministry in Church and World</td>
</tr>
<tr>
<td>Supervised Ministry 2</td>
<td>Ministry in Church and World</td>
</tr>
<tr>
<td>Integration Seminar</td>
<td>General elective</td>
</tr>
<tr>
<td>Elective (Pastoral Care)</td>
<td>Pastoral Care 1</td>
</tr>
<tr>
<td>Elective (Christian Worship)</td>
<td>Christian Worship: Theory and Practice</td>
</tr>
<tr>
<td>Elective (Christian Ethics)</td>
<td>Ethics elective (MDiv Common requirements)</td>
</tr>
<tr>
<td>Elective</td>
<td>General elective</td>
</tr>
</tbody>
</table>

Together, the transfer credits from Grebel and the prior online courses from AMBS could total 50 credit hours out of 80 required for the MDiv. Students would then need to take the following courses (30 credit hours) from AMBS to complete the MDiv:

- Leadership Education in Anabaptist Perspective (hybrid) ........................................... 2
- A Hebrew exegesis course (hybrid) .................................................................................... 3
- A Greek exegesis course (hybrid) ....................................................................................... 3
- God’s Shalom and the Church’s Witness (online) ................................................................. 3
- Christian Theology 2 (hybrid) ........................................................................................... 3
- An ethics elective (hybrid) ................................................................................................. 3
- A church history elective (hybrid) ..................................................................................... 3
- Understanding the Church’s Contexts (hybrid) .................................................................. 3
- A general elective (hybrid) ............................................................................................... 3
- Supervised Ministry Experience (on location, residency) ................................................ 3
- Capstone Ministry Assessment Seminar (hybrid) ............................................................... 1

Students will need to complete 27 credit hours of hybrid or Elkhart-based campus courses in order to meet the residency requirement of AMBS’s accrediting agency (see “Residency requirements” on p. 120).
Eastern Mennonite Seminary courses

AMBS has an agreement with Eastern Mennonite Seminary (EMS) in Harrisonburg, Virginia, to offer online and hybrid courses to students in both schools. AMBS students may register for the following online course through EMS:

**New Testament: Text in Context**

EMS:BVNT 512E

Three hours

This course is a basic introduction to the study of the New Testament. It focuses on the historical/social/cultural/theological worlds of the New Testament scriptures in order to discover the context out of which the scriptures have grown and the communities to which they are addressed. The course works at these questions by means of inductive exercises that introduce a variety of methodological approaches: historical, sociological, redactional, literary. Attention likewise is given (1) to the concepts of canon and inspiration and (2) to the range of contemporary settings within which the biblical text is read and understood.

Garrett-Evangelical Theological Seminary

Master of Divinity students at Garrett-Evangelical Theological Seminary in Evanston, Illinois, may complete a concentration in Peace Studies at AMBS that consists of five AMBS Peace and Justice Studies courses, or 15 credit hours. Courses will be offered in a mix of online, hybrid, intensive, and regular semester courses on the AMBS campus in Elkhart. The completed concentration will appear on the student’s Garrett-Evangelical transcript. More information about specific courses and the requirements they meet can be found online at [www.ambs.edu/academics/partnership-garrett](http://www.ambs.edu/academics/partnership-garrett).

Goshen College Conflict Transformation courses

AMBS has an agreement with Goshen (Indiana) College that allows AMBS students to register for Goshen College’s course offerings in Conflict Transformation. Students pursuing the Conflict Transformation concentration in the MATPS program will take nine credit hours from among the following courses. These courses are offered at the undergraduate level; AMBS students work from a different course syllabus that meets graduate-level standards for time invested in the course and demonstrates comprehensive understanding, analysis, critical evaluation, and emergent ideas.
Conflict-healthy Groups  
Three hours

Using a systems approach, students will explore conflicts in organizations and communities, locating and examining models for assessment, diagnosis, intervention, and evaluation. Working with case studies and real-life situations of structural injustice and conflict, students will learn practical strategies for dialogue, problem-solving, healing, reconciliation, and system change.  
Prerequisite: PJCS 325.

Dynamics/Theology of Reconciliation  
Three hours

An interdisciplinary examination of the work of reconciliation in interpersonal and small-group relationships, but especially in large-scale social and political contexts.

Mediation: Process, Skills, Theory  
Three hours

Focuses on the third-party role of the mediator. Explores the theoretical basis for mediation, its various applications in North America, and critiques of the appropriateness of mediation for certain types of conflicts. Emphasis will be on experiential learning to develop the skills needed for mediation in formal and informal settings. Students will complete one hour of applied experience.

Religion, Conflict, and Peace  
Three hours

Examines the role of religion in causing and nurturing violence and in promoting peace themes that have emerged as central to the pursuit of peace in the 21st century.

Restorative Justice  
Three hours

Begins with an account of some of the classic and mainstream understandings of justice and then moves on to an overview of the foundational principles of restorative justice and its various practical applications. The course will examine and address the needs of victims, offenders, communities, and broader systems. It will specifically examine the Victim Offender Reconciliation Program (VORP) model and its role in the North American criminal justice system. It will also examine models from other contexts such as family group conferences and circles.
Merry Lea Environmental Sustainability Leadership courses

AMBS has an agreement with Goshen College’s Merry Lea Environmental Learning Center in Wolf Lake, Indiana, that allows AMBS students to participate in their residential Sustainability Leadership Semester. In addition to living on site, students take the following courses concurrently. An AMBS professor serves as a liaison with MATPS and MDiv students at Merry Lea. Students in the MATPS Environmental Sustainability Leadership concentration will participate in this semester in fulfillment of their internship requirement. Additional room and board expenses at Merry Lea will apply.

Empowering Sustainable Communities  
**SLS602**

Four hours

This course considers the ethical, political, spiritual, and structural frameworks that have led to our current unsustainable models of social systems and explores potential changes that could lead to more regenerative and sustainable communities for the future. There is an emphasis on understanding how societal changes occur and how communities can work toward a higher level of resiliency for future challenges.

Integrated Social and Ecological Systems  
**SLS601**

Four hours

The focus of this course is on understanding landscapes, ecological systems, social systems, and their interconnection. Emphasis will be on how these interdependent systems contribute to the ecological, economic, and social health of a region. Models of systems thinking for understanding both the natural and social communities will be employed.

Leadership Experience in Sustainability  
**SLS603**

Four hours

This course is designed to help students develop and understand the role of individual agency in motivating and implementing societal and behavioral change. A large portion of this course is an applied learning experience where students engage with a group or organization within the region that is working on a sustainability initiative. Students take on the responsibility and leadership for a portion of the initiative and learn skills in both sustainability work and community partnership.
ADMISSIONS AND FINANCIAL AID
Admissions and financial aid

Admission procedure

To apply for admission to AMBS, applicants must complete an application form, write an essay as outlined on the application form, request transcripts from each undergraduate and graduate institution at which they have studied, provide names and contact information for three references, consent to a background check, and pay appropriate fees. Additionally, the Admissions Committee may determine on a case-by-case basis that some students, such as those whose academic abilities are not fully clear, may need to demonstrate their academic abilities by completing the Research, Reading, and Writing online assessment module before an admission decision will be made.

For international students, additional verification of undergraduate credentials may be needed; these applicants will be informed if this is necessary.

Full details and all forms are available on the AMBS website at www.ambs.edu/admissions/application-process.

Contact AMBS Admissions with questions or requests for additional information: admissions@ambs.edu.

Admission requirements

Admission to AMBS assumes a commitment on the part of every student to join and participate in a community devoted to theological education and preparation for ministry, worship, study, and the life of Christian faith. This community, whether on campus or at a distance, is part of and accountable to the church of Jesus Christ, the Anabaptist-Mennonite tradition, and the seminary’s sponsoring denominations (Mennonite Church Canada and Mennonite Church USA). It is understood that all members of the seminary community will respect the confessions, convictions, values, and commitments of the tradition and the denominations that AMBS serves, and will respect other traditions represented in the community and in the places where members minister and learn. It also is understood that members of the seminary community will respect the core values of AMBS (see p. 3) and the seminary’s commitment to antiracism and welcoming Christians of diverse traditions and ethnicities.

It is understood that students will participate in community life as appropriate for their degree programs in addition to the regular curricular requirements.
Candidates for ministry degree programs — the Master of Divinity and the Master of Arts in Christian Formation — are expected to be members in good standing of a Christian church.

Following the standards set by the Association of Theological Schools (ATS), applicants should possess a baccalaureate (undergraduate) degree from an institution of higher education accredited by a United States agency recognized by the Council for Higher Education Accreditation (CHEA) or approved by a Canadian provincial quality assurance agency, or the demonstrated educational equivalent of a North American baccalaureate degree. Applicants should have achieved a minimum grade-point average (GPA) of 2.50 on their baccalaureate degree for unconditional admission. Graduates from a nonaccredited college may be admitted with “provisional” admission status. Each case will be reviewed on its own merits. A provisionally admitted student who does not maintain a cumulative 2.50 GPA may be dismissed from the seminary by the Academic Dean without first going on academic probation. Provisional admission status may be changed to “regular” status when the student has completed 11 credit hours with a minimum cumulative GPA of 2.50.

**Language competence**

Proficient communication in English, demonstrated through reading comprehension, writing, and conversation, is essential for successful study at AMBS and is required for admission.

**English language requirements for admission**

Applicants whose first and/or primary language is English, or who have successfully completed a baccalaureate or higher degree program conducted in English, may demonstrate their proficiency in the language through submitting their application materials — especially the admissions essay and transcripts — and through conversation with members of the AMBS Admissions Team in English throughout the admission process.

Applicants whose first and primary language is not English, or who have not completed a baccalaureate or higher degree program conducted in English, will be required to complete either the TOEFL (Test of English as a Foreign Language) exam or the IELTS (International English Language Testing System) exam as proof of their English language proficiency.

Applicants must achieve a minimum overall score of 90 on the TOEFL Internet-based Test or a minimum overall score of 7.0 on the IELTS. If an applicant does not achieve the minimum score on either of the exams, he or she should contact AMBS Admissions.
Standards for research, reading, and writing

AMBS students are expected to complete the Research, Reading, and Writing online assessment module soon after being admitted. All students must know how to write research papers appropriate for graduate-level study. The current edition of Kate L. Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations* (The University of Chicago Press, 2018) is the style standard used at AMBS. Student work must be formatted in accordance with Turabian style.

Students should consult Nancy Jean Vyhmeister and Terry Dwain Robertson’s *Quality Research Papers: For Students of Religion and Theology, Third Edition* (Zondervan, 2014), or Lucretia B. Yaghjian’s *Writing Theology Well: A Rhetoric for Theological and Biblical Writers, Second Edition* (Bloomsbury T&T Clark, 2015), for review or remedial help with the writing process, use of grammar, building an argument, avoiding plagiarism, etc.

To ensure graduate-level competency in the English language, in certain instances prospective students may be asked to complete the Research, Reading, and Writing online module before AMBS will grant them admission.

AMBS Writing Services provides free but limited assistance at writingservices@ambs.edu to improve English usage and composition.

Students without a baccalaureate degree

Only students who hold a baccalaureate degree or equivalent are eligible to enter the MA: Theology and Peace Studies program, the MDiv: Theological Studies majors, or the Graduate Certificate in Theological Studies. A limited number of students who do not hold a baccalaureate degree or equivalent and who meet certain eligibility requirements may be considered for admission into the other MDiv majors and the MA in Christian Formation. Students may be asked to complete the Research, Reading, and Writing online assessment module prior to admission.

Admission into the MDiv program without a baccalaureate degree requires formal petition to the faculty by the student’s faculty advisor and the MDiv Program Director. The student must also successfully complete LEAP (see next item and p. 84), the requirements for admission into the MDiv program, and at least 11 credit hours. Advancement within the MACF program without a baccalaureate degree requires formal petition to the faculty by the student’s faculty advisor and the Church and Ministry Department Chair. The student must also successfully complete LEAP (see next item and p. 84), the requirements for advancement to candidacy, and at least 11 credit hours.
Students without a baccalaureate degree may take up to two courses without being admitted to AMBS. Those who are interested should contact Admissions for details.

**Leadership Education in Anabaptist Perspective (LEAP)**

All students pursuing degree programs through AMBS must complete Leadership Education in Anabaptist Perspective (LEAP), an orientation course that introduces them to Christian formation, theological study, and community life at AMBS. Ideally, students should take the course, which begins in August, as their first course, but they may take it as their second or third course if needed.

The course officially begins in early August with readings and online work. Students meet on campus for a week of full-time intensive sessions in mid- or late August, beginning at noon on Monday and continuing until noon on Saturday. Students must complete additional readings and online or on-campus work by the end of Semester One. Students who are seeking ordination in The United Methodist Church participate fully in the weeklong on-campus portion of the LEAP course and work face to face with AMBS faculty prior to and following that week in lieu of the online portions of the course.

LEAP helps students build competence in critical thinking, academic writing, and use of the library and online computer resources. It orients students to AMBS’s theological education standards; interactive learning; and issues of identity, privilege, and power. The week on campus includes faculty advising, spiritual formation activities, community worship, and small group meetings for vocational discernment. The course description for LEAP is on p. 84.

**Delaying the start of study**

After applicants have been admitted to AMBS, it is to their advantage to begin study at the start of the next academic year. They may delay the start of study for one year. After one year, applicants must begin the application process again, completing a full application with references and transcripts of any additional study.

**Financial aid**

All admitted students are eligible to apply for AMBS financial aid. Aid is distributed according to demonstrated financial need, with higher amounts of aid given to students with greater need. (For more detailed information on financial aid, including scholarships, see [www.ambs.edu/admissions](http://www.ambs.edu/admissions).)
Full-time students

Students affiliated with Mennonite World Conference congregations or related Anabaptist groups and international students studying full time (at least nine credit hours per semester) or considered “at pace” (at least 12 credit hours per academic year for MDiv Connect students) are eligible for AMBS need-based financial aid of up to 50 percent of tuition. Other full-time students qualify for financial aid of up to 30 percent of tuition.

Full-time admitted students may also receive dollar-for-dollar matching grants of up to $1,000 per year from their congregation or regional church/area conference ($500 per term; maximum of two terms). AMBS financial aid, including matching grants, will not exceed the cost of a student's tuition for the semester. See the Church Partnership Form at www.ambs.edu/forms.

Part-time students

Admitted students taking fewer than nine hours per semester (or MDiv Connect students taking less than 12 credit hours per academic year) receive half the amount of financial aid they would if they were full-time students. They should download and complete a Church Partnership Form (www.ambs.edu/forms) to determine whether they are eligible to receive a 25-percent matching grant up to a maximum of $125 per term for a maximum of two terms.

MDiv Connect students

MDiv Connect students taking at least 12 credit hours within one academic year will be deemed “at pace” and considered to be full time for AMBS need-based financial aid purposes. Students will be required to enroll for the whole academic year at the beginning of Semester One (following consultation with their academic advisor). Intended-pace financial aid can be applied for a maximum of six academic years.

If at any point during an academic year, an MDiv Connect student lowers his or her registration below 12 credit hours for the year, his or her financial aid award amount will be adjusted to the lesser part-time rate for all classes beginning that semester and continuing through the rest of that academic year as well as the following academic year. If, during that second academic year, the student resumes being “at pace,” the part-time rate will still apply, but he or she will be eligible to receive the full-time financial aid rate for the following academic year (provided he or she stays “at pace”).
Intensive Term courses

Students get the same level of aid for Intensive Term courses that they receive during the previous semester.

Student responsibilities

Financial aid awards apply to one academic year at a time. Returning students must turn in their financial aid applications by April 15 each year for the following academic year. See the Financial Aid Application at www.ambs.edu/forms.) To continue to receive aid, students must maintain a minimum GPA of 2.50.

Students receiving aid are also asked to write notes or letters of appreciation to the donors of the funds.

Effects of financial aid on U.S. Income Tax

The U.S. Internal Revenue Code states that individuals who are candidates for a degree may exclude scholarship income from their gross income. This is true as long as the amount excluded does not exceed the cost of tuition, fees, books, and supplies required for the student's course of study. Any payment for which services are required is taxable. This could include student assistantships and on-campus jobs. (Ref: TITLE 26, Subtitle A, CHAPTER 1, Subchapter B, PART III, Sec. 117.) Students should consult their tax advisors for details.
ACADEMIC POLICIES AND PROCEDURES
Academic policies and procedures

Academic accommodations

Students with documented disabilities (e.g., physical, psychological, sensory, or learning) who may require reasonable accommodations for them to engage course activities and/or complete assignments should make this information known during the admission process. They must contact the Academic Dean prior to the start of their first course.

Disability documentation will include a written diagnostic statement completed within the previous five years that identifies the disability and a description of how the condition may limit students’ learning and/or functioning in an academic program. The documentation should also contain a brief description of the evaluation method(s) used, the professional certification of the examiner, and a description of any cyclic patterns of limitation that have been observed. Indications of past educational accommodations should be reported along with recommendations for specific interventions, adaptive devices, assistive services, or compensatory strategies. Documentation will reside in the Academic Dean’s office.

Non-permanent disabilities (e.g., situational mental illness or injuries) requiring academic accommodations should be reported to the Academic Dean as soon as the condition becomes apparent. Documentation of a professional evaluation of the condition is required (as outlined above).

The Academic Dean will report information about needed accommodations to students’ advisors and the professors with whom students will be taking courses.

Students who have not had their disabilities documented through an evaluation process with a credentialed professional are responsible for securing their own evaluation and documentation.

See the full AMBS Disability and Accommodations policy at www.ambs.edu/disability-policy.

Academic grievances

When students have academic grievances (including concern that an assigned grade is unjustified), they should begin by discussing the matter with the professor. If there is a power imbalance or the conversation does not yield a satisfactory resolution, the Academic Dean should be included in the discussion. If this conversation does not yield a satisfactory resolution, the AMBS Grievance Policy and Procedures (available at AMBS Central on Moodle) should be followed.
Academic Integrity Policy

The AMBS learning community seeks to live with honesty, forthrightness, and transparency in all of our actions, following Jesus’s admonition to “Let your ‘yes’ mean ‘yes,’ and your ‘no’ mean ‘no.’ Anything more than this comes from the evil one” (Matt. 5:37). We expect all employees, students, and the Board of Directors to contribute to this community by upholding the values of telling the truth, being trustworthy, extending trust, and practicing moral integrity.

As a learning community, we count academic integrity as a specific expression of these values that guides the ways in which we complete our assignments or tasks, fulfill our responsibilities, teach, acquire knowledge, assess our work, carry out our research, present our scholarship and reports, and represent ourselves to those inside and beyond our community.

The following definitions and procedures set out in the Academic Integrity Policy apply to all AMBS faculty, administrators, staff, and students. We acknowledge our commitment to act responsibly and help sustain the integrity of the AMBS community.

Types of academic misconduct:

A. Cheating: Offenses that create an unfair academic advantage for the individual or a group.
B. Plagiarism: Failing to reference previous work used in the creation of a new work.
C. Inappropriate collaboration: Receiving or providing assistance that is not commonly available to other individuals in the community and/or is not acknowledged.
D. Sabotaging the work of others: Taking action to diminish another’s work or maintaining patterns of inaction that impede another’s work.
E. Research misconduct: Failing to conduct research according to the best practices of academic ethics.
F. Inappropriate uses of technology: Using technology in ways that violate legal standards or ethical norms of the AMBS community.
G. Altering records: Changing records without due authorization or falsifying records.
8. False identity: Misrepresenting oneself and one’s own work.

Many situations or conditions can give rise to academic misconduct. All of these situations of temptation are understandable at a basic human level, but academic misconduct demonstrates a lack of personal, academic, and moral integrity and is not tolerated at AMBS.
The full Academic Integrity Policy outlines types of minor and major misconduct and the consequences that can follow incidences of such misconduct alleged by a professor or an employee’s supervisor. It sets out a process that gives a fair hearing to members of the institution who are aggrieved and provides an orderly process for resolution of grievances related to academic misconduct. See the full AMBS Academic Integrity Policy on AMBS Central.

**Academic Policies and Procedures Manual**

The *Academic Policies and Procedures Manual*, available to students and faculty at AMBS Central on Moodle, contains the policies and procedures that apply to studying at AMBS. This section of the catalog contains selected information that will most help students in registering for and completing classes, pursuing a program of study, and fulfilling academic requirements. Students are responsible for familiarizing themselves with and honoring all academic policies and procedures.

**Attendance and absences**

Students are required to attend class sessions of all campus and hybrid courses for which they are enrolled unless excused in advance by the instructor for satisfactory reasons. Work missed by late entrance or absence must be completed to the instructor’s satisfaction.

Approved absences may be secured for sickness, injury, funerals of family members, urgent situations, or emergencies. Each course instructor is responsible for granting excused absences. Students must inform their professors that they will be absent from class and state the reason.

AMBS takes attendance at the start of each term and at the close of the registration period for each term.

Students are not allowed to sit in on courses informally. They must be formally registered with the Registrar’s Office either for credit or as auditors. The following colloquia are exempt from this policy: Bible Reading Colloquium and Witness Colloquium. Visitors hosted by Admissions may have permission to attend individual course sessions or a colloquium as part of an arranged campus visit.

**Auditing courses**

Online and hybrid courses are not available for auditing.

Anyone who wishes to attend any sessions of a course without enrolling for credit must register as an auditor. Auditors pay an audit fee per credit hour and any
applicable fees; an audit designation for the course will appear on their transcripts. The instructor may expect auditors to complete readings or assignments in order to participate in class discussions. Auditors may not take examinations or ask professors to evaluate assignments.

Auditors may change their audit registration to credit status prior to the close of the registration period for the semester or term in which they take the course; after that deadline, they cannot change their status under any condition. Full tuition and fees apply when a registration changes from audit to credit.

Individuals may audit eligible classes of interest provided that the professor teaching the course has agreed, they have enrolled with the Registrar’s Office before the semester begins, and they have paid the required fees for each course audited. Professors may ask potential auditors about their academic or professional background and readiness to participate before approving their enrollment in the course, especially for courses in which sensitive personal topics are discussed and where confidentiality and trust among participants are critical.

AMBS graduates may enroll for audit at a reduced rate in any course open to auditors on the AMBS campus in Elkhart.

The spouse of a full-time seminary student (an admitted student enrolled in nine credit hours or more) may audit free of charge any course in the curriculum available to auditors that semester. The spouse of a part-time seminary student may audit free of charge any course in which the latter is enrolled that semester. The free audit is limited to one course per semester.

Seminary students may audit one course free of charge during a semester in which they are enrolled as full-time students. Registration is required, but no record will be maintained of classes attended on this basis.

**Continuation of study at AMBS**

A student may continue studies if he or she meets the following conditions:

- The student maintains a cumulative grade-point average (GPA) of 2.50 in his or her coursework. A student whose GPA falls below 2.50 is placed on academic probation and has one semester to raise his or her GPA to the required level or show significant improvement as determined by the Academic Dean in consultation with the student’s advisor. Students on academic probation must take all subsequent courses for a letter grade — even those usually graded on a pass/fail basis — until their cumulative GPA reaches 2.50 or greater. Students admitted provisionally who do not maintain a cumulative GPA of 2.50 or greater may be dismissed.
from the seminary by the Academic Dean without first going on academic proba-
tion; provisional admission status is converted to regular status once the student
completes 11 credit hours at AMBS with a minimum cumulative GPA of 2.50.

- The student maintains commitments assumed upon admission to AMBS, as
  stated under “Admission requirements” (see pp. 98–99). The student continues to
demonstrate social, emotional, intellectual, and spiritual growth and to contribute
positively to the AMBS learning community.
- The student fulfills all financial obligations to the seminary.

A student will not be allowed to continue his or her studies in the following
situations:
- The student’s GPA falls below the specified cumulative level of 2.50 for more than
two semesters, or in the case of an exception, the student fails to meet alternative
required standards, resulting in academic dismissal from the seminary. Students
with provisional admission status may be academically dismissed after only one
semester with a cumulative GPA below 2.50.
- The student’s tuition bills or other debts from a previous semester are not paid, or
the student does not make satisfactory arrangements with the Business Office to
meet his or her financial obligations to AMBS.
- The student has social, emotional, spiritual, or behavioral problems that are
disruptive to the AMBS learning community or pose a threat to the safety of
others and is not addressing them constructively. These factors will be cause for a
review of the student’s continued enrollment at AMBS by the Academic Dean, the
student, the student’s advisor, and another advocate of the student’s choice.
- The student fails to communicate with AMBS about her or his completion of
course assignments, intentions to continue in the program, or acknowledgement
of responsibilities; or, if on leave of absence, does not return to studies by the time
the leave expires.

AMBS will record instances of academic probation, academic dismissal (“suspen-
sion”), and expulsion in students’ permanent academic records and transcripts.

Course evaluations

AMBS is committed to improving the quality of teaching and learning. Professors
and the Academic Dean take seriously the feedback received from students during
individual courses and through course evaluations. Seminary policy requires
students to complete an online course evaluation outside of class time in order to
get credit for each course in which they are enrolled. Evaluations are optional for
auditors.
Online course evaluations become available to students one week before the official end of a semester or Intensive Term Hybrid Session, and one day before the official end of an Intensive Term Campus Session. Instructions are sent to students each term. Students access the evaluation online through their Populi account and must complete the evaluation by the due date listed on the Academic Calendar.

The student’s grade will be locked and inaccessible for each course that does not have a completed evaluation. The locked grade will remain inaccessible until the student completes the evaluation.

**Course extensions**

Students must complete all course requirements no later than the due date set by the professor or the last day of class, whichever is earlier. If students do not turn in their work by this deadline, their coursework will be graded with the unfinished assignments counting as zero toward the final grade in the course. If, before the last day of class, students recognize the need for additional time, they may petition the professor, advisor, and Academic Dean for an extension, any of whom may approve or deny the request. Students must make these requests in writing by using the Course Extension Request form available at www.ambs.edu/forms and submitting it by the end of the business day on the last day of class for the term.

An extension normally shall not be longer than six weeks. One extension to an extension may be possible, with good cause, but would require the approval of the student’s professor, advisor, and the Academic Dean.

The grade designation “In Process” will be recorded for the course until the final grade is received. The final grade will take into account any unusual circumstances and the additional time allowed, as determined by the professor. Grade reductions may apply to incomplete units of work rather than to the total semester’s work, as determined by the professor. Extensions without grade reductions may be granted if there are emergency factors or if research requirements go beyond the semester or term. A student’s apparent disregard for time management may factor negatively into decisions about grade reductions.

If a student fails to make arrangements for an extension prior to the last day of class, or if the request is denied, unfinished assignments could result in the recording of “No Credit” (NC) on the student’s permanent record. In such a case, the student will be required to retake the course for a passing grade to receive credit for it.
Course substitutions

In consultation with their advisors, students may petition to use a course as a substitute for another course typically required for their degree program if both they and their advisor believe the course will provide them with sufficient knowledge of the content of the required course. They may also petition for a substitution for a required course based on graduate work completed at other accredited institutions.

For a Course Substitution Petition, students should provide a copy of the course description and/or course syllabus from the catalog of the institution at which the alternative course was or may be taken. Courses taken at AMBS do not require a course syllabus unless requested. To be justified as a substitution, the alternative course should have similar content and required skills. Similarities in course titles do not ensure similar content or necessarily mean that one course will substitute for another.

To petition for a substitution, students should complete the Course Substitution Petition form at www.ambs.edu/forms, following the procedures on the form. Petitions are reviewed by the student’s advisor, the Academic Dean, the relevant department chair, and the Registrar.

Credit hours

A semester hour is the unit of credit granted for coursework at AMBS. Credit hours for each course are determined by the frequency and duration of instructional activity along with the rigor and time commitment of coursework and assignments. Regardless of their delivery format (campus, online, or hybrid), AMBS courses meet the United States Department of Education’s standards defining a credit hour.

For every credit hour designated for a course, students are typically expected to do three hours of coursework outside of class sessions and instruction each week. AMBS defines the total amount of hours a student is expected to spend on a course during a 14-week period (including direct instruction and preparation) as follows:

- 0.5 credit hour = 23.25 hours
- 1.0 credit hour = 46.5 hours
- 2.0 credit hours = 93.0 hours
- 3.0 credit hours = 140.0 hours

The normal annual student load necessary to complete a campus certificate or degree program in the published time period is 27 to 30 credit hours (12 credit hours per semester and one or two Intensive Term courses).

Students may petition the Academic Dean for permission to carry a fifth three-hour course in a semester, but permission to do so will be granted only in exceptional cases.
Students carrying nine semester credit hours are classified as full-time students; those taking from six to nine semester credit hours are classified as half-time students; and those taking fewer than six semester credit hours are classified as less-than-half-time students. MDiv Connect students taking at least 12 credit hours per academic year are deemed “at pace” and considered to be full time only for AMBS need-based financial aid purposes. The number of credit hours for which students are enrolled affects the amount of financial aid and scholarships they are eligible to receive.

**Grading**

Grades are assigned either by a standard letter grade system or a pass/fail system. Professors indicate the grading plan for each course in the course syllabus. Students may request to have their work assessed using the opposite grading system from the one identified for the course within the first two weeks of a semester or the first three days of an Intensive Term by completing the Grading Plan Change Request form (see www.ambs.edu/forms) and obtaining approval from the professor, advisor, and Registrar. For courses counting toward a degree, no more than one third of the courses normally evaluated by letter grades may be taken as pass/fail.

**Standard system**

Letter grades are assigned the following numerical values for the purpose of calculating a student’s grade-point average (GPA). The lowest passing grade that will earn a student credit for completing a course, as well as any quality points, is C-. Any coursework below C- is considered to be failing; thus no grade of D will be issued, but rather a grade of F.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(100–93%)</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>(92–90%)</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>(89–87%)</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>(86–83%)</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>(82–80%)</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>(79–77%)</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>(76–73%)</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>(72–70%)</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>(69–0%)</td>
<td>0.0</td>
</tr>
<tr>
<td>NC</td>
<td>(0%)</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Grades not calculated into GPA
   IP: In Process: This grade is only a temporary placeholder until a permanent grade is issued.
   P: Pass
   W: Withdraw

Pass/fail system
   P: Passing work (C- or better)
   F: Failing work (below C-)

Difference between F and NC
   F: Failing: Issued when a student has completed all requirements and assignments for a course and he or she is evaluated to be below C- quality and thus failing.
   NC: No Credit: Issued in certain cases in which a student withdraws from a course late in the semester (see policy under “Registration” on p. 119) or has failed to complete and/or turn in to the professor the requirements and assignments for the course.

A student must maintain a minimum cumulative GPA of 2.50 to continue studies at AMBS and to graduate.

Graduation policy

Dates for awarding degrees

AMBS awards degrees three times a year: (1) on the commencement date following the close of Semester Two in early May; (2) on Aug. 31; and (3) on Dec. 31. The graduation date appearing on a student’s diploma and on the official record in the Registrar’s Office will be May, August, or December of the appropriate year, determined by the timing of the final completion of the student’s degree requirements.

However, the teaching faculty and the AMBS Board of Directors convene to consider approval of potential graduates only during Semester Two each year. Therefore, students not meeting the criteria for eligibility for graduation at that time will not be considered by the faculty and board; they will need to be considered the following year and may receive their degree at the next awarding date.

A commencement service will be held once a year at the close of Semester Two. All students completing their degree by that date or approved for completion according to the policy stated below under “Eligibility for graduation” will be listed in the commencement program for that year and are strongly encouraged to participate in the commencement service.
Eligibility for graduation

Students are encouraged to participate in the commencement service if they have completed all of the requirements for their degrees or have specific plans to complete limited work by Aug. 31 or Dec. 31 of that year, as detailed below.

Students who have successfully completed their senior interview and/or MATPS Integrative Seminar or MACF Final Project, and/or have successfully defended their thesis by April 30, and who have specific plans to complete no more than six hours of courses in the following Intensive Term or Semester One, may submit a Graduation Petition form (see www.ambs.edu/forms) to the Registrar to request to participate in the commencement service and other graduation weekend events.

Verification of completed degree programs is posted to transcripts following the completion of all degree requirements and a final audit by the Registrar’s Office. The degree audit process may take up to one month following the last term in which coursework was taken.

Typically, only diploma covers are distributed to students at commencement since final grades are not determined and degree audits are not completed in time for the service. Diplomas are mailed to graduates approximately one month after the completed degree has been posted to the student’s transcript.

For students to receive diplomas, they must meet all of their obligations to AMBS, including meeting all academic requirements for their degree program, meeting all financial obligations to the seminary, returning library materials, completing a financial aid exit interview (if applicable), and completing the Association of Theological Schools’ Graduating Student Questionnaire. Diplomas will be mailed to the address on the graduate’s record with the Registrar’s Office; it is the responsibility of the graduate to ensure that the address is up to date.

Independent study guidelines

Independent studies, alternatively called directed studies, allow students to work directly with professors to pursue topics of special interest or to take courses not scheduled as needed to complete a degree program. To be eligible for an independent study, a degree-seeking student must have successfully completed at least 11 credit hours of study at AMBS and be in good academic standing.

Students who have earned 11 or more credit hours from an accredited graduate school with a minimum cumulative GPA of 3.50 at that institution may be eligible to petition the Academic Dean for approval to take an independent study before completing the required hours at AMBS.
Students who wish to do an independent study must first register for generic independent study credit hours in the term in which the study will be conducted, which can be done online as one would register for a regular course. They must complete the Independent Study Proposal form (available at www.ambs.edu/forms) in consultation with their directing professor. In order to proceed, the form must receive the approval of the student’s academic advisor and directing professor as well as the Academic Dean and Registrar. This process should be completed by the start of the term in which the study will occur, following the standard registration deadlines listed on the Academic Calendar. The regular academic policies, procedures, and deadlines apply.

Normally, students may register for no more than one independent study per semester. No more than one-third of the credit hours required for a degree may be earned by independent study.

Students may not set up an independent study for a course that is offered in the previous, current, or following semester. Exceptions must be approved by the Academic Dean in consultation with the Registrar.

**Leave of absence**

Students who plan to suspend their studies for one or two semesters must complete a Leave of Absence Request form (see www.ambs.edu/forms), stating the reason(s) and the intended date of return. Requests are reviewed and considered for approval or denial by the student’s advisor and the Academic Dean.

If approved, students can be granted up to two consecutive semesters of leave from their studies while maintaining their student status. During that time period, students on leave may resume studies by registering for courses. Students who do not return to formal coursework after two consecutive semesters will be withdrawn from AMBS and will need to reapply for admission to the seminary in order to resume studies. An abbreviated admission process with fewer requirements may be available to students returning no more than two years after the expiration of their leave of absence. Students should contact Admissions for detailed reinstatement requirements.

Students who do not complete a Leave of Absence Request form before taking a semester off from formal coursework will be withdrawn from the seminary, losing their student status.
If students need to withdraw from AMBS during a semester in which they are enrolled in courses, they should first drop their courses in the online student registration portal, or by using the Change of Registration form (see www.ambs.edu/forms), and then complete a Withdrawal from Seminary form (see “Withdrawal from seminary” below). Tuition refunds are processed according to the refund schedule posted on the Academic Calendar (www.ambs.edu/academics/course-list-calendar).

**For students receiving federal student aid:** If students do not return to studies upon the expiration of their leave of absence, they will be withdrawn from the seminary and, according to federal rules, the date of their withdrawal will be noted as the date their leave of absence began. This may mean that the grace period for their loan repayment schedule will already have been exhausted. The withdrawn students will be responsible to pay all outstanding tuition and fees in addition to any financial aid and/or school loans they received that AMBS must return to their source due to the withdrawal.

**Ministry and Mission Experience credit**

Students may register for Ministry and Mission Experience (MME) credits at AMBS. The process includes an initial petition phase, followed by significant work on the part of the student — directed by a member of the faculty — to develop a portfolio of documentation of and reflection on qualifying prior ministry or missions work, including formal evaluation of that work by others. The AMBS faculty member’s evaluation of the portfolio and final recommendation are reviewed for approval by the Academic Dean and Curriculum Committee. Students may apply up to nine credit hours of MME toward the MDiv degree, and up to six credit hours of elective credit toward the MACF degree. No such credit can be applied toward any other degrees, certificates, or programs at AMBS. (See the Ministry and Mission Experience Credit document at www.ambs.edu/forms.)

**Placement services**

AMBS does not provide job placement services for students. However, students are regularly apprised of available ministry openings through bulletin board postings, email, and newsletters. Ministerial and church-related agency leaders, particularly from supporting denominations, regularly seek to connect students with ministry opportunities. Students seeking pastoral ministry positions within Mennonite Church USA and Mennonite Church Canada are introduced to the denominational placement processes and application materials.
Plagiarism

“Plagiarism results from the unacknowledged use of material found in print sources; oral presentations; or visual, electronic, or other media sources. Plagiarism does not require an intention to deceive. It can result when a student submits as his or her own work ideas, language, data, or other material contained in a source not acknowledged by the student, if the student knew or should have known that such acknowledgement was required” (https://law.slu.edu/sites/default/files/student_handbook.pdf, p. 38).

Occurrences of plagiarism will result in a range of consequences determined by the professor. The first consequence is failure of the assignment. Subsequent occurrences of plagiarism will result in dismissal from AMBS. All occurrences of plagiarism are reported to the Academic Dean and the student’s advisor. (See the Academic Integrity Policy on AMBS Central and the Policy on Plagiarism in the Academic Policies and Procedures Manual.)

Program reviews and student plans of study

AMBS reviews its degree programs on a five-year cycle in order to ensure that they are up to date and current and integrate learning from educational effectiveness and other program and student assessment processes. These reviews may yield a range of changes in curricular requirements for a degree program. Students and advisors should expect to follow the revised curriculum upon its implementation. Students who have completed 30 credit hours of their MA degree or 54 hours of their MDiv degree by the end of the academic year in which the program review is completed, or those who petition in writing and receive special approval from the Curriculum Committee, may finish out their current programs as originally designed, or with few alterations. AMBS is committed to helping students complete their degree programs in an efficient manner and will not place undue burden on students making the transition between outgoing and new curricula.

The Registrar’s Office maintains a customized program study plan, or degree audit, for every degree- or certificate-seeking student and updates the plan at the end of each term. Students and advisors have perpetual access to view this document online in their formation portfolios or through Populi, and they are encouraged to contact the Registrar’s Office with updates and requests.
Registration

Dates for academic advising, close of registration deadlines, and the tuition refund schedule are announced in the Academic Calendar, published in Semester Two in advance of the upcoming academic year (www.ambs.edu/academics/course-list-calendar).

Students who register by the early registration deadline for each term will have their $100 registration fee waived. Changes in registration each term may be made without financial or academic penalties before the registration period closes; deadlines are listed in the Academic Calendar. A fee is applicable for changes made after the close of registration.

Courses dropped before the applicable close of registration deadline on the Academic Calendar do not appear on the student’s academic record, and a full tuition refund is applied. After the close of registration, there is a brief interim period during which students can drop a course and receive a grade of “Withdraw” on their academic record and a partial refund of tuition. After the conclusion of this interim period, dropped courses will receive grades of “No Credit,” and no tuition refunds will be granted. See the Academic Calendar posted online for these deadlines in each term, paying special attention to the different deadlines for hybrid, online, campus, and Intensive Term courses.

With approval of the Academic Dean, a grade of “Withdraw” may replace a grade of “No Credit” on a student’s record if he or she needs to withdraw from a course after the posted deadline due to personal illness or emergency, family illness or emergency, or a situation beyond the student’s control.

All changes in registration should be approved by the student’s academic advisor and are overseen by the Registrar’s Office.

Registration at partnership schools

AMBS students may be required to register for courses at one of three area schools with which AMBS has established a partnership to fulfill certain educational components of some degree programs. Those degrees, their requirements, and the applicable partnership schools are listed under “Academic programs” (pp. 7–38; see also “Academic partnerships” on pp. 90–95). The three schools are Andrews University in Berrien Springs, Michigan; Garrett-Evangelical Theological Seminary in Evanston, Illinois; and Goshen (Indiana) College. Procedures for registration at each school are different, so students should contact the AMBS Registrar for specific details.
AMBS financial aid may or may not apply toward tuition at these institutions. Students should contact the AMBS Registrar’s Office or Financial Aid Office for details. Credit hours taken at these institutions may or may not be figured into the student’s enrollment status, and student loans may be processed for that term depending on the student’s enrollment status.

AMBS cannot provide transportation to the campuses of these schools for class attendance; this is each student’s responsibility.

AMBS also has a partnership with Eastern Mennonite Seminary in Harrisonburg, Virginia, allowing students to enroll in specific online courses. Students register through AMBS, and AMBS financial aid applies as usual.

AMBS is partnering with Conrad Grebel University College at the University of Waterloo, Ontario, to offer a sequential MTS-to-MDiv degree program. Part of this arrangement includes the opportunity for Grebel students to register through AMBS for courses taught on the Grebel campus by AMBS faculty.

For details on course offerings and registration procedures at partnering schools, please contact the AMBS Registrar’s Office.

Residency requirements

The Association of Theological Schools in the United States and Canada (ATS) requires that students pursuing degrees through AMBS must earn a set amount of credit hours in residence on the Elkhart campus. Courses taken on campus in Elkhart — including evening, weekend, and Intensive Term courses — count toward this requirement. Hybrid courses, which consist of both online and on-campus educational components, also count as courses in residence. Online courses and transfer courses from other schools do not count as courses in residence.

For MDiv degrees, the requirement is equal to one full year of courses, or 27 credit hours. For the MACF degree, the requirement is one-third of the degree, or 20 credit hours. However, since AMBS does not offer the MACF degree in a formal distance education format, students in this program are limited to 20 credit hours of online or hybrid courses, and thus the functional residency requirement is 40 credit hours. The MATPS is considered an on-campus program and requires the equivalent of three full-time semesters on campus. The Graduate Certificate does not have a residency requirement, so students can complete the program entirely online, or through a combination of campus, online, and hybrid courses of their choosing.
Satisfactory Academic Progress (SAP) for U.S. Federal Student Aid

Federal regulations that went into effect July 1, 2011, require that AMBS establish and implement a policy to regularly measure whether students applying for and/or receiving federal student financial aid are making Satisfactory Academic Progress (SAP) towards a degree.

Satisfactory Academic Progress is the successful completion of degree requirements according to established increments that lead to awarding the degree within published time limits.

**Strictness:** SAP applies to all full- and part-time students applying for federal student aid in any degree program, whether or not they have previously received financial aid. SAP for Title IV aid recipients is aligned with AMBS’s academic policy regarding academic probation.

<table>
<thead>
<tr>
<th>Satisfactory Academic Progress Criteria</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Cumulative GPA</td>
<td>2.50</td>
</tr>
<tr>
<td>Minimum percentage of total hours successfully completed</td>
<td>66.7 percent</td>
</tr>
<tr>
<td>(measured as hours earned divided by hours attempted)</td>
<td></td>
</tr>
<tr>
<td>Maximum total years allowed to complete degree requirements for any program</td>
<td>10 years</td>
</tr>
<tr>
<td>of study</td>
<td></td>
</tr>
</tbody>
</table>

**Components defining SAP:** Students must satisfy all of the qualitative and quantitative aspects defined below to make Satisfactory Academic Progress:

**Qualitative:** Students must consistently maintain a cumulative GPA of 2.50 or higher. If a student’s cumulative GPA falls below 2.50 after any given term, that student is placed on academic probation and on Financial Aid Warning for the next term. During that time the student may continue to receive federal student aid. However, if while on Financial Aid Warning, the student does not raise his or her cumulative GPA to 2.50 or higher, that student will be placed on Financial Aid Probation and will not be eligible to receive federal student aid. (Academic penalties for a GPA below 2.50 are explained under “Continuation of study at AMBS” on pp. 109–10.)

**Quantitative:** Students receiving federal student aid must progress through their degree program at a rate that ensures completion within 10 years of admission. Progress is measured on a semester basis. Only grades of A, B, C, or P (Pass) count as completed or earned credits. Courses with grades of F (Failing), IP (In
Process, NC (No Credit), or W (Withdraw) do not count as completed or earned credits but do count as courses attempted. To meet SAP, students must complete 66.7 percent of courses attempted. A student who changes degree programs or program concentrations will not be awarded additional time to complete the new degree beyond the 10 years from the date of admission. A student who completes one degree at AMBS and returns later to complete a different degree will have 10 years to complete the new degree from the date of admission into that program.

Students may not receive federal student aid for courses not meeting a requirement for their degree program (e.g., courses that have no place on their program study plan, extra-curricular courses, or courses taken for personal enrichment). Students and their advisors must work diligently before the close of registration to ensure that all courses for which they are registered meet a specific requirement in their degree program. If it is discovered that a course for which a student is registered is not meeting a specific degree requirement, those credits will not count toward the student’s enrollment status and eligibility requirements for federal student aid. This may result in aid being returned or decreased, and the student will be responsible for paying the balance.

Students may not receive federal student aid for courses repeated more than twice.

If a student is not making SAP, he or she will be placed on Financial Aid Warning. The student then has the following semester to resume making SAP before federal student aid is revoked.

If a student is on Financial Aid Warning and does not meet SAP the following regular semester, the student will no longer be eligible to receive federal student aid. Any student who has been terminated from federal student aid due to failure to meet SAP may appeal the termination by submitting a written statement to the Financial Aid Director, explaining any mitigating circumstances beyond his or her control to be considered during the appeal review. The Financial Aid Director will review the appeal in consultation with the student’s advisor and the Academic Dean and will notify the student of the review results in writing. A student may be granted an appeal only once while studying at AMBS.

For further details about SAP policies at AMBS, including the appeal process, please contact the Financial Aid Director.
Statute of limitations on credit hours

In order to ensure that a degree or certificate, once conferred, represents education that is focused and current, students must fulfill requirements for a degree or certificate within 10 years of their admission to AMBS. This is in keeping with the educational standards of the Association of Theological Schools in the United States and Canada. Credits transferred to AMBS from another institution are subject to similar limitations (see policy under “Transfer credit”).

Requirements met by credits earned more than 10 years prior to degree completion will need to be met again, typically through additional coursework.

Credits earned at AMBS that are more than 10 years old will be retained permanently on a student’s academic record and transcripts, in addition to factoring into the student’s GPA, but will not be considered to meet requirements for degrees or certificates in progress.

Tracking student progress

Student progress is regularly tracked through student-professor advising interviews, the Registrar’s review of student program study plans at the end of each semester, and the faculty’s annual program review and discussion of student performance during Semester Two. In addition, MDiv students are reviewed at the time of their formal admission into the MDiv program; through nine credit hours of supervised ministry placements; and through their formation portfolio during the Capstone Ministry Assessment Seminar, which includes a culminating interview with two faculty members. MACF students are reviewed at the time of their advancement to candidacy and during the Spiritual Guidance Practicum, MACF Final Project, and oral interview. MATPS students are reviewed at the time of their advancement to candidacy and during their semester-long internship, MATPS Integrative Seminar and final paper, and comprehensive interview.

Transcripts policy

The Family Educational Rights and Privacy Act prohibits the release of students’ transcripts without their written consent. Students must complete a Transcript Request form online (see www.ambs.edu/forms) and pay the stated fee (if applicable) to order a personal copy of their transcript or to request that an official transcript be sent to a third party.

The Registrar’s Office typically processes all transcript requests within two to three business days. A receipt of each transcript processed is sent to the student, and a copy of the receipt is kept in the student’s permanent file.
AMBS reserves the right to refuse transcript requests if students have outstanding debts to the seminary. AMBS is not responsible for incorrect addresses and postal delays.

Unofficial transcripts of students’ work at AMBS are available to students anytime online through their Populi student account. Students may save, print, and send these unofficial transcripts at their own discretion. However, these are unofficial transcripts and do not carry AMBS’s official endorsement, and they are not suitable for most educational and business purposes, including, but not limited to, transfer of credit to another institution and education verification for employment.

**Transfer credit**

Credit for courses taken at another graduate institution accredited by the Association of Theological Schools in the United States and Canada or another accreditation body recognized by the Council for Higher Education Accreditation or the United States Department of Education may be transferred to AMBS, provided the courses fit into the particular degree program a student intends to pursue. Only courses with a grade of B- or better and completed within 10 years prior to when the student will complete his or her degree program at AMBS are eligible for transfer. No more than half of the credits required for a degree may be granted on the basis of transfer credits. No more than half of the credits of a graduate degree earned at another school may be transferred to AMBS.

Starting with the 2017–18 academic year, transfer credit letter grades are no longer being recorded on AMBS transcripts or factored into students’ GPA at AMBS; instead, a grade of Pass is recorded. Prior to that year, transfer credit letter grades were recorded on AMBS transcripts and factored into students’ GPA at AMBS.

Students should confer with their advisors and the Registrar in their first semester at AMBS to discuss which courses from a qualifying institution could be transferred to AMBS, if any, and whether each course is appropriate to transfer and satisfies a requirement of their degree program. If it is decided that credits should be transferred, students and their advisors should complete the Transfer Credit Petition form (see www.ambs.edu/forms) and submit it to the AMBS Registrar.

Credits completed more than 10 years before the term in which students will complete their AMBS degree program will not be eligible for transfer to AMBS. Students and advisors should consider the amount of time it will take to complete their degree program at AMBS to determine which transfer courses will be 10 years old or less by the time they graduate. For example, if a student will have three years of study to complete upon transferring to AMBS, she should not plan on transferring credits more than seven years old.
Once courses transferred to AMBS are 11 years old, they are no longer considered to meet AMBS degree requirements, and the student will need to fulfill the requirements another way, typically through additional courses.

Students’ transfer credits may be applied to their records only after they have completed 11 credit hours at AMBS. However, students may submit the Transfer Credit Petition form anytime, including before they have completed 11 credit hours at AMBS.

Transfer credits are not considered to contribute toward a degree’s residency requirement (see “Residency requirements” above).

Under certain circumstances, courses from a nonaccredited institution may be transferred by action of the Curriculum Committee. Courses will be reviewed on a case-by-case basis; the academic credentials of the professor and the syllabus for the course will be the determining factors. In some cases, work beyond the requirements of the nonaccredited seminary or theological school could be required in order to meet AMBS standards and fulfill AMBS requirements.

**Transfer of credit between AMBS MDiv and MA degrees**

Students wishing to pursue both an MA and an MDiv degree at AMBS may apply up to one half of the credit hours from their first degree to a second degree, though not exceeding one half of the credit hours required for the second degree.

**Withdrawal from seminary**

Students discontinuing their studies at AMBS should complete the Withdrawal from Seminary form online (see www.ambs.edu/forms). Students withdrawing during a semester in which they are registered should first attempt to drop their courses in the online student registration portal. The tuition refund schedule and grades will apply according to the deadlines listed on the Academic Calendar. An abbreviated admission process with streamlined requirements may be available to students returning to studies no more than two years after the date of withdrawal.

**For students receiving federal student aid:** If students do not return to studies upon the expiration of their leave of absence, they will be withdrawn from the seminary and, according to federal rules, the date of their withdrawal will be noted as the date their leave of absence began. This may mean that the grace period for their loan repayment schedule will already have been exhausted. The withdrawn students will be responsible to pay all outstanding tuition and fees in addition to any financial aid and/or school loans they received that AMBS must return to their source due to the withdrawal.
Family Education Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records at AMBS. These rights include:

- The right to inspect and review the student’s education record(s) at AMBS. Records are maintained in the Registrar’s Office, and formal requests to review them should be made in writing to the Registrar.

- The right to request amendment of the student’s education records that the student believes are inaccurate or misleading. Such a request should be made in writing to the Registrar, clearly identifying the part of the record the student wants changed, and specifying why it is inaccurate or misleading. If the seminary decides not to amend the record as requested by the student, the student may be granted a hearing regarding the request for amendment.

- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. Disclosure is permitted without consent to school officials with legitimate educational interests who need to review a record in order to fulfill their professional responsibilities. A school official is a person employed by the seminary in an administrative, supervisory, academic, or support staff position; a person or company with whom the seminary has contracted (such as an attorney or an auditor); and law enforcement and judicial personnel.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the seminary to comply with the requirements of FERPA. The name and address of the office that administers FERPA are Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

AMBS has the right to disclose appropriately designated “directory information” without the student’s written consent, unless the student has advised AMBS to the contrary in writing according to AMBS procedures. AMBS includes directory information in publications such as the AMBS Directory for internal use (see below); publicity such as brochures, newsletters, and social media; and graduation-related publicity.

Directory information also can be disclosed to outside organizations without the student’s prior written consent, for example in response to specific requests from loan service providers, credential verification services used by employers, legal requests by government officials and law enforcement, and church-related agencies affiliated with AMBS.
If students do not want AMBS to disclose directory information from their education records without prior written consent, except for instances noted above, they must notify the AMBS Registrar in writing by the end of the first week of classes. FERPA designates the following information as directory information: student’s name; participation in officially recognized activities; address; telephone number; email address; date of birth; degrees, honors, and awards received; degree and program of study in process; and dates of attendance.

An AMBS student and faculty/staff directory is produced each year containing names, phone numbers, AMBS email addresses, mailing addresses, degree programs, and individual photos. This directory is intended for personal use by AMBS students, faculty, and staff and is not for distribution outside of AMBS. Students and their family members who do not wish to be included in this directory may inform the Registrar’s Office in writing by the end of the first week of classes.
TUITION AND FEES
## Tuition and fees for 2018–19

### Course tuition and fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular tuition per credit hour</td>
<td>$500.00</td>
</tr>
<tr>
<td>Audit tuition per credit hour — graduate</td>
<td>90.00</td>
</tr>
<tr>
<td>Audit tuition per credit hour — regular</td>
<td>120.00</td>
</tr>
<tr>
<td>Independent study tuition per credit hour</td>
<td>535.00</td>
</tr>
<tr>
<td>Student services fee per credit hour (applies to all tuition types)</td>
<td>20.00</td>
</tr>
</tbody>
</table>

### Registrar and student fees/discounts

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (nonrefundable)</td>
<td>50.00</td>
</tr>
<tr>
<td>Course change fee (after close of registration)</td>
<td>35.00</td>
</tr>
<tr>
<td>Deferred tuition payment plan setup fee</td>
<td>15.00</td>
</tr>
<tr>
<td>Late payment fee (tuition/rent not paid on time); monthly charge for past-due accounts</td>
<td>35.00</td>
</tr>
<tr>
<td>MDiv Thesis Extension fee (equal to one credit hour)</td>
<td>500.00</td>
</tr>
<tr>
<td>Ministry and Mission Experience (MME) fee per credit hour</td>
<td>90.00</td>
</tr>
<tr>
<td>Registration fee (charged each term for admitted students only)</td>
<td>100.00</td>
</tr>
<tr>
<td>Official transcript fee (unofficial transcripts are free of charge)</td>
<td>10.00</td>
</tr>
<tr>
<td>Early registration discount</td>
<td>-(100.00)</td>
</tr>
</tbody>
</table>
Payment of tuition and fees

Student are responsible for payment of all tuition and fees by the due dates published in the Academic Calendar (see www.ambs.edu/academics/course-list-calendar). Payment can be made securely by credit or debit card online or by calling AMBS at 574.295.3726 extension 0. Payments can be made by check payable to AMBS or with cash (U.S. funds only) at the reception desk.

If students are expecting support from another source (e.g., a congregation or area conference/regional church), those payments must be received two to three weeks before the first day of each term to allow for processing; see the Church Partnership Form at www.ambs.edu/forms for exact due dates for each term. Church/conference contributions received after the listed due date will not be matched. Students are responsible to pay any outstanding balances and fees.

Admitted students can apply for a deferred tuition payment plan for an upcoming term. The payment plan must be approved by the Business Office before the payment due date of the semester or term. To inquire or apply, contact the AMBS Business Office by phone at 574.295.3726 extension 226 or by email at businessoffice@ambs.edu.

Nonpayment of tuition

Students who have not paid their tuition or secured an approved deferred tuition payment plan agreement by the tuition due date will not be allowed to attend classes at AMBS or any partner school. A student may resume class attendance if AMBS receives the full tuition payment by the close of the registration period for the semester or term. Students permitted to resume study must complete all coursework missed during their absence to the satisfaction of their professors.

Tuition refunds

When a student’s advisor approves a change in registration before the close of registration for the semester or term, the student will be eligible to receive a tuition refund. Students should refer to the published schedule in the Academic Calendar at www.ambs.edu/academics/course-list-calendar.
Additional information

Students should consult the Financial Aid Office for full details related to payment of tuition and fees.

**Canadian students:** For information about credit card charges in Canadian dollars for tuition, fees, or other expenses at AMBS, contact the AMBS Business Office by phone at 574.295.3726 extension 226 or by email at businessoffice@ambs.edu.

**International students:** For information about wiring funds to AMBS, contact the Business Office by phone at 574.295.3726 extension 226 or by email at businessoffice@ambs.edu.
FACULTY, STAFF, AND ADMINISTRATION
Teaching faculty

Through their teaching, research, and publications, AMBS faculty members combine faith, ministry, and scholarship for the sake of the Christian church. Professors are respected as scholars in their fields of study and as thoughtful leaders in their church contexts. They bring to the seminary community their experiences of living, serving, and building relationships in various cross-cultural settings. Several faculty are ordained for congregational leadership or teaching ministry.

AMBS faculty:
• Honor the gifts of the heart, mind, spirit, and strength in service to God as Christian leaders.
• Learn from and with faith communities in Africa, Asia, Latin America, Europe, Canada, and the United States as they teach and preach.
• Are engaged as both participants and leaders in their congregations and communities.
• Hold a PhD, ThD, or DMin degree.

Bible
Loren L. Johns, PhD..........................Professor of New Testament; Bible Department Chair (Semester Two)
Safwat Marzouk, PhD .....................Associate Professor of Old Testament
Ben C. Ollenburger, PhD ...................Professor of Biblical Theology; Bible Department Chair (Semester One)
Drew Strait, PhD ............................Assistant Professor of New Testament and Christian Origins

History, Theology, and Ethics
Malinda E. Berry, PhD ......................Assistant Professor of Theology and Ethics; History, Theology, and Ethics Department Chair
Janna Hunter-Bowman, PhD .............Assistant Professor of Peace Studies and Christian Social Ethics
Jamie Pitts, PhD ............................Associate Professor of Anabaptist Studies; Editor, Anabaptist Witness Journal

Church and Ministry
Rachel Miller Jacobs, DMin ..................Associate Professor of Congregational Formation; Church and Ministry Department Chair
Andy Brubacher Kaethler, PhD ..........Associate Professor of Christian Formation and Culture
Allan Rudy-Froese, PhD ..................Associate Professor of Christian Proclamation
Affiliate faculty

2018–19 courses

Lois Y. Barrett, PhD........................................History of Christian Spirituality;
Discerning and Knowing (hybrid)
Mary H. Schertz, PhD......................................Biblical Spirituality
Daniel S. Schipani, DrPsy, PhD.........................Pastoral Care 1: Theological, Spiritual, and
Psychological Principles
Rebecca Slough, PhD ......................................Christian Leadership in the 21st Century;
Missional Leadership Development Director

Sessional faculty

2018–19 courses

Matthew Chandler, PhD.............................Introduction to Peace Studies and Nonviolence
David C. Cramer, PhD.................................Christian Attitudes Toward War, Peace, and
Revolution (online)
Katerina Friesen, MDiv..........................The Trail of Death: A Pilgrimage of
Remembrance, Lament, and Transformation
Jacqueline Hoover, MA.............................Islam and Christian-Muslim Relations (online)
Janeen Bertsche Johnson, MDiv..............Leadership Education in Anabaptist Perspective
(hybrid); Spiritual Practices: Water of Life —
Creation, Conservation, and Faith
Paul Keim, PhD........................................Beginning Greek: 1 John (online)
James Krabill, PhD.................................God’s Shalom and the Church’s Witness (online);
The Spirit World and the Global Church
Daniel Schrock, DMin.................................Spiritual Guidance Practicum
Gary Yamasaki, PhD...............................The Corinthian Correspondence (online)
Administration and staff

Executive

Sara Wenger Shenk, EdD ....................... President
Ron Ringenberg, MBA, MS ................... Chief Financial Officer and Vice President
Karen Sherer Stoltzfus, BA ................... Executive Assistant for the President, Vice President, and Academic Dean

Academic

Beverly Lapp, EdD ......................... Vice President and Academic Dean
Scott Janzen, MDiv ...................... Assistant Dean and Registrar
Safwat Marzouk, PhD ....................... MDiv Program Director
Janna Hunter-Bowman, PhD ............ Peace Studies Director
Rebecca Slough, PhD ....................... Missional Leadership Development Director

Advancement

Paula Killough, MDiv ....................... Interim Director of Advancement
Tony Hartman, BS .......................... Advancement Associate
Ken Hawkley, MDiv ....................... Advancement Associate for Canada
Bob Yoder, DMin ............................ Advancement Associate
Aaron Yost, BA ............................. Data Services Manager
Allan Rudy-Froese, PhD .................. Faculty Advisor to Advancement

Business

Ron Ringenberg, MBA, MS ............... Chief Financial Officer and Vice President
Suzanne Huffman, BA ..................... Business Office Manager

Center for Faith Formation and Culture

Andy Brubacher Kaethler, PhD .......... Director
Krysta Hartman, MM ....................... Administrative Assistant for !Explore: A Theological Program for High School Youth

Church Leadership Center

Jewel Gingerich Longenecker, PhD ....... Dean of Lifelong Learning
Cheryl Zehr, MA ............................ Executive Assistant for the Church Leadership Center
David B. Miller, DMin ..................... Teaching Associate of the Church Leadership Center
Institute of Mennonite Studies

Jamie Pitts, PhD ..........................Director
Andy Brubacher Kaethler, PhD ..........Associate Director; Co-editor, Vision: A Journal for Church and Theology
David C. Cramer, PhD .............Managing Editor

Library

Karl Stutzman, MLS ......................Director of Library Services
Brandon Board, BS .....................Information Services Librarian
John D. Roth, PhD ......................Director, Mennonite Historical Library at Goshen College

Services

Admissions
Daniel Grimes, MPA ..........................Director of Enrollment and Financial Aid
Janeen Bertsche Johnson, MDiv .............Admissions Counselor
S. Robert (Bob) Rosa, DMin .............Admissions Counselor and Student Services Coordinator
Krysta Hartman, MM ....................Enrollment Specialist
Dee McOwen ................................Administrative Assistant to the Registrar; Education Database Management
Annette Brill Bergstresser, BS, BA ........Writer and Editor

Campus Ministries
Janeen Bertsche Johnson, MDiv ..........Campus Pastor; Alumni Coordinator

Housing
Linsey Vandrick, BA .......................Executive Assistant for Business Services; Director of Housing

Human Resources
Barbara Gamble, BA .....................Assistant Director of Human Resources and Payroll

Information Technology
Brent Graber, MA ..........................Director of Information Technology

Intercultural Competence and Undoing Racism (ICUR)
Nekeisha Alayna Alexis, MA ............Intercultural Competence and Undoing Racism Coordinator
Maintenance and Campus Security
Jeffrey Marshall, MDiv ..................................Director of Maintenance and Campus Safety
Norm Cender ...........................................Assistant Director of Maintenance

Marketing and Communications
Melissa Troyer, BS ..................Director of Marketing and Communications
Nekeisha Alayna Alexis, MA ..........Graphic Designer and Website Specialist
Annette Brill Bergstresser, BS, BA ....Writer and Editor
INDEX
## Course list index: Alphabetical

The following is a complete list of all of the courses offered at AMBS in alphabetical order (excluding definite articles) with their corresponding course ID numbers.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course IDs</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anabaptist Approaches to Scripture</td>
<td>BIB540, BIB540E</td>
<td>50</td>
</tr>
<tr>
<td>Anabaptist History and Theology</td>
<td>HTE520, HTE520E</td>
<td>58</td>
</tr>
<tr>
<td>Beginning Greek: 1 John</td>
<td>BIB502, BIB502E</td>
<td>44</td>
</tr>
<tr>
<td>Beginning Hebrew: Ruth</td>
<td>BIB501, BIB501E</td>
<td>44</td>
</tr>
<tr>
<td>Bible Reading Colloquium</td>
<td>BIB510</td>
<td>54</td>
</tr>
<tr>
<td>Biblical Foundations for Peace and Justice</td>
<td>BIB651, BIB651H</td>
<td>50</td>
</tr>
<tr>
<td>Biblical Spirituality</td>
<td>BIB509</td>
<td>50</td>
</tr>
<tr>
<td>Biblical Storytelling</td>
<td>CHM516</td>
<td>75</td>
</tr>
<tr>
<td>Biblical Understandings of Migration</td>
<td>BIB555</td>
<td>51</td>
</tr>
<tr>
<td>The Body and Paul</td>
<td>BIB550E</td>
<td>51</td>
</tr>
<tr>
<td>The Book of the Twelve: Minor Prophets</td>
<td>BIB535</td>
<td>47</td>
</tr>
<tr>
<td>Canon and Community</td>
<td>BIB603, BIB603H</td>
<td>44</td>
</tr>
<tr>
<td>Capstone Ministry Assessment Seminar</td>
<td>INT610, INT610H</td>
<td>85</td>
</tr>
<tr>
<td>Christian Attitudes Toward War, Peace, and Revolution</td>
<td>HTE644, HTE644E</td>
<td>64</td>
</tr>
<tr>
<td>Christian Leadership in the 21st Century</td>
<td>CHM621, CHM621H</td>
<td>77</td>
</tr>
<tr>
<td>Christian Theology 1</td>
<td>HTE527, HTE527E</td>
<td>60</td>
</tr>
<tr>
<td>Christian Theology 2</td>
<td>HTE528, HTE528H</td>
<td>60</td>
</tr>
<tr>
<td>Christian Worship: Theory and Practice</td>
<td>CHM510, CHM510E</td>
<td>75</td>
</tr>
<tr>
<td>Christianity in Latin America</td>
<td>HTE536</td>
<td>58</td>
</tr>
<tr>
<td>Church and Race</td>
<td>HTE649</td>
<td>64</td>
</tr>
<tr>
<td>Clinical Pastoral Education (CPE)</td>
<td>CPE-3</td>
<td>82</td>
</tr>
<tr>
<td>Conflict, Communication, and Conciliation</td>
<td>CHM633H</td>
<td>77</td>
</tr>
<tr>
<td>Contemporary Theology</td>
<td>HTE625</td>
<td>61</td>
</tr>
<tr>
<td>The Corinthian Correspondence</td>
<td>BIB523, BIB523E</td>
<td>47</td>
</tr>
<tr>
<td>Covenant and Creation: God in Relation</td>
<td>BIB643</td>
<td>51</td>
</tr>
<tr>
<td>Creation Care: Theology, Ethics, and Spirituality</td>
<td>HTE531</td>
<td>65</td>
</tr>
<tr>
<td>Cultural Hermeneutics</td>
<td>CHM610</td>
<td>80</td>
</tr>
<tr>
<td>Discerning and Knowing: Theory and Practice</td>
<td>CHM660H</td>
<td>80</td>
</tr>
<tr>
<td>Discerning and Knowing: Theory and Practice</td>
<td>HTE660H</td>
<td>61</td>
</tr>
<tr>
<td>Economic Justice and Christian Conscience</td>
<td>HTE641, HTE641H</td>
<td>65</td>
</tr>
<tr>
<td>The Epistle to the Romans</td>
<td>BIB527</td>
<td>47</td>
</tr>
<tr>
<td>Ethics and Care: Living and Dying with Purpose</td>
<td>CHM627, CHM627H</td>
<td>77</td>
</tr>
<tr>
<td>Ethics and Care: Living and Dying with Purpose</td>
<td>HTE627, HTE627H</td>
<td>65</td>
</tr>
<tr>
<td>Ethics and Practice of Forgiveness</td>
<td>HTE657, HTE657H</td>
<td>66</td>
</tr>
<tr>
<td>Exodus</td>
<td>BIB605</td>
<td>45</td>
</tr>
<tr>
<td>Ezekiel</td>
<td>BIB632H</td>
<td>45</td>
</tr>
<tr>
<td>Faith Formation and Spirituality: Adults and Seniors</td>
<td>CHM571H</td>
<td>74</td>
</tr>
<tr>
<td>Faith Formation and Spirituality: Family Spirituality</td>
<td>CHM572H</td>
<td>74</td>
</tr>
<tr>
<td>Faith Formation and Spirituality: Youth and Young Adults</td>
<td>CHM546H</td>
<td>74</td>
</tr>
<tr>
<td>Course Title</td>
<td>Code</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Faith Formation and Vocational Discernment with !Explore Youth</td>
<td>CHM688</td>
<td>80</td>
</tr>
<tr>
<td>From Daniel to Jesus: Early Judaism in the Second Temple Period</td>
<td>BIB536</td>
<td>48</td>
</tr>
<tr>
<td>Galatians</td>
<td>BIB610</td>
<td>46</td>
</tr>
<tr>
<td>Genesis</td>
<td>BIB616</td>
<td>46</td>
</tr>
<tr>
<td>God the Creator in the Old and New Testament</td>
<td>BIB630</td>
<td>52</td>
</tr>
<tr>
<td>God’s Shalom and the Church’s Witness</td>
<td>CHM500, CHM500E</td>
<td>81</td>
</tr>
<tr>
<td>Global Anabaptist-Mennonite History and Theology</td>
<td>HTE614, HTE614E</td>
<td>58</td>
</tr>
<tr>
<td>The Gospel and Epistles of John</td>
<td>BIB522</td>
<td>48</td>
</tr>
<tr>
<td>History of Christian Spirituality</td>
<td>HTE605, HTE605H</td>
<td>58</td>
</tr>
<tr>
<td>History of Christianity 1</td>
<td>HTE501, HTE501E</td>
<td>57</td>
</tr>
<tr>
<td>History of Christianity 2</td>
<td>HTE502, HTE502E</td>
<td>57</td>
</tr>
<tr>
<td>History of Christianity in Africa</td>
<td>HTE537E</td>
<td>59</td>
</tr>
<tr>
<td>Human Development and Christian Formation</td>
<td>CHM531, CHM531E</td>
<td>74</td>
</tr>
<tr>
<td>Human Sexuality and Christian Ethics</td>
<td>HTE646, HTE646H</td>
<td>66</td>
</tr>
<tr>
<td>Introduction to Bible Study Tools</td>
<td>BIB503, BIB503E</td>
<td>45</td>
</tr>
<tr>
<td>Introduction to Peace Studies and Nonviolence</td>
<td>HTE550</td>
<td>66</td>
</tr>
<tr>
<td>Isaiah</td>
<td>BIB533, BIB533H</td>
<td>48</td>
</tr>
<tr>
<td>Islam and Christian-Muslim Relations</td>
<td>HTE686, HTE686E</td>
<td>59</td>
</tr>
<tr>
<td>Job and Wisdom</td>
<td>BIB532</td>
<td>49</td>
</tr>
<tr>
<td>Leadership Education in Anabaptist Perspective (LEAP)</td>
<td>INT505H</td>
<td>84</td>
</tr>
<tr>
<td>MACF Final Project</td>
<td>INT612</td>
<td>86</td>
</tr>
<tr>
<td>MATPS Integrative Seminar</td>
<td>INT670</td>
<td>86</td>
</tr>
<tr>
<td>MATPS Internship</td>
<td>INT670</td>
<td>86</td>
</tr>
<tr>
<td>MDiv Thesis Extension</td>
<td>INT609A</td>
<td>87</td>
</tr>
<tr>
<td>MDiv Thesis Research</td>
<td>INT609</td>
<td>87</td>
</tr>
<tr>
<td>Ministry in Church and World</td>
<td>INT687, INT687E</td>
<td>85</td>
</tr>
<tr>
<td>The Parables</td>
<td>BIB612, BIB612H</td>
<td>46</td>
</tr>
<tr>
<td>Pastoral Care 1: Theological, Spiritual, and Psychological Principles</td>
<td>CHM535, CHM535E</td>
<td>78</td>
</tr>
<tr>
<td>Pastoral Care 2: Systems, Assessments, and Interventions of Trauma</td>
<td>CHM626, CHM626E</td>
<td>78</td>
</tr>
<tr>
<td>Pastoral Counseling Practicum: Advanced Theory and Practice</td>
<td>CHM684</td>
<td>82</td>
</tr>
<tr>
<td>Pauline Theology and Ethics</td>
<td>BIB641</td>
<td>52</td>
</tr>
<tr>
<td>Pentateuch</td>
<td>BIB538</td>
<td>49</td>
</tr>
<tr>
<td>Performing the Faith</td>
<td>CHM561, CHM561H</td>
<td>76</td>
</tr>
<tr>
<td>Philosophical Theology</td>
<td>HTE631</td>
<td>62</td>
</tr>
<tr>
<td>Political Theology and Ethics</td>
<td>HTE628</td>
<td>62</td>
</tr>
<tr>
<td>Power and Process: Mennonite Polity Colloquium</td>
<td>CHM536</td>
<td>83</td>
</tr>
<tr>
<td>Practicing and Embodying Nonviolence</td>
<td>HTE664</td>
<td>67</td>
</tr>
<tr>
<td>Preaching</td>
<td>CHM507, CHM507H</td>
<td>76</td>
</tr>
<tr>
<td>Preaching Module</td>
<td>CHM615</td>
<td>76</td>
</tr>
<tr>
<td>Prophets of Judah’s Restoration</td>
<td>BIB617</td>
<td>46</td>
</tr>
<tr>
<td>Course Title</td>
<td>Code(s)</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Psalms</td>
<td>BIB531, BIB531E</td>
<td>49</td>
</tr>
<tr>
<td>Religion and Peace Processes</td>
<td>HTE575</td>
<td>67</td>
</tr>
<tr>
<td>Religion, Violence, and Peacebuilding</td>
<td>HTE555</td>
<td>68</td>
</tr>
<tr>
<td>The Religious Other in the Bible</td>
<td>BIB620</td>
<td>52</td>
</tr>
<tr>
<td>The Revelation to John</td>
<td>BIB525</td>
<td>49</td>
</tr>
<tr>
<td>Seminar in Biblical Studies</td>
<td>BIB669</td>
<td>54</td>
</tr>
<tr>
<td>Seminar in Theology: Sexuality and Colonialism</td>
<td>HTE663</td>
<td>62</td>
</tr>
<tr>
<td>Sermon on the Mount</td>
<td>BIB525, BIB511H</td>
<td>47</td>
</tr>
<tr>
<td>The Spirit World and the Global Church</td>
<td>CHM556, CHM556E</td>
<td>81</td>
</tr>
<tr>
<td>Spiritual Guidance Practicum</td>
<td>CHM686, CHM686H</td>
<td>82</td>
</tr>
<tr>
<td>Spiritual Practices: Intentional Living in an Age of Diversions</td>
<td>CHM599</td>
<td>72</td>
</tr>
<tr>
<td>Spiritual Practices: Money</td>
<td>CHM594</td>
<td>72</td>
</tr>
<tr>
<td>Spiritual Practices: Play and Rest</td>
<td>CHM593</td>
<td>72</td>
</tr>
<tr>
<td>Spiritual Practices: Prayer and Scripture</td>
<td>CHM503E</td>
<td>72</td>
</tr>
<tr>
<td>Spiritual Practices: Voice and Identity</td>
<td>CHM564</td>
<td>73</td>
</tr>
<tr>
<td>Spiritual Practices: Water of Life — Creation, Conservation, and Faith</td>
<td>CHM589</td>
<td>73</td>
</tr>
<tr>
<td>Strange New World of the Bible 1</td>
<td>BIB511, BIB511E</td>
<td>43</td>
</tr>
<tr>
<td>Strange New World of the Bible 2</td>
<td>BIB512, BIB512E</td>
<td>44</td>
</tr>
<tr>
<td>Suffering and Hope</td>
<td>HTE636</td>
<td>63</td>
</tr>
<tr>
<td>Supervised Ministry Experience (SME)</td>
<td>INT689</td>
<td>85</td>
</tr>
<tr>
<td>Teaching and Learning for Transformation</td>
<td>CHM643</td>
<td>79</td>
</tr>
<tr>
<td>Teaching the Bible in the Congregation</td>
<td>BIB505</td>
<td>53</td>
</tr>
<tr>
<td>Teaching the Bible in the Congregation</td>
<td>CHM547</td>
<td>79</td>
</tr>
<tr>
<td>Theology and Ethics of the Gospels</td>
<td>BIB642</td>
<td>53</td>
</tr>
<tr>
<td>Theology and Women’s Narratives</td>
<td>HTE623, HTE623H</td>
<td>63</td>
</tr>
<tr>
<td>Theology in Context: Elkhart, Indiana</td>
<td>HTE618</td>
<td>63</td>
</tr>
<tr>
<td>Theology in Latin American Perspective</td>
<td>HTE659</td>
<td>64</td>
</tr>
<tr>
<td>Thinking Ethically</td>
<td>HTE541</td>
<td>68</td>
</tr>
<tr>
<td>The Trail of Death: A Pilgrimage of Remembrance, Lament, and Transformation</td>
<td>CHM518</td>
<td>73</td>
</tr>
<tr>
<td>The Trail of Death: A Pilgrimage of Remembrance, Lament, and Transformation</td>
<td>HTE564</td>
<td>69</td>
</tr>
<tr>
<td>Understanding the Church’s Contexts</td>
<td>CHM569, CHM569H</td>
<td>81</td>
</tr>
<tr>
<td>What about the Bible? The Authority of Scripture for Christians</td>
<td>BIB645</td>
<td>53</td>
</tr>
<tr>
<td>What about the Bible? The Authority of Scripture for Christians</td>
<td>HTE640</td>
<td>60</td>
</tr>
<tr>
<td>Witness Colloquium</td>
<td>CHM529</td>
<td>83</td>
</tr>
<tr>
<td>Witness Colloquium</td>
<td>HTE534</td>
<td>69</td>
</tr>
</tbody>
</table>
## Academic partnerships index: Alphabetical

<table>
<thead>
<tr>
<th>Topic</th>
<th>Code</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeting, Fundraising, and Grantsmanship</td>
<td>CIDS 535</td>
<td>90</td>
</tr>
<tr>
<td>Conflict-healthy Groups</td>
<td>PJCS 426</td>
<td>94</td>
</tr>
<tr>
<td>Development Policy and Analysis</td>
<td>CIDS 555</td>
<td>90</td>
</tr>
<tr>
<td>Development Theory and Practice</td>
<td>CIDS 520</td>
<td>90</td>
</tr>
<tr>
<td>Dynamics/Theology of Reconciliation</td>
<td>PJCS 350</td>
<td>94</td>
</tr>
<tr>
<td>Empowering Sustainable Communities</td>
<td>SLS602</td>
<td>95</td>
</tr>
<tr>
<td>Integrated Social and Ecological Systems</td>
<td>SLS601</td>
<td>95</td>
</tr>
<tr>
<td>Leadership Experience in Sustainability</td>
<td>SLS603</td>
<td>95</td>
</tr>
<tr>
<td>Mediation: Process, Skills, Theory</td>
<td>PJCS 325</td>
<td>94</td>
</tr>
<tr>
<td>Needs Assessment, Capacity Mapping, and Program Planning</td>
<td>CIDS 530</td>
<td>91</td>
</tr>
<tr>
<td>Religion, Conflict, and Peace</td>
<td>PJCS 322</td>
<td>94</td>
</tr>
<tr>
<td>Restorative Justice</td>
<td>PJCS 347</td>
<td>94</td>
</tr>
</tbody>
</table>
# Course list index: Numerical

The following is a complete list of all of the courses offered at AMBS in numerical order by department and course ID.

## Bible (BIB)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB501, BIB501E</td>
<td>Beginning Hebrew: Ruth</td>
<td>44</td>
</tr>
<tr>
<td>BIB502, BIB502E</td>
<td>Beginning Greek: 1 John</td>
<td>44</td>
</tr>
<tr>
<td>BIB503, BIB503E</td>
<td>Introduction to Bible Study Tools</td>
<td>45</td>
</tr>
<tr>
<td>BIB505</td>
<td>Teaching the Bible in the Congregation</td>
<td>53</td>
</tr>
<tr>
<td>BIB509</td>
<td>Biblical Spirituality</td>
<td>50</td>
</tr>
<tr>
<td>BIB510</td>
<td>Bible Reading Colloquium</td>
<td>54</td>
</tr>
<tr>
<td>BIB511, BIB511E</td>
<td>Strange New World of the Bible 1</td>
<td>43</td>
</tr>
<tr>
<td>BIB512, BIB512E</td>
<td>Strange New World of the Bible 2</td>
<td>44</td>
</tr>
<tr>
<td>BIB522</td>
<td>The Gospel and Epistles of John</td>
<td>48</td>
</tr>
<tr>
<td>BIB523, BIB523E</td>
<td>The Corinthian Correspondence</td>
<td>47</td>
</tr>
<tr>
<td>BIB525</td>
<td>The Revelation to John</td>
<td>49</td>
</tr>
<tr>
<td>BIB527</td>
<td>The Epistle to the Romans</td>
<td>47</td>
</tr>
<tr>
<td>BIB531, BIB531E</td>
<td>Psalms</td>
<td>49</td>
</tr>
<tr>
<td>BIB532</td>
<td>Job and Wisdom</td>
<td>49</td>
</tr>
<tr>
<td>BIB533, BIB533H</td>
<td>Isaiah</td>
<td>48</td>
</tr>
<tr>
<td>BIB535</td>
<td>The Book of the Twelve: Minor Prophets</td>
<td>47</td>
</tr>
<tr>
<td>BIB536</td>
<td>From Daniel to Jesus: Early Judaism in the Second Temple Period</td>
<td>48</td>
</tr>
<tr>
<td>BIB538</td>
<td>Pentateuch</td>
<td>49</td>
</tr>
<tr>
<td>BIB540, BIB540E</td>
<td>Anabaptist Approaches to Scripture</td>
<td>50</td>
</tr>
<tr>
<td>BIB550E</td>
<td>The Body and Paul</td>
<td>51</td>
</tr>
<tr>
<td>BIB555</td>
<td>Biblical Understandings of Migration</td>
<td>51</td>
</tr>
<tr>
<td>BIB603, BIB603H</td>
<td>Canon and Community</td>
<td>44</td>
</tr>
<tr>
<td>BIB605</td>
<td>Exodus</td>
<td>45</td>
</tr>
<tr>
<td>BIB610</td>
<td>Galatians</td>
<td>46</td>
</tr>
<tr>
<td>BIB611, BIB611H</td>
<td>Sermon on the Mount</td>
<td>47</td>
</tr>
<tr>
<td>BIB612, BIB612H</td>
<td>The Parables</td>
<td>46</td>
</tr>
<tr>
<td>BIB616</td>
<td>Genesis</td>
<td>46</td>
</tr>
<tr>
<td>BIB617</td>
<td>Prophets of Judah’s Restoration</td>
<td>46</td>
</tr>
<tr>
<td>BIB620</td>
<td>The Religious Other in the Bible</td>
<td>52</td>
</tr>
<tr>
<td>BIB630</td>
<td>God the Creator in the Old and New Testament</td>
<td>52</td>
</tr>
<tr>
<td>BIB632H</td>
<td>Ezekiel</td>
<td>45</td>
</tr>
<tr>
<td>BIB641</td>
<td>Pauline Theology and Ethics</td>
<td>52</td>
</tr>
<tr>
<td>BIB642</td>
<td>Theology and Ethics of the Gospels</td>
<td>53</td>
</tr>
<tr>
<td>BIB643</td>
<td>Covenant and Creation: God in Relation</td>
<td>51</td>
</tr>
<tr>
<td>BIB645</td>
<td>What about the Bible? The Authority of Scripture for Christians</td>
<td>53</td>
</tr>
<tr>
<td>BIB651, BIB651H</td>
<td>Biblical Foundations for Peace and Justice</td>
<td>50</td>
</tr>
<tr>
<td>BIB669</td>
<td>Seminar in Biblical Studies</td>
<td>54</td>
</tr>
</tbody>
</table>
History, Theology, and Ethics (HTE)

HTE501, HTE501E.........History of Christianity 1.................................................................57
HTE502, HTE502E.........History of Christianity 2.................................................................57
HTE520, HTE520E.........Anabaptist History and Theology...................................................58
HTE527, HTE527E.........Christian Theology 1.................................................................60
HTE528, HTE528H.........Christian Theology 2.................................................................60
HTE531.........................Creation Care: Theology, Ethics, and Spirituality....................65
HTE534.........................Witness Colloquium.................................................................69
HTE536.........................Christianity in Latin America......................................................58
HTE537E.........................History of Christianity in Africa........................................59
HTE541.........................Thinking Ethically.................................................................68
HTE550.........................Introduction to Peace Studies and Nonviolence....................66
HTE555.........................Religion, Violence, and Peacebuilding..............................68
HTE564.........................The Trail of Death: A Pilgrimage of Remembrance, Lament, and Transformation..........................69
HTE575.........................Religion and Peace Processes..............................................67
HTE605, HTE605H.........History of Christian Spirituality........................................58
HTE614, HTE614E.........Global Anabaptist-Mennonite History and Theology........58
HTE618.........................Theology in Context: Elkhart, Indiana............................63
HTE623, HTE623H.........Theology and Women’s Narratives.........................................63
HTE625.........................Contemporary Theology......................................................61
HTE627, HTE627H.........Ethics and Care: Living and Dying with Purpose..................65
HTE628.........................Political Theology and Ethics..............................................62
HTE631.........................Philosophical Theology..........................................................62
HTE636.........................Suffering and Hope.................................................................63
HTE640 .........................What about the Bible? The Authority of Scripture for Christians..60
HTE641, HTE641H.........Economic Justice and Christian Conscience.........................65
HTE644, HTE644E.........Christian Attitudes Toward War, Peace, and Revolution.........64
HTE646, HTE646H.........Human Sexuality and Christian Ethics......................................66
HTE649.........................Church and Race.................................................................64
HTE657, HTE657H.........Ethics and Practice of Forgiveness........................................66
HTE659.........................Theology in Latin American Perspective..............................64
HTE660H.........................Discerning and Knowing: Theory and Practice................61
HTE663.........................Seminar in Theology: Sexuality and Colonialism................62
HTE664.........................Practicing and Embodying Nonviolence..............................67
HTE686, HTE686E.........Islam and Christian-Muslim Relations..............................59
## Church and Ministry (CHM)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM500, CHM500E</td>
<td>God’s Shalom and the Church’s Witness</td>
<td>81</td>
</tr>
<tr>
<td>CHM503E</td>
<td>Spiritual Practices: Prayer and Scripture</td>
<td>72</td>
</tr>
<tr>
<td>CHM507, CHM507H</td>
<td>Preaching</td>
<td>76</td>
</tr>
<tr>
<td>CHM510, CHM510E</td>
<td>Christian Worship: Theory and Practice</td>
<td>75</td>
</tr>
<tr>
<td>CHM516</td>
<td>Biblical Storytelling</td>
<td>75</td>
</tr>
<tr>
<td>CHM518</td>
<td>The Trail of Death: A Pilgrimage of Remembrance, Lament, and Transformation</td>
<td>73</td>
</tr>
<tr>
<td>CHM529</td>
<td>Witness Colloquium</td>
<td>83</td>
</tr>
<tr>
<td>CHM531, CHM531E</td>
<td>Human Development and Christian Formation</td>
<td>74</td>
</tr>
<tr>
<td>CHM535, CHM535E</td>
<td>Pastoral Care 1: Theological, Spiritual, and Psychological Principles</td>
<td>78</td>
</tr>
<tr>
<td>CHM536</td>
<td>Power and Process: Mennonite Polity Colloquium</td>
<td>83</td>
</tr>
<tr>
<td>CHM546H</td>
<td>Faith Formation and Spirituality: Youth and Young Adults</td>
<td>74</td>
</tr>
<tr>
<td>CHM547</td>
<td>Teaching the Bible in the Congregation</td>
<td>79</td>
</tr>
<tr>
<td>CHM556, CHM556E</td>
<td>The Spirit World and the Global Church</td>
<td>81</td>
</tr>
<tr>
<td>CHM561, CHM561H</td>
<td>Performing the Faith</td>
<td>76</td>
</tr>
<tr>
<td>CHM564</td>
<td>Spiritual Practices: Voice and Identity</td>
<td>73</td>
</tr>
<tr>
<td>CHM569, CHM569H</td>
<td>Understanding the Church’s Contexts</td>
<td>74</td>
</tr>
<tr>
<td>CHM571H</td>
<td>Faith Formation and Spirituality: Adults and Seniors</td>
<td>74</td>
</tr>
<tr>
<td>CHM572H</td>
<td>Faith Formation and Spirituality: Family Spirituality</td>
<td>74</td>
</tr>
<tr>
<td>CHM589</td>
<td>Spiritual Practices: Water of Life — Creation, Conservation, and Faith</td>
<td>73</td>
</tr>
<tr>
<td>CHM593</td>
<td>Spiritual Practices: Play and Rest</td>
<td>72</td>
</tr>
<tr>
<td>CHM594</td>
<td>Spiritual Practices: Money</td>
<td>72</td>
</tr>
<tr>
<td>CHM599</td>
<td>Spiritual Practices: Intentional Living in an Age of Diversions</td>
<td>72</td>
</tr>
<tr>
<td>CHM610</td>
<td>Cultural Hermeneutics</td>
<td>80</td>
</tr>
<tr>
<td>CHM615</td>
<td>Preaching Module</td>
<td>76</td>
</tr>
<tr>
<td>CHM621, CHM621H</td>
<td>Christian Leadership in the 21st Century</td>
<td>77</td>
</tr>
<tr>
<td>CHM626, CHM626E</td>
<td>Pastoral Care 2: Systems, Assessments, and Interventions of Trauma</td>
<td>78</td>
</tr>
<tr>
<td>CHM627, CHM627H</td>
<td>Ethics and Care: Living and Dying with Purpose</td>
<td>77</td>
</tr>
<tr>
<td>CHM633H</td>
<td>Conflict, Communication, and Conciliation</td>
<td>77</td>
</tr>
<tr>
<td>CHM643</td>
<td>Teaching and Learning for Transformation</td>
<td>79</td>
</tr>
<tr>
<td>CHM660H</td>
<td>Discerning and Knowing: Theory and Practice</td>
<td>80</td>
</tr>
<tr>
<td>CHM684</td>
<td>Pastoral Counseling Practicum: Advanced Theory and Practice</td>
<td>82</td>
</tr>
<tr>
<td>CHM686, CHM686H</td>
<td>Spiritual Guidance Practicum</td>
<td>82</td>
</tr>
<tr>
<td>CHM688</td>
<td>Faith Formation and Vocational Discernment with !Explore Youth</td>
<td>80</td>
</tr>
<tr>
<td>CPE-3</td>
<td>Clinical Pastoral Education (CPE)</td>
<td>82</td>
</tr>
</tbody>
</table>
Interdepartmental (INT)
INT505H .......................... Leadership Education in Anabaptist Perspective (LEAP) ................................. 84
INT609 .............................. MDiv Thesis Research ....................................................................................... 87
INT609A .............................. MDiv Thesis Extension ................................................................................. 87
INT610, INT610H ................ Capstone Ministry Assessment Seminar ....................................................... 85
INT612 .............................. MACF Final Project ....................................................................................... 86
INT667 .............................. MATPS Integrative Seminar ........................................................................ 86
INT670 .............................. MATPS Internship ....................................................................................... 86
INT687, INT687E ................ Ministry in Church and World ................................................................. 85
INT689 .............................. Supervised Ministry Experience (SME) ....................................................... 85

Academic partnerships index: Numerical

CID520 .............................. Development Theory and Practice ............................................................. 90
CID530 .............................. Needs Assessment, Capacity Mapping, and Program Planning ...................... 91
CID535 .............................. Budgeting, Fundraising, and Grantsmanship ............................................... 90
CID555 .............................. Development Policy and Analysis ............................................................ 90
PJCS 322 .............................. Religion, Conflict, and Peace ................................................................. 94
PJCS 325 .............................. Mediation: Process, Skills, Theory ......................................................... 94
PJCS 347 .............................. Restorative Justice ....................................................................................... 94
PJCS 350 .............................. Dynamics/Theology of Reconciliation ............................................... 94
PJCS 426 .............................. Conflict-healthy Groups ................................................................................. 94
SLS601 .............................. Integrated Social and Ecological Systems ................................................. 95
SLS602 .............................. Empowering Sustainable Communities ...................................................... 95
SLS603 .............................. Leadership Experience in Sustainability ....................................................... 95
# Topical index

## A

<table>
<thead>
<tr>
<th>Academic accommodations</th>
<th>106</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic calendar overview</td>
<td>2</td>
</tr>
<tr>
<td>Academic grievances</td>
<td>106</td>
</tr>
<tr>
<td>Academic Integrity Policy</td>
<td>107–108</td>
</tr>
<tr>
<td>Academic load. See Credit hours</td>
<td></td>
</tr>
<tr>
<td>Academic partnerships</td>
<td>9, 90–95</td>
</tr>
<tr>
<td>Andrews University</td>
<td>90–91</td>
</tr>
<tr>
<td>Conrad Grebel University College</td>
<td>91–92</td>
</tr>
<tr>
<td>Eastern Mennonite Seminary</td>
<td>93</td>
</tr>
<tr>
<td>Garrett-Evangelical Theological Seminary</td>
<td>93</td>
</tr>
<tr>
<td>Goshen College</td>
<td>93–94</td>
</tr>
<tr>
<td>Merry Lea Environmental Learning Center</td>
<td>95</td>
</tr>
<tr>
<td>Registration at partnership schools</td>
<td>119</td>
</tr>
<tr>
<td>Academic policies and procedures</td>
<td>105–127</td>
</tr>
<tr>
<td>Academic Policies and Procedures Manual</td>
<td>108</td>
</tr>
<tr>
<td>Academic programs</td>
<td>7–38</td>
</tr>
<tr>
<td>Master of Arts in Christian Formation (MACF)</td>
<td>28–30</td>
</tr>
<tr>
<td>Master of Arts: Theology and Peace Studies (MATPS)</td>
<td>32–37</td>
</tr>
<tr>
<td>Master of Divinity (MDiv)</td>
<td>11–26</td>
</tr>
<tr>
<td>Accreditation notice</td>
<td>4</td>
</tr>
<tr>
<td>Administration and staff</td>
<td>136–138</td>
</tr>
<tr>
<td>Admission policy</td>
<td>3</td>
</tr>
<tr>
<td>Admissions and financial aid</td>
<td>97–104</td>
</tr>
<tr>
<td>Admission procedure</td>
<td>98</td>
</tr>
<tr>
<td>Admission requirements</td>
<td>98–99</td>
</tr>
<tr>
<td>Delaying the start of study</td>
<td>101</td>
</tr>
<tr>
<td>Language competence</td>
<td>99–100</td>
</tr>
<tr>
<td>Leadership Education in Anabaptist Perspective (LEAP)</td>
<td>101</td>
</tr>
<tr>
<td>Standards for research, reading, and writing</td>
<td>100</td>
</tr>
<tr>
<td>Students without a baccalaureate degree</td>
<td>100–101</td>
</tr>
<tr>
<td>Alternative Bible Sequence courses</td>
<td>44–45</td>
</tr>
<tr>
<td>Andrews University</td>
<td>9, 32, 37, 90–91</td>
</tr>
<tr>
<td>Attendance and absences</td>
<td>108</td>
</tr>
<tr>
<td>Auditing courses</td>
<td>108–109</td>
</tr>
</tbody>
</table>

## B

| Bible (BIB) courses | 42–54 |
| Alternative Bible Sequence | 44–45 |
| Book Studies: English Language | 47–49 |
| Colloquium | 54 |
| Exegesis | 45–47 |
| Orientation | 43–44 |
| Recommended Bible Sequence | 44 |
| Seminar | 54 |
| Theological and Thematic Studies | 50–53 |
| Biblical Studies | 24 |
| Book Studies: English Language courses | 47–49 |

## C

| Calendar. See Academic calendar overview | 40 |
| Campus courses | 40 |
| Chaplaincy major | 20–21 |
| Christian Faith Formation major | 22–23 |
| Christian Formation courses | 74–75 |
| Church and Ministry (CHM) courses | 70–83 |
| Christian Formation | 74–75 |
| Colloquia | 83 |
| Missional Leadership and Intercultural Studies | 80–81 |
| Pastoral and Congregational Leadership | 77 |
| Pastoral Care courses | 77–78 |
| Spirituality | 72–73 |
| Supervised Experience | 82–83 |
| Teaching Ministry of the Church | 79 |
| Worship and Preaching | 75–76 |
| Youth Ministry | 79–80 |
| Church History courses | 58–60 |
| Church History Survey courses | 57 |
| Colloquia | 54, 69, 83 |
| Conflict Transformation concentration | 35 |
| Conflict Transformation courses | 93–94 |
| Conrad Grebel University College | 9, 91–92 |
| Continuation of study at AMBS | 109–110 |
| Core values | 3 |
| Course descriptions | 39–96 |
| Academic partnerships | 90–95 |
| Bible (BIB) | 42–54 |
| Church and Ministry (CHM) | 70–83 |
History, Theology, and Ethics (HTE) ........................................ 56–69
Interdepartmental (INT) .................................................. 84–87
Introduction .................................................................. 40–41
Peace and Justice Studies ........................................... 88
Course evaluations ....................................................... 110–111
Course extensions ....................................................... 111
Courses
   Nomenclature for ......................................................... 40–41
   Course substitutions .................................................... 112
   Course tuition and fees .............................................. 130
   Credit hours ................................................................ 112–113
   Statute of limitations .................................................... 123

D
Delaying the start of study ............................................ 101

E
Eastern Mennonite Seminary .............................................. 9, 93
Educational goals ......................................................... 11, 28, 32
Eligibility for graduation ............................................. 115
English language requirements .................................... 99
Environmental Sustainability
   Leadership .................................................................. 26, 36, 95
Ethics courses .............................................................. 64–69
Exegesis courses .......................................................... 45–47

F
Faculty ............................................................................. 134–135
   Affiliate ..................................................................... 135
   Sessional .................................................................... 135
   Teaching .................................................................... 134
Faculty, staff, and administration .................................. 133–138
Fees. See Tuition and fees ................................................ 29
Financial aid ................................................................. 101–103
   Effects of financial aid on ............................................ U.S. Income Tax ............................................. 103
   Full-time students ...................................................... 102
   Intensive Term courses .............................................. 103
   MDiv Connect students ............................................. 102
   Part-time students ...................................................... 102
   Student responsibilities ............................................. 103

G
Garrett-Evangelical Theological Seminary ................ 9, 11–12, 16, 18–19, 38, 93
General information .................................................... 3–5
Goshen College ............................................................. 9, 32, 35, 93–94
   Conflict Transformation courses ................................. 35, 93–94
Grading ........................................................................ 113–114
Graduate Certificate in
   Theological Studies ..................................................... 9, 38
   Design ........................................................................ 38
   Purpose ....................................................................... 38
Graduation policy ......................................................... 114–115
Grievance policy. See Academic grievances

H
History, Theology, and Ethics ............................................. 25
History, Theology, and Ethics (HTE) courses .................. 56–69
   Church History ........................................................... 58–60
   Church History Surveys ............................................ 57
   Colloquium ............................................................... 69
   Ethics ........................................................................ 64–69
   Theology .................................................................... 60–64
Hybrid courses ............................................................ 41

I
Independent study guidelines ....................................... 115–116
Intercultural Competence and Undoing Racism .......... 3
Interdepartmental (INT) courses .................................. 84–87
   MA Formation and Assessment ................................. 86
   MDiv Ministry and Formation ................................... 85
   Orientation and Leadership Formation ..................... 84
   Thesis ....................................................................... 87
International Development Administration concentration .......................................................... 37

L
Language competence .................................................. 99–100
Leadership Education in Anabaptist Perspective (LEAP) .............................................. 13, 84, 101
   Leave of absence ....................................................... 116–117

Index • Topical index 149
M

MA Formation and Assessment courses ....86
Master of Arts in Christian
Formation (MACF) .................9, 28–30
Advancement to candidacy .... .28–29
Design ....................................28
Educational goals .....................28
Final project ..........................29
Purpose..................................28
Master of Arts: Theology and
Peace Studies (MATPS) ........9, 32–37
Advancement to candidacy ....33
Conflict Transformation concentration..35
Design ..................................32–33
Educational goals .....................32
Environmental Sustainability
Leadership concentration ..........36
International Development
Administration concentration ....37
Internship ..........................33
Interview ................................33
Primary concentration ...............34
Purpose ..................................32
Synthesis paper ......................33
Master of Divinity (MDiv) ..........8, 11–26
Admission into ......................14–15
Chaplaincy major ..................20–21
Christian Faith Formation major ..22–23
Common requirements ..........15–16
Design ..................................11–13
Educational goals .....................11
Ministry formation and assessment.13–14
Pastoral Ministry major ...........17
Pastoral Ministry major for
United Methodist students ..18–19
Purpose ..................................11
Theological Studies major ..........24–26
MDiv Campus ........................12
MDiv Connect ........................12
MDiv for United Methodist Church
(UMC) students ..............12, 18–19
MDiv Ministry and Formation courses ........85
Merry Lea Environmental
Learning Center ...................9, 26, 32, 36, 95
Environmental Sustainability
Leadership ...........................26, 36, 95
Ministry and Mission Experience credit ....117
Missional Leadership and
Intercultural Studies courses ..........80–81
Mission statement ..................3
N

New programs ........................10
Nomenclature for courses ..........40–41
O

Online catalog ........................4
Online courses ........................40–41
Orientation and Leadership
Formation courses ................84
Orientation courses ..............43–44
P

Partnerships. See Academic partnerships
Pastoral and Congregational Leadership
courses .....................................77
Pastoral Care courses ................77–78
Pastoral Ministry major ............17
Pastoral Ministry major for
United Methodist students ........18–19
Payment of tuition and fees ....131
Peace and Justice Studies courses ..88
Peace Studies ......................25–26, 32–37
Environmental Sustainability
Leadership ...........................26, 36, 95
Placement services ................117
Plagiarism ..............................118
Preaching. See Worship and Preaching courses
Program reviews and student plans
of study .............................118
Programs of study ..................8–10
See also Academic programs
R

Recommended Bible Sequence courses ....44
Refunds ..................................131
Registrar and student fees/discounts ..130
Registration ............................119
Registration at partnership
schools ..................................119–120
Residency requirements ..........120
S
Satisfactory Academic Progress for U.S. Federal Student Aid.................. 121–122
Schedule of offerings........................................ 41
Seminar courses.............................................. 54
Social media channels...................................... 5
Spirituality courses ........................................... 72–73
Staff .......................................................... 136–138
Standards for research, reading, and writing......................... 100
State authorization reciprocity .................................. 4
Statute of limitations on credit hours ......................... 123
Students without a baccalaureate degree .................... 100–101
Supervised Experience courses........ 82–83, 85–87
Synchronous learning........................................ 41

T
Teaching Ministry of the Church courses ....79
Theological and Thematic Studies
courses................................................... 50–53
Theological Studies major .................. 24–26
  Biblical Studies ........................................ 24
  History, Theology, and Ethics............... 25
  Peace Studies ........................................ 25
  Peace Studies: Environmental Sustainable Leadership ............ 26
Theology and Peace Studies ....... 32–37
Theology courses ...................................... 60–64
Thesis courses ........................................ 87
Tracking student progress .............. 123
Transcripts policy ............................... 123–124
Transfer credit ..................................... 124–125
Transfer of credit between AMBS
  MDiv and MA degrees ......................... 125
Tuition and fees...................................... 129–132
  Canadian students .................. 132
  Course tuition and fees .......... 130
  International students .......... 132
  Nonpayment ............................ 131
  Payment ........................................ 131
  Registrar and student fees/discounts .... 130
  Tuition refunds ...................... 131

U
United Methodist Pastoral Ministry
  major........................................... 11–12, 16, 18–19
United Methodist students. See Garrett-
  Evangelical Theological Seminary

V
Vision statement ........................................ 3

W
Withdrawal from seminary .................... 125
Worship and Preaching courses .......... 75–76

Y
Youth Ministry courses ......................... 79–80
Photo index

Credit: Peter Ringenberg, unless noted otherwise.

Cover: Students David Johnson, Deb Coates, and Shabnam Pratik Bagh (behind) walk in the courtyard during LEAP (Leadership Education in Anabaptist Perspective) week in August 2017.

p. 7: Students Jacob Liechty and Rachel Joy chat in the library during hybrid week in June 2017.

p. 27: A student reads among the prairie grasses on campus during LEAP week in August 2017.

p. 31: Allan Rudy-Froese, PhD, Associate Professor of Christian Proclamation; and Rachel Miller Jacobs, DMin, Associate Professor of Congregational Formation; lead a hybrid course, Foundations of Worship and Preaching, in June 2017.

p. 39: A Bible in the Admissions Office.

p. 55: Jamie Pitts, PhD, Associate Professor of Anabaptist Studies; visits with Safwat Marzouk, PhD, Associate Professor of Old Testament.

p. 89: Janna Hunter-Bowman, PhD, Assistant Professor of Peace Studies and Christian Social Ethics, speaks at Pastors and Leaders 2018. (Credit: Jason Bryant)

p. 97: Daniel Grimes, Director of Enrollment and Financial Aid, meets with Krysta Hartman, Enrollment Specialist.


p. 129: Pastors and Leaders 2018 participants visit the AMBS Bookstore in the library. (Credit: Jason Bryant)

p. 133: Jewel Gingerich Longenecker, PhD, Dean of Lifelong Learning; and Ben Ollenburger, PhD, Professor of Biblical Theology; during Pastors and Leaders 2018. (Credit: Jason Bryant)

p. 139: Student Cathy Stoner reads in the prairie grasses behind the Chapel of the Sermon on the Mount.

Back: A portion of “Peace through Christ,” a quilted wall hanging done by Martha Hershberger in 2003 and given to AMBS by Howard and Martha Hershberger in 2004. (Credit: Lynne Zehr)