



# Bexley Seabury

Academic Catalog 2023-24





## **Academic Catalog 2023-24**

### **Bexley Seabury Seminary**

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The *Academic Catalog* is an announcement of the seminary, is subject to change, and is not binding upon the seminary. The seminary reserves the right to change any policy, requirement, or fee when it is deemed necessary. While certain rules, regulations, and academic procedures of the seminary are briefly described, definitive information on these matters may be found in the constitution of the seminary and in the formal actions of the Trustees, Faculty, and others. If you have questions, please consult the Academic Dean.

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# ABOUT BEXLEY SEABURY SEMINARY

## Message from the President

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Greetings and welcome to Bexley Seabury, the Seminary Beyond Walls! In this catalog you'll find all sorts of information. You'll learn about our history, the programs of education and formation that we offer, the courses and other opportunities that make up those programs, and lots of other facts. But what you won't be able to find in these pages are what really makes our school what it is. You won't be able to experience our

community of teachers and learners. You won't be able to worship God alongside a group of Christian scholars committed to the constant discernment of their vocations and the preparation needed to embody them. And you won't be able to feel the sense of accomplishment and learning that exists on the other side of printed program pathways and course descriptions. For that you'll have to join us on this journey from the place where you are to the place where God is calling you. It's a journey of education and formation under the guidance of, and alongside, a world-class faculty and staff, accompanied by your classmates—fellow workers from all over God's field. This catalog is a good place to start that journey, but it is only a map. As you look at this map, I invite you to consider beginning to actually walk the path with us at Bexley Seabury. We would welcome your company.

The Rev. Micah T. J. Jackson

## Mission Statement

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The seminary beyond walls, Bexley Seabury educates, forms, and inspires the Body of Christ to blaze new pathways for prophetic and pastoral service in response to God's call.

## Core Values

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Bexley Seabury is committed to the seven core values. We seek to be:

### *Diverse*

We commit to increasing the diversity in our community to reflect the diversity in God's beloved community.



### *Accessible*

We minimize barriers to theological education and ministerial formation for all God's people.

### *Collaborative*

We build partnerships to cultivate and strengthen communities in and beyond the church.

### *Mission-Oriented*

We equip all the baptized for theologically and ethically grounded leadership for the advancement of God's mission in the world.

### *Context-Aware*

We practice active and intentional engagement across cultures, gifts, and needs of all communities and train students to do the same.

### *Future-Focused*

We move boldly, with faith and hope, into the unfolding future of the church and the world.

### *Relational*

We foster deep and authentic relationships that connect members of our community across geographic and temporal boundaries.

## **History of Bexley Seabury Seminary**

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Bexley Seabury Seminary was formed in 2012 through the federation of Bexley Hall Seminary in Columbus, Ohio and Seabury-Western Theological Seminary in Chicago, Illinois. The history of the two seminaries, now shared, is deeply rooted in the pioneering spirits and frontier ministries of their 19th century founders, Philander Chase and Henry Benjamin Whipple. Each of them pushed the envelope in their entrepreneurial development of priests, planting of congregations, and service to both new settlers and native people in the Ohio River Valley and the prairies to the west.

### **Bexley Hall**

Bexley Hall was established in 1824 by Bishop Philander Chase in conjunction with the establishment of Kenyon College in Gambier, Ohio. Bexley Hall was later identified separately, named in honor of Nicholas Vansittart, the 1st Baron Bexley, an early benefactor of Kenyon College.

The seminary disassociated with Kenyon in 1968 and moved to Rochester, N.Y., where it affiliated with Colgate Rochester Divinity School (now Colgate Rochester Crozer Divinity School). The 1839 seminary building in Gambier now houses administrative offices for Kenyon and is still known as Bexley Hall.

In 1999, after 30 years in New York state, Bexley Hall re-established an Ohio campus through a partnership with Trinity Lutheran Seminary of Columbus, in a suburb coincidentally named Bexley. In 2008, the Rochester campus was closed to focus efforts on the collaboration with Trinity Lutheran Seminary.

The highly collaborative partnership between Bexley Hall and Trinity Lutheran Seminary predated—and some would say presaged—the historic Called to Common Mission agreement between the Evangelical Lutheran Church in America and the Episcopal Church. For 17 years, each of the two seminaries contributed to a dynamic ecumenical partnership that produced hundreds of ordained and lay leaders prepared and credentialed to lead either or both Episcopal and Lutheran communities.

Bexley Hall was a founding member of the Theological Consortium of Greater Columbus (TCGC), along with Trinity Lutheran Seminary, the Methodist Theological School in Ohio (MTSO), and the Pontifical College Josephinum. Students were free to take courses at any of the TCGC member schools.

### **Seabury-Western Theological Seminary**

The origins of Seabury-Western are in Illinois and in Minnesota. In 1858, James Lloyd Breck founded Bishop Seabury Mission in Faribault, Minn. to provide education from primary school through theological studies for both Native Americans and European-American settlers. He envisioned his “School of the Prophets” as the center of evangelism for the about-to-be organized Diocese of Minnesota.

The first Bishop of Minnesota, Henry Benjamin Whipple, quickly became a staunch advocate of the Dakota and Ojibwe people in his growing diocese and, in 1860, incorporated the Bishop Seabury Mission as three separate institutions: a school for boys, a school for girls, and the Seabury Divinity School for the training of clergy.

In 1883, under the leadership of Chicago’s Bishop William E. McLaren, the Western Theological Seminary was chartered and built in Chicago. Its first class was held in 1885. Western’s mission was to educate “fit persons in the Catholic Faith in its purity and integrity, as taught in the Holy Scriptures, held by the Primitive Church, summed up in the Creeds, and affirmed by the undisputed General Councils.” Western Seminary moved from Chicago to Evanston, Ill. in 1929 at the invitation of Northwestern University and the Garrett Biblical Institute.

Complementary concerns and common interests led the boards of Seabury and Western to combine resources. The merged Seabury-Western Theological Seminary opened its doors in Evanston on October 10, 1933. In 1994 the Seabury Institute was founded as a ministry of the seminary to create a partnership with parishes seeking to exercise innovative forms of leadership for mission.

In 2009, Seabury-Western made a stewardship decision: to sell its property to Northwestern University. The transaction, completed in July 2009, allowed the seminary to eliminate its debt, balance its budget, and position itself to realize a new mission as “Seabury Next,” located once again in Chicago.

### **Bexley Seabury Seminary**

Bexley Hall and Seabury-Western began the process of federation in 2007. Conversations exploring common ground were facilitated by a team from Auburn Seminary’s Center for

the Study of Theological Education. Dialogue continued prayerfully, deliberately, with due consideration to how the two institutions might best serve the church

In February 2011, the two seminaries ratified a joint operating agreement. At historic meetings in March 2012, the boards of Seabury-Western Theological Seminary in Chicago and Bexley Hall in Columbus each voted unanimously to federate and to elect the Rev. Roger A. Ferlo, PhD, DD, as president. President Ferlo was inaugurated in April 2013 at a festival Eucharist in the chapel of Christian Theological Seminary in Indianapolis.

Bexley Seabury, now with campuses in both Ohio and Illinois, was accredited as a single institution by the Association of Theological Schools in 2013. In July, 2016, following the recommendation of its Board of Directors' Beyond Walls Task Force, the seminary consolidated its operations and programs in Chicago on the campus of Chicago Theological Seminary, with the approval of the Illinois Board of Higher Education and the Association of Theological Schools.

In May 2018, the seminary called the Rev. Dr. Micah T.J. Jackson as its next president. Dr. Jackson was installed as president at St. Paul and the Redeemer Episcopal Church in Hyde Park on the Feast of St. Luke, Oct. 18, 2018. He had previously served as the Bishop John Hines associate professor of preaching and director of comprehensive wellness at Seminary of the Southwest in Austin, TX. He holds an MTS in Preaching from Seabury-Western Theological Seminary, an MDiv from Meadville Lombard Theological School, and a PhD in Homiletics/Liturgy from Graduate Theological Union.

Under Dr. Jackson's leadership the seminary has continued to be a "seminary beyond walls." expanding our call to be a "four order seminary" for bishops, priests, deacons, and lay people.

As of January 2022, the school has 40 Master of Divinity students, 12 Diploma in Anglican Studies students, 14 Doctor of Ministry students, and another nine DMin students who have completed their courses and/or are in the process of writing their thesis. Our MDiv students represent 22 dioceses in the Episcopal Church.



## Location

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Bexley Seabury is one of six seminaries located within a one-square-mile area in the historic Hyde Park/Woodlawn district of Chicago, long an ecumenical center of graduate theological education and ministerial formation.

Bexley Seabury is located on the second floor of the Chicago Theological Seminary (CTS) at 1407 East 60th Street. The entire campus is fully ADA-accessible and environmentally responsible, from its vegetated outdoor landscape to its striking green-roof edifice. The CTS campus has been awarded Leadership in Energy and Environmental Design (LEED) Gold Certification status.

Co-locating with CTS represents a deepening of the two seminaries' association, which dates to 1984. Both Bexley Seabury and CTS share a commitment to ecumenical and interfaith experience as a key component for the formation of lay and ordained leaders to better equip them to lead change in the church and in the world.

For information about campus safety policy and procedures and handicap accessibility at our shared CTS campus, [click here](#) and scroll down. To review a copy of the current Bexley Seabury Clery Act Disclosure of Campus Crime Statistics Report, filed in 2021, [click here](#).

## Accreditation

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Bexley Seabury Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada to award the Master of Divinity and two doctoral degrees: the Doctor of Ministry in Congregational Development and the Doctor of Ministry in Preaching.

The Commission's contact information is:

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  
<https://www.ats.edu/>

# ACADEMIC PROGRAMS



## Master of Divinity (MDiv)

Bexley Seabury's non-residential MDiv degree program fosters the theological education and spiritual formation of continually context-aware, critically reflective, and pastorally responsive ministry practitioners.

### **Who is this degree for?**

Anyone seeking ordained ministry, particularly in the Episcopal Church, or looking for an education leading to chaplaincy license, or for those wanting a deep grounding and thorough formation for lay ministries of various kinds. Anyone for whom this degree would benefit your vocational goals is most welcome to apply – not only those seeking ordination.

### **What does it mean that it is non-residential? (Is it all online?)**

Bexley Seabury's non-residential model of theological education allows us to offer courses in a variety of formats that enables students to remain in their local contexts and to study at a pace that fits their professional and personal responsibilities. Our courses take a variety of forms, and most may be taken online. There are also regular opportunities for students to gather throughout the year, particularly for Anglican Formation retreats.

### **How long will it take?**

The MDiv is a flexible program that can be completed in three to six years, depending on the student's availability.

**What is the relation of this degree to ordination? (Would it be good for those pursuing non-ordained tracks of ministry?)**

The MDiv is the typical degree required for ordination in the Episcopal Church and other churches. If you are interested in ordination in the Episcopal Church, you should discuss this with your priest or other parish leader; this will generally involve a process of discernment, and endorsement by the bishop of your diocese. Although anyone may apply for the MDiv, and work towards and earn the degree, this will not guarantee ordination. If ordination is your goal, please also consult your parish and diocese.

**What does the MDiv involve?**

81 credit hours, including:

(All courses are three credits unless otherwise indicated.)

<b>Biblical Studies</b> <ul style="list-style-type: none"> <li>• Introduction to the Old Testament: Sacred Texts and Imperial Contexts of the Hebrew Bible (BIB 310)</li> <li>• Interpreting the Old Testament: Methods and Applications (BIB 311)</li> <li>• Gospels and Acts: An Introduction (BIB 330)</li> <li>• New Testament Epistles and Revelation: An Introduction (BIB 331)</li> </ul>	<b>12 Credits</b>
<b>Church History</b> <ul style="list-style-type: none"> <li>• History of Christianity: New Testament to Present (HT 310)</li> <li>• Anglican and Episcopal History (HT 320)</li> </ul>	<b>6 Credits</b>
<b>Theology and Ethics</b> <ul style="list-style-type: none"> <li>• Systematic Theology (HT 340)</li> <li>• Anglican Theology and Ethics (HT 341)</li> </ul>	<b>6 Credits</b>
<b>Ministry and Leadership</b> <ul style="list-style-type: none"> <li>• Art of Preaching</li> <li>• Clinical Pastoral Education</li> <li>• Pastoral Theology</li> <li>• Constitution and Canons (1 credit)</li> </ul>	<b>10 Credits</b>
<b>Liturgy and Music</b> <ul style="list-style-type: none"> <li>• Anglican Liturgy and Music: Development and Theology</li> <li>• Anglican Liturgy and Music: Theology and Practice</li> </ul>	<b>6 Credits</b>

<p><b>Congregational Leadership and Development</b></p> <p><i>Students choose three courses from our DMin in Congregational Development course or other regular offerings in this area. These include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Reimagining Congregations in Mission (ML 560)</li> <li>• Organizational Systems (ML 561)</li> <li>• Making Mission Possible in Tough Times (ML 575)</li> <li>• Community Development for the New Age (ML 577)</li> <li>• Leading Non-profits in the 21st Century (ML 580)</li> </ul>	<b>9 Credits</b>
<p><b>Field Education:</b></p> <p><i>For a minimum of two years, students participate in a Communities of Learning and Formation (CLF) Field Site—a congregation, chaplaincy, or another ministry setting—and engage with their peers in the program in the following courses.</i></p> <ul style="list-style-type: none"> <li>• Field Education 1 (0 credits, preparatory, spring semester)</li> <li>• Field Education 2 (3 credits, fall semester)</li> <li>• Field Education 3 (3 credits, spring semester)</li> <li>• Field Education 4 (1 credit, fall semester)</li> <li>• Field Education 5 (1 credit, spring semester)</li> </ul>	<b>8 Credits</b>
<p><b>Personal and Spiritual Formation</b></p> <ul style="list-style-type: none"> <li>• Anglican Formation (PSF 300; All MDiv students take this 0-credit course each fall and spring through the duration of their program.)</li> <li>• Anglican Spirituality and Ethos (PSF 302)</li> </ul>	<b>3 Credits</b>
<p><b>Context and Culture</b></p> <p><i>Students choose one interreligious elective and one cross-cultural elective from our regular offerings in this area or from another institution in the Association of Chicago Theological Schools consortium. Common courses include:</i></p> <ul style="list-style-type: none"> <li>• Learning from London (CC 450)</li> <li>• Living in Hope: Exploring Theological and Political Reconciliation in the Holy Land (CC 452)</li> <li>• Diversity and Context (CC 560)</li> </ul>	<b>6 Credits</b>
<p><b>Electives</b></p> <p><i>Students choose fifteen credits of general electives from our regular offerings or from other institutions in the Association of Chicago Theological Schools consortium. Students must complete at least six of these credits through Bexley Seabury courses. See the Course Listings section of this catalog for a full list of Bexley Seabury courses.</i></p>	<b>15 Credits</b>

## The Field Education Program

In the Field Education program at Bexley Seabury, students will be immersed in the life and ministry of a local community for a minimum of two years. During this time, students are

supported in their emerging ministries by a site supervisor and a carefully selected group of local community members. Students also gain leadership skills and deepen peer relationships through weekly didactic sessions and online academic work in contextual analysis and congregational leadership. Moreover, the students' field education sites will be invited to participate in the Communities of Learning and Formation (CLF) program, which fosters sharing of best practices for congregational leadership across the church and encourages development of contextually appropriate new ministry initiatives.



# **Diploma in Anglican Studies (DAS)**

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## **Who is this degree for?**

The Diploma in Anglican Studies program serves:

- Students who are pursuing an MDiv at a seminary in another tradition (or who previously earned the MDiv), and who are in the ordination process in an Episcopal diocese.
- Those seeking a particular focus in Anglican Studies while preparing for ministry under the direction of their Bishop and Diocese, such as in a diocesan school of theology.
- Persons seeking a deeper understanding of the Anglican tradition and contemporary Episcopal Church, whether they are pursuing ordained ministry or not.

## **What would you be able to do with this degree?**

This degree is ideal for lay leaders, clergy and those preparing for ordination. Our program provides students with a firm foundation in Anglican theology, ethics, spirituality, and liturgy. It also offers innovative opportunities to study topics like ecumenism, interreligious relations, community organizing, congregational leadership, and practical theology that students need to lead in the 21st century. All courses are taught by highly qualified and experienced faculty.

## **What does it mean that it is non-residential? (Is it all online?)**

Bexley Seabury's non-residential model of theological education allows us to offer courses in a variety of formats that enables students to remain in their local contexts and to study at a pace that fits their professional and personal responsibilities. Students may choose to take the whole of the Diploma online if that best suits their needs.

## **What is the relation of this degree to ordination? (Would it be good for those pursuing non-ordained tracks of ministry?)**

This degree is helpful for those seeking a particular focus in Anglican Studies while preparing for the ministry under the direction of their Bishop and Diocese for their ordination requirements, although admission is not limited to ordinands.

## **How long will it take?**

Students typically complete the Diploma in Anglican Studies in one year, studying full time. Students may also choose to complete the diploma over two or more years.

## **What does the Diploma involve?**

Students in the Diploma in Anglican Studies complete ten core courses and four area requirements for a total of 28 credits.

*Core Courses for DAS Students*

Anglican Spirituality and Ethos PSF 302)	3 Credits
Anglican Theology and Ethics (HT 341)	3 Credits
Anglican and Episcopal History (HT 320)	3 Credits
Anglican Liturgy and Music: Development and Theology (ML 301)	3 Credits
Anglican Liturgy and Music: Theology and Practice (ML 302)	3 Credits
Constitution and Canons	1 Credit
<b>TOTAL:</b>	16 Credits

### *Area Requirements*

1 course in Religious Expressions and Contemporary Cultures	3 credits
1 course in Congregational Mission and Leadership	3 credits
1 course in Practical Theology	3 credits
1 course in History or Theology	3 credits
<b>TOTAL:</b>	12 Credits

The seminary maintains a list of courses meeting these area requirements each year. This list is available on the Bexley Seabury website and in the Student Resources section of the Canvas learning management system.

## Certificate in Theological Studies (CTS)

### *Who is this certificate for?*

- Those wanting to go deeper in their own faith and formation, perhaps having already completed Pathways or EfM.
- Those testing out whether they might like to pursue a seminary degree (all courses taken for credit would transfer to the MDiv).
- Those who might be interested in pursuing an academic degree (MA, PhD) in theology and wanting a good background to start.
- Those interested in pursuing a DMin, having previous master's-level work but not an MDiv.
- Anyone wanting to spend time studying Scripture, theology, and history in a community of learners.

### **Core Courses:**

Introduction to the Old Testament (BIB 310)	3 Credits
Interpreting the Old Testament (BIB 311)	3 Credits
Gospels and Acts: An Introduction (BIB 330)	3 Credits
New Testament Epistles & Revelations: An Introduction (BIB 331)	3 Credits
History of Christianity: New Testament to Present (HT 310)	3 Credits
Systematic Theology (HT 340)	3 Credits
2 Courses of choice arranged in conversation with academic advisor	6 Credits
<b>Total</b>	<b>24 Credits</b>

Academic Dean's permission is needed to register for Congregational Leadership & Development courses; Field Education courses not available to certificate students; students may enroll in Anglican Formation if they choose, in conversation with their advisor and the Director of Anglican Formation.

### **How long will it take?**

Courses are taken for credit, and ordinarily the certificate will be completed in 1-2 years. (Students may continue to pursue the certificate in years 3 and 4 with permission of the Academic Dean.)

## **Doctor of Ministry (DMin)**

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The DMin is a post-Master of Divinity degree that deepens and focuses your knowledge and skills in one of two areas: Congregational Development or Preaching. The Bexley Seabury DMin degree, widely recognized as a significant professional credential for leaders of the church, both lay and ordained, enables graduates to become influencers of the church's life.

Some Doctor of Ministry programs are open-ended and structured by the participant as a kind of extended sabbatical intended to refresh and renew. The two programs offered by Bexley Seabury focus on achieving competence in a specific field of practical knowledge. With the exception of elective courses, participants move through a standardized curriculum as a cohort, forming significant bonds that continue through the writing of the thesis.

### ***Doctor of Ministry in Congregational Development***

#### **Who is this degree for?**

The Doctor of Ministry (DMin) is an advanced degree for practicing ministry professionals interested in deepening theological understanding of and practical application of skills for ministry.

#### **What would you be able to do with this degree?**

The Doctor of Ministry in Congregational Development prepares ordained and lay leaders to take their ministry to the next level, working with vital, dynamic, and diverse communities of faith. It requires at least three years of ministry leadership experience prior to admission.

#### **What does it mean that it is non-residential?**

Bexley Seabury's non-residential model of theological education allows us to offer courses in a variety of formats that enables students to remain in their local contexts and to study at a pace that fits their professional and personal responsibilities. The DMin in Congregational Development program has a defined course progression including regular colleague group (Core Group) experiences over three years beginning in June of the first year. Courses are offered in January and June terms over the three-year period for a total of 28 credit hours that includes the student's choice of two elective 3 credit courses. Courses for the DMin are mostly offered as one-week in-person intensive classes in Chicago. Electives may be available to be taken fully online during fall or spring semesters.

#### **How long will it take?**

This program requires a minimum of three years and no more than seven years to complete.

#### **What does the DMin in Congregational Development involve?**

*Requirements (28 Credits total)*

## Required classes for DMin Students

Reimagining Congregations in Mission (ML 660)	3 credits
Organizational Systems (ML 661)	3 credits
Research Methods (ML 691)	1 Credit
Community Development for the New Age (ML 677)	3 credits
Congregational Study (ML 689)	1 Credit
Diversity and Context (CC 660)	3 credits
Leading Non-profits in the 21st Century (ML 680)	3 credits
Thesis Proposal Practicum (ML 690)	2 Credits
Making Mission Possible in Tough Times (ML 675)	3 credits
<b>TOTAL:</b>	22 Credits

### *Electives*

- Two Electives (3 credits each)  
These electives may be doctoral-level Bexley Seabury courses, directed studies, or a transfer course from another ATS accredited institution which has a direct connection to the program or the student's intended thesis project.

### *Non-credit expectations:*

- Online Monthly Core Group Meetings facilitated by expert facilitator-practitioner during three years of coursework
- Reflections shared online with Core Group
- Critical incident report of an experience shared with Core Group
- Congregational Study shared with Core Group
- Thesis Proposal Process shared with Core Group

**Doctor of Ministry in Preaching** *This program is being retired, no new applicants are being accepted.*

This program is offered by the Association of Chicago Theological Schools (ACTS), comprised of six seminaries in addition to Bexley Seabury, so the student body, faculty and worship are all thoroughly ecumenical. The curriculum consists of three summer residencies of three weeks each, at the end of June and the beginning of July. Each residency consists of a Core Course, an Elective, and a Colloquy. Contextual learning continues between residencies in the participant's community of faith where a Parish Project Group of parishioners participates in the preparation and critique of three project sermons. At the end of the three residencies the participant writes a thesis of about fifty pages that contributes to the life of the church and enhances the ability of its preachers.

**What does the DMin in Preaching Involve?**

Core Courses	3
Elective Courses	3
Colloquy Courses	3
Parish Preaching Project Thesis Defense	

**How long will it take?**

The DMin in Preaching is usually completed in 3 years.



## COMING TO BEXLEY SEABURY



### Admissions

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Bexley Seabury Seminary is a seminary of the Episcopal Church, and as such we hold ourselves to its doctrine, discipline, and worship. This commitment shapes who we are and how we do things. We gladly welcome people of all faith traditions into this community.

We are committed to theological education for all the baptized: for those being formed for ordination to the priesthood or diaconate; for those moving into licensed lay ministries such as lay preacher, catechist, or evangelist; and lifelong education for anyone and everyone wanting to grow in knowledge and formation around their faith in Christ.

Bexley Seabury admits students without regard to age, race, sex, color, nationality, ethnic origin, sexual orientation, gender identity, or gender expression to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Bexley Seabury does not discriminate on the basis of these factors in the administration of its admission policies, federal student aid programs, educational policies, student activities, student employment, and other school administered programs.

### Applying for Master's-level Programs

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An undergraduate degree is generally required for admission to a degree program, although exceptions may be granted in extraordinary cases.

Bexley Seabury may admit to its masters-level programs and credit-bearing courses a limited number of applicants who do not have a bachelor's degree or educational equivalent, provided that all other criteria for admission and application requirements are satisfied; *and* that the applicant can show ecclesial endorsement; provide evidence of

significant ministerial experience, commitment, leadership skills, and current vocational clarity; and can show readiness to do master's-level academic work in theological disciplines.

Students enrolled in a degree program are considered regular students. Non-degree seeking students are classified as “special” students or as “auditors.” Special students are those who are registered for academic credit but are not enrolled in any degree program. Auditors are those who, with the permission of the appropriate instructors, are allowed to attend classes, but whose work is neither graded nor credited.

Admission application forms are available from the seminary’s website at <https://www.bexleyseabury.edu/admissions/>.

### ***MDiv Application***

The MDiv application requires three letters of recommendation, the applicant’s official bachelor’s and any master’s or other advanced-level degree transcripts, a biographical essay, and an analytical essay. A minimum undergraduate GPA of 3.0 is expected, but exceptions may be made.

Neither admission into the MDiv degree program at Bexley Seabury Seminary, nor completion of the degree, is a guarantee of postulancy, candidacy, or ordination in any Diocese of the Episcopal Church. It is the responsibility of students to determine and ensure compliance with the ordination process and requirements of their particular Diocese. Students who are actively discerning a possible call to ordained ministry are strongly encouraged to consult with their local Bishop or Commission on Ministry prior to applying for admission to Bexley Seabury or any other MDiv program.

### ***Diploma in Anglican Studies Application***

The Diploma in Anglican Studies application requires one letter of recommendation from someone with whom you’ve worked in ministry, a registrar’s letter confirming matriculation at an accredited seminary or an official transcript of your highest degree completed, and a biographical essay.

## **Applying for Doctoral-level programs**

### ***DMin in Congregational Development***

Persons wishing to enroll in the Doctor of Ministry in Congregational Development program must meet the following requirements:

- Have a Master of Divinity degree (or its equivalent) from an accredited theological school;
- Have at least three years full-time experience in ministry following completion of the Master of Divinity;

- Show evidence of desire to increase effectiveness in congregational development and leadership;
- Show evidence of the capacity to engage in advanced theological study and practical reflection.

Prospective DMin students may apply for admission at any time. The priority admission (with the application fee being waived) deadline for starting with a new Core Group in June is January 15. The final admissions deadline to begin a program with the June cohort is April 15.

The DMin application requires:

- official bachelor's and any master's or other advanced-level degree transcripts;
- two brief essays on your ministry focus and ministry development;
- \$50.00 application fee;
- three or four letters of reference. These letters of reference should be from someone who supervises or has supervised your work in ministry; a peer; someone with whom you minister and/or supervise. You may also include an optional fourth reference from a current or former teacher or professor. Applicants are responsible for requesting and providing reference letters.

Admission application forms are available from the seminary's website at <https://www.bexleyseabury.edu/admissions/>.

For international students only, you must also either take the Test of English as a Foreign Language (TOEFL) or arrange to have your score from a previously-taken test sent to Bexley Seabury. Minimum acceptable score: 570 (written), 230 (computer), 80 (Internet). If you have not taken the exam, please make arrangements to do so and record the testing date on your application. Please visit the Educational Testing Service website at [www.ets.org](http://www.ets.org) for more information on the TOEFL. A TOEFL waiver may be requested if you are a resident of the United Kingdom or Canada.

## Application Deadlines

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Review of applications and admissions interviews take place throughout the year; offers of admission and awards of financial aid are made on a rolling basis, according to the following deadlines:

**March 27, 2023** – master's-level application deadline for summer term entry

**April 15, 2023** – DMin in Congregational Development application deadline to begin with new June cohort

**April 21, 2023** – special students' recommended deadline to submit registration request for summer and fall

**June 15, 2023** – deadline to be considered for St Marina scholarships for following year

**June 15, 2023** – master's-level application deadline for fall semester entry

**November 1, 2023** – master's-level application deadline for January and spring term entry

**November 17, 2023** – special students' recommended deadline to submit registration request for January and spring

**January 15, 2024** – DMin in Congregational Development deadline for priority admission (with application fee waived)

**April 1, 2024** – master's-level application deadline for summer term entry

**April 15, 2024** – DMin in Congregational Development application deadline to begin with new June cohort

**April 19, 2024** – special students' recommended deadline to submit registration request for summer and fall

**June 14, 2024** – deadline to be considered for St Marina scholarships for following year

**June 14, 2024** – master's-level application deadline for fall semester entry

## Transferring Credits from Another Institution

Bexley Seabury welcomes transfer students from other accredited graduate schools and will review previous coursework in accordance with the school's transfer credit policy. See the transfer credit policy included in the Information for Students section of this catalog.

### **ACTS Cross-Registration Students**

Students from ACTS (Association of Chicago Theological Schools) may take any course that Bexley Seabury offers, through the ACTS cross-registration agreement, with no added charge. Students pay their tuition to their own school as usual and submit a cross-registration form with the registrar at the student's home school. The course is automatically transferred to the student's home school, towards a degree, upon satisfactory completion. (If students are intending to take three or more of Bexley Seabury's Anglican Studies courses, they are encouraged to apply for the Diploma in Anglican Studies, offered through Bexley Seabury. This can generally be taken at the same time as an MDiv or other master's-level degree and count towards part of that degree.) Some classes may fill quickly or have enrollment caps so we encourage checking early in the process to see what is available.

## Tuition and Fees

*Effective Summer, 2023*

### **MDiv, Anglican Studies, DMin in Congregational Development courses**

**Tuition:** \$2100 per 3-credit course (\$700 per credit hour) taken at Bexley Seabury; tuition and fees for Chicago Theological Seminary (CTS) courses are subject to current rates published on the schedule available on the [CTS web site](#).

**Audit:** \$700 per 3-credit course (recorded on official transcript), fee for Constitutions and Canons is \$700 USD for all students.

**Enrichment:** \$700 per course. MDiv/Anglican Studies and DMin in Congregational Development courses are open to Enrichment (non-credit) participants for \$700 per course. An additional \$25 fee is assessed for a Continuing Education Unit (CEU) certificate, if requested.

*Please see the ACTS DMin in Preaching website for costs associated with that degree:  
<https://www.actsdminpreaching.com/>*

## 2023-2024 Fees

**Technology Fee:** A technology fee of \$35 per credit applies to all courses taken for academic credit at Bexley Seabury. This fee does not apply to DMin in Preaching courses, audited courses, or to courses taken for CEUs or enrichment.

**Graduation Fee:** \$150

*Please note: tuition and fees are reviewed annually, and are subject to change.*

## **Refunds for Course Drops and Withdrawals**

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### **Drops**

Students may drop a course at any time before a course begins for a full refund of tuition and any fees.

### **Withdrawals**

Once a course begins, students may not drop a course but must request permission to withdraw in accordance with the seminary's withdrawal policy and procedures. Enrolled students should see the Drop and Withdrawal Policy available in Student Resources on Canvas.

## **Scholarships and Financial Aid**

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### **The Bexley Seabury St. Marina Scholarship**

The Bexley Seabury St. Marina Scholarship may be awarded to an entering first-year Master of Divinity student who identifies as LGBTQ and who demonstrates a strong commitment to pursuing justice ministry as an ordained person in the Episcopal Church. This scholarship is intended to cover the cost of tuition, books, travel, and other costs associated with the pursuit of the Master of Divinity degree.

### **Financial Aid**

Bexley Seabury is committed to providing the highest quality theological education to all program participants. Through the substantial support of donors and our historic endowment funds, we provide some financial aid for students with demonstrated need. Future students are strongly encouraged to submit their financial aid application at the same time as their application for admission. Current students who are in good academic standing with the seminary may apply for need-based financial aid at any time. Aid is not available to students who cross-register from a school other than Bexley Seabury (such as ACTS students).

Application for financial aid is made by submitting a financial aid application. Students requesting aid must also complete a FAFSA assessment as part of the application process. More information is available on the Bexley Seabury website.



# INFORMATION FOR STUDENTS

## Academic Policies

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### *Grading Policy*

Grades at Bexley Seabury are evaluated in one of two ways, as determined by the seminary faculty:

- Letter grade (A to F), on the scale indicated below
- Pass/Fail, indicating C work or better.

### **Grading Scale**

A	4.00 grade points
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
F	0.00
W	Withdrawal
CE	Continuing Education Unit
AU	Audit
I	Incomplete
P or	Pass or
F	Fail

**A** Superior work: exhibiting mastery at current level of study of the subject and, where applicable, indication of originality or brilliance.

**B** Good work: exhibiting a sound understanding at current level of study of the material, methods, and contents, as well as ability to apply and express them. At the seminary level, "B" constitutes the normal grade range.

**C** An acceptable level of performance: revealing adequate understanding and application for current level of study.

**F** Work that fails to meet the basic course objectives and falls below the minimum level of expectations. Applies to work that has not been submitted.

**I** Students who cannot complete the course requirements due to extraordinary or unavoidable circumstances may request a grade of I (Incomplete) instead of F (Fail) or NC (No Credit). See Incomplete grading policy below.

**P/F** Some master's-level courses are offered on a pass/fail basis. (e.g., Formation and Field Education courses). All students in the DMin in Congregational Development program will receive the grade of P (Pass) or F (Fail) for their courses. While grades of Pass (P) are not included in the calculation of GPA, grades of Fail (F) are included in the calculation of GPA for masters-level students. Grades of Fail (F) may be considered in connection with a determination of academic standing for DMin students.

Normally, all papers, reports, projects, examinations, etc. will be graded by faculty members and returned to the student within two weeks following the due date specified in the Academic Calendar, unless otherwise specified in the syllabus or clearly communicated to students in advance. Assigned work which is submitted after the instructor's deadline may be graded on a declining scale.

All grades and evaluations are due in accord with the Academic Calendar. Grade reports are available on the student web portal (Populi) as soon as they are posted, provided that a course evaluation has been submitted in advance.

Grades for students who register for Bexley Seabury courses through the ACTS consortium or other cross-registration agreement will be reported to the Registrar in their home school for recording on their home school transcript.

Grades earned by a Bexley Seabury student in courses taken at ACTS institutions or other ATS-accredited seminaries during a student's program at Bexley Seabury will be considered in light of that institution's grade scale and/or grading policies for credit toward the student's degree.

All grades, including pluses and minuses, are recorded on the transcript for the semester in which the course was taken.

### *Transfer Credit Policy*

Academic credits earned in graduate courses completed at other ATS-accredited graduate schools may be transferred to a Bexley Seabury degree program, or may be the basis for waivers in the Diploma in Anglican Studies program, upon written request to the Academic Dean (or designee), subject to the following requirements and limitations:

#### **All Programs**

1. Transfer credit/waivers may be granted for courses that are substantially comparable to Bexley Seabury courses and compatible with the curricular requirements of the applicable Bexley Seabury degree program.
2. The comparability of courses to Bexley Seabury course content or requirements is determined by the Academic Dean who may consult with and defer to the appropriate Bexley Seabury faculty member.
3. Credit for courses with a grade of NC, F, Audit, P, or a letter grade below B will not be accepted for transfer credit or waivers

4. All waivers and final transfer credit determinations under this policy are made at the sole discretion of the Academic Dean (or the Dean's designee).

### **Master of Divinity Program**

5. Students who seek to transfer credits into the Bexley Seabury Master of Divinity program from another ATS-accredited Master's-level degree program that has not been and will not be completed, must complete a minimum of 27 credits at Bexley Seabury in order to qualify for the degree. Students from another seminary with which Bexley Seabury has an ATS-approved teach-out agreement are exempted from this requirement.
6. Students who already hold an MA, MTS, or similar masters-level degree in a theological discipline must complete a minimum of 33 credits at Bexley Seabury in order to qualify for a Bexley Seabury Master of Divinity degree.
7. It is within the discretion of the Academic Dean (or designee) to waive certain credit distribution requirements based on a consideration of previous courses taken within a particular curricular area. However, the minimum number of credits, as specified in paragraphs 6 and 7 may not be reduced.
8. In the event a course proposed for transfer is partially but not substantially comparable to a required Bexley Seabury course or does not serve to satisfy the minimum required credits for a particular curricular area, it is within the discretion of the Academic Dean (or designee) to disallow the transfer or, alternatively, to accept the proposed transfer on condition that the student take one or more additional courses in that curricular area.
9. Masters-level courses completed more than ten years prior to admission to Bexley Seabury are not eligible for transfer credit. Likewise, courses taken at Bexley Hall or Seabury Western Seminary more than ten years prior to re-admission are not eligible for recognition toward completion of a Bexley Seabury degree, diploma or certificate, or toward a new Bexley Seabury degree, diploma, or certificate.

### **Doctor of Ministry Program**

10. Requests for the transfer of credits into the Bexley Seabury DMin programs must be made to the Director of the Doctor of Ministry programs who will submit a recommendation to the Academic Dean (or designee).
11. Upon the recommendation of the Director of the Doctor of Ministry programs, up to two doctoral-level courses from another accredited seminary or institution of higher education may be accepted in partial fulfillment of Bexley Seabury's Doctor of Ministry degree requirements.
12. Doctoral-level courses completed more than seven (7) years prior to admission to Bexley Seabury are not eligible for transfer credit. Likewise, courses taken at Bexley Hall or Seabury Western Seminary more than seven (7) years prior to re-admission are not eligible for recognition.

## Diploma in Anglican Studies

13. Transfer credits do not apply to the Bexley Seabury Diploma in Anglican Studies program. If a course requirement or area requirement is deemed by the Academic Dean to have been satisfied by a course of comparable content successfully completed elsewhere, that requirement may be waived. However, a minimum of 15 credits earned at Bexley Seabury Seminary is required for conferral of a Bexley Seabury Diploma. Waivers are within the sole discretion of the Academic Dean who may require that a Bexley Seabury course be audited rather than taken for credit.

## Course Formats

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Bexley Seabury's non-residential model of theological education allows us to offer courses in a variety of formats that enable students to remain in their local contexts and to study at a pace that fits their professional and personal responsibilities. We typically offer courses in the following formats:

- **Intensives** are held on campus for one week in January or summer. Students will stay connected online and may have assignments to do before, after, or in between sessions on campus.
- **Hybrid** courses blend online teaching and learning (live, self-paced, or both) with sessions that meet on campus for one or two weekends in fall and spring or fewer than five weekdays in January and summer.
- Fully **online** courses do not require visits to campus. They are as interactive as possible and often include both synchronous ("live" in real time) and asynchronous (on your own time) sessions.
- In **hyflex** courses, students will have the option to join the course on-site or online. Some restrictions may apply.
- Bexley Seabury also offers a few **travel intensive** courses each year, offering students opportunities to learn in international settings.

The meeting times for on-site courses are typically as follows: weekend sessions in the fall and spring meet Friday from 1:00 pm – 9:00 pm CT and Saturday from 8:15 am – 4:00 pm CT. Weekday intensive courses in January and summer meet each day from 8:15 am – 4:30 pm CT, though the schedule may be different for travel courses.

## Traveling to Chicago and Housing Options

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As indicated in the course formats section above, some of our courses at Bexley Seabury are offered in an intensive or hybrid format that requires students to come to campus for periods of intensive study, supplemented by online learning.

There are many options for lodging during residency, depending on each individual's preferences for types of accommodations and mode of transportation. Some of our students use vacation rental sites, such as Airbnb or VRBO, to find locally owned rooms or apartments for rent during residencies. These spaces often come with access to kitchens, making meal prep possible and cutting down on the need to eat out while in town. Additionally, there are many hotels within a short drive or transit ride from campus, and you can find information and rates for these through many hotel search websites. Bexley Seabury maintains a relationship with the local Hyatt Place hotel, and can provide a discount code to students so that they can take advantage of a negotiated nightly rate.

Bexley Seabury maintains a list of area hotels and local restaurants and makes this information available to students through Student Resources in the Canvas learning management system, under Transportation and Lodging. Students can also find information about getting to Chicago on these pages.

# COURSE LISTINGS

## Bexley Seabury Seminary Courses



### *Overall Structure of Course Numbering*

#### **Course Level:**

- 300 - 399 Core courses
- 400 - 499 Electives
- 500 - 599 Advanced Electives
- 600 - 699 Doctoral – DMin

#### **Curricular divisions:**

- Biblical Studies (BIB)
- History & Theology (HT)
- Context & Culture (CC)
- Personal & Spiritual Formation (PSF)
- Ministry & Leadership (ML)



## *Biblical Studies (BIB)*

### **BIB 311                      Introduction to the Old Testament: Sacred Texts and the Imperial Contexts of the Hebrew Bible**

This course provides an academic introduction to the traditions of the Old Testament in the context of ancient Israelite history and culture with a particular focus on the ways in which the texts reflect Israelite experiences of trauma, resilience, and survival amidst successive empires of the Ancient Near East. Students will also be introduced to various methods of biblical interpretation with the dual goals of 1) tracing the transmission of the Old Testament texts from oral to written tradition and 2) bringing the texts into conversation with contemporary crises and communities

### **BIB 312                      Interpreting the Old Testament: Methods and Applications**

In this course, students will be reintroduced to the traditions of the Old Testament through the wide-ranging perspectives of contemporary biblical scholarship, including feminist/womanist, queer, Indigenous, African/African American, etc. with particular emphasis on elevating non-dominant voices. Engaging with this range of contextualized Bible readings will provide students the opportunity to reflect on their own experiences as contextualized Bible readers, leading to practical application in their lives, communities, and ministries.

### **BIB 330                      Gospels and Acts: An Introduction**

This course introduces students to the Canonical Gospels and Acts of the Apostles and their interpretation from historical, literary, socio-cultural, and theological perspectives. In addition, students will learn interpretive approaches that consider the contemporary readers' various social locations. The course content will include the canon formation, the distinct nature of the Gospels and Acts, the context of their production, the issues addressed, the theological messages, and their significance for the ancient and present-day reader.

### **BIB 331                      New Testament Epistles and Revelation: An Introduction**

This course examines the New Testament Epistles and the Book of Revelation in their respective historical, literary, social, and cultural contexts. Students will learn multiple modes of interpreting the texts, including voices from the margins. Studying the various themes in these texts, we will assess their relevance for today's ministry, evangelism, and discipleship.

### **BIB 590/690                Parables for Social Transformation**

This exegesis course explores the parables of Jesus in their historical, cultural, and literary contexts. Specific parables are studied, determining their meanings, critical theological themes, and ethical lessons. It focuses on a post-colonial reading of particular parables to identify in them the multiple voices and codifications for social reform. Besides, we will address questions of how the parables fit into the teachings of Jesus and later into the teachings of the early Church and fathom their significance for Christianity and society today.

## *History and Theology (HT)*

### **HT 310                      History of Christianity: New Testament to Present**

This course is an Introduction to the History of Christianity from the New Testament period to the present and addresses global contexts and diversity by looking at the ways in which Christianity has always been a multi-cultural, diverse, globalized movement.

### **HHT 315                      History of Christian Theology**

The church has learned its language for God, Jesus Christ, and humans, over two thousand years of prayer, thinking, conversation, argument, and worship. This course provides an overview of that tradition primarily through close engagement of primary texts.

### **HT 320                      Anglican and Episcopal History**

This course provides an introduction and overview to the history and development of the Episcopal Church and Anglican Communion, with particular attention given to Anglicanism as a diverse, globalized communion.

### **HT 340                      Systematic Theology**

This course offers an introductory exploration of the central theological themes of the Christian tradition (theologies of God/Trinity, creation, the person and work of Jesus Christ, the Holy Spirit, the nature and mission of the church, and the reign of God). Students will encounter a diversity of theological perspectives and movements from historical and contemporary social and cultural contexts. They will develop their own theological voices as they reflect on the ways in which the Christian theological tradition can be relevant and responsive to issues and challenges in contemporary life.

### **HT 341                      Anglican Theology and Ethics**

In this course students learn about the distinctive history of Anglican theology and its dynamic, diverse, contemporary practice. The focus will be on engaging contemporary constructive theological writing and making sense of such texts for today's church. We will also examine Anglican thinking about the good life, especially in its connection with worship, the sacraments, and its outworking in everyday life.

### **HT 420                      Global Anglicanism**

This course looks at issues of diversity and post-colonialism in the 21st century Anglican Communion. We will examine the current makeup of the Communion and look at significant issues Anglicans will face in the next 50 years. The course is also an introduction and overview of the Episcopal Church and Anglican Communion's ecumenical and interreligious dialogues and partnerships. In a globalized world, we are increasingly drawn into cooperation and collaboration with other denominations and faith traditions.

### **HT 441                      Christ & Atonement**

A study of classic and contemporary Christian perspectives on the person and work of our Lord Jesus Christ, including the historical development of the doctrine of the two natures of Christ; the meaning of Christ's life, ministry, suffering on the cross, death resurrection and ascension; and the shape and meaning of the "good news" of Christ for today. The course explores these issues in relation to other core doctrines and to the mission and ministry of

the church. A systematic theology elective.

#### **HT 442                      Creation & New Creation**

This course considers classic and contemporary Christian perspectives on the human, including: creation, creaturehood, the image of God, sin and evil, will, providence, race, gender and embodiment. The course explores these issues in relation to other core doctrines and to the mission and ministry of the church. A systematic theology elective.

#### **HT 445                      Faith & Life Together: Ecumenism and Ethics**

The ecumenical movement has made enormous progress in resolving major doctrinal issues dividing Christian churches worldwide. Now the focus turns to the Christian moral life (ethics) which in turn is rooted in the nature of the church itself. On both of these the churches continue to be divided. This course examines the bases of church division, past and current, along with differing and at times divisive views of the church itself. This lays the groundwork for discussing how and why ethics is now divisive in a way not known in the past, and what are some avenues forward to greater unity. *(Formerly Ecclesiology & Ecumenism)*

#### **HT 446/646                Baptismal Ecclesiology**

What is the shape of a church called into being by baptism? The liturgical renewal of the late 20th Century moved baptism to the center of the Christian life and highlighted the necessity of four orders - lay, deacon, priest, and bishop - embracing God's mission and mutually sharing responsibilities for it as a ministering community. This vision also provided a new basis for ecumenical reconciliation and shared mission.

#### **HT 447                      To Be the Church in the World: Anglican Ecclesiology**

The churches of the Anglican Communion share a common faith, mission, and vocation. But these are incarnated quite differently in different contexts. Communion, then, is complicated and, these days, fluid. We live with difference within a changing sense of the nature and mission of the church, and that entails both conflicts and mutual enrichment. In this course we will look at the theology and practice of ecclesiology in the Anglican Communion, beginning from the Episcopal Church while discovering other ways of being Anglican in a worldwide communion.

#### **HT 450                      Atheism 101**

The premise of this course is that Christians in general and seminary-trained leaders in particular ought to know why people who have heard the gospel and understand it, choose not to be a part of the Christian community. If we are truly "mission-minded," we should be curious to know what motivates people who have turned away from Christianity.

#### **HT 451                      Political Theology**

Over its history the church has conceived of its relationship with other political entities (such as the empire, the crown, the principality, the city, the nation, and the state) in various ways; further, the church has variously considered the relationship between political arrangements and the ways of God with the world. This course provides a historical overview of the growth of Christian thinking about these relations and examines select contemporary perspectives of Christian theologians and non-Christian theorists on

the matter of 'the political,' with a view to thinking about the possibilities and obligations of the church in our present day.

### **HT 539                      Topics in Anglican History**

An occasional course offered in a distinctive area of Anglican history; topics chosen in relation to the special competence of faculty, as well as current interests and needs of students.

### **HT 558/658                      Theology and Social Ethics of Martin Luther King Jr. (CC 558/658)**

In our recent politically and racially charged moment in history, many have used short statements of Dr. Martin Luther King Jr. for proof-texting already held racial and political presuppositions. Thus, King's message, unpopular in his own time, has been tamed and sanitized by many, in order to squelch his aggressive and uncompromising demands for justice and equality. This course, by reading King himself, will disabuse students of familiar King tropes and give a sense of who this man was and his actual thought concerning Christian social ethics and social activism. The course will focus on topics of economics, ethics of non-violence, moral development, and race. Further, this course asks, how we can apply King's own theology and ethic in our current political climate.

### **HT 559                      Topics in Anglican Theology**

An occasional course offered in a distinctive area of Anglican theology; topics chosen in relation to the special competence of faculty, as well as current interests and needs of students.

### **HT 563/663                      The Catholic Tradition in Anglicanism**

Beginning in the nineteenth century, a portion of the Church of England and, eventually, churches in other parts of the communion, began to consider their church as "catholic." Some considered this a revival and a return to the church's roots. Others considered this a betrayal and a sign of decline, rooted in romantic mythology. This movement - and the tensions, conflicts, and renewals that arose because of it - has indelibly marked the history and current life of Anglican churches, not least the Episcopal Church in the USA, and its related churches. This course will examine the history of this movement through primary and secondary sources and will take an in-depth look at the theology which undergirds it. Topics will include: nature and grace, incarnation, ecclesiology, sacraments, and mission.

The course will be structured primarily in a seminar style, discussing and exploring readings. Students will undertake a research paper on a topic of their choosing. This is an advanced elective in theology, and students should have at least a first course in theology and church history before beginning this course.

### *Context and Culture (CC)*

### **CC 301                      Christian Ethics and Anglican Moral Theology**

This course will give students an introductory understanding of concepts and terminology utilized in contemporary Christian ethics. Relatedly, it will highlight distinctively Anglican approaches to ethics which focus on Christian spiritual formation. As a result, students will learn to apply the above concepts to broader moral and political situations, spiritual

practices, as well as in ministry specific settings.

**CC 431/631                      Death of the Beautiful Young Man**

Why is Jesus so often portrayed as young and beautiful in his suffering and death, in spite of our lack of information about his age or appearance? What systems of belief are encoded in artistic renderings of the crucifixion? What hierarchies of value persist in our ongoing representations? What is at stake in the depiction of the death Christians call redemptive? This course will look at these questions from a variety of perspectives—art historical, anthropological, theological, and philosophical—and in dialogue with a variety of media, including painting, sculpture, music, and film. Participants will be asked to become thoughtful critics of the explicit and implied messages inherent in the iconography of Jesus' death.

**CC 519                              Topics in Ethics**

An occasional course offered in a distinctive area of ethics or moral theology; topics chosen in relation to the special competence of faculty, as well as current interests and needs of students.

**CC 539                              Topics in Theology & Culture**

An occasional course offered in a distinctive area of theology & culture; topics chosen in relation to the special competence of faculty, as well as current interests and needs of students.

**CC 450/650                      Learning from London: Mission and Evangelism in the 21<sup>st</sup> Century**

*This is a travel course.* Since 1990, the Diocese of London in the Church of England has grown by 50% in terms of average weekly attendance. Since 2000, giving has increased by 50%. This has come about through a combination of dynamic local parish programs, strategic planning for planting and renewing churches, and an inspiring vision set forth by the diocese. All of this has taken place in the midst of one of the most diverse, vibrant, cosmopolitan, multi-faith, and secularized urban centers in the world. How has this come about? And what may be learned from London's methods for our own context? This course will provide an in-depth introduction to the many facets of the mission and evangelism taking place in the Diocese of London through learning best practices from seasoned practitioners.

**CC 451/651                      Nostalgia vs. The Reign of God: Sunday Morning Smack-down**

The fact that so many Christian communities make use of a brick-and-mortar plant as the center of their common life means they are inextricably bound up with nostalgia. Their buildings keep them stuck in the vision of what Christian life and worship required when the plants were built. Even a brand-new church building is out of date as soon as it's opened, in light of the gospel injunction to "let the dead bury their own dead" (Luke 9:60). This rootedness in the past, whether fondly remembered or soundly rejected, filters into all the avenues of communication churches use: sermons, bulletins, newsletters, websites, etc. Buildings and language both reinforce a message of hierarchy and exclusivity fundamentally opposed to the radical hospitality of Jesus, who welcomes women and men into discipleship based not on their qualifications but on their desire to follow him. This

course will invite participants to examine the language and behavior of their communities with a critical eye, asking whether these draw the reader/listener toward the reign of God or invite them to reside comfortably in the religion of the past.

**CC 452                      Living in Hope: Exploring Theological and Political  
Reconciliation in the Holy Land**

*This is a travel course.*

Living in Hope is designed to focus on building a relational connection to the daily life in Israel-Palestine more than merely to the efforts of political and not-for-profit organizations. The goal is to hear and begin to understand the narratives of those who must live or choose to live in hope amid physical, emotional, and religious conflict. *(This course fulfills requirements for Context and Culture as well as Inter-religious electives.)*

**CC 559                      Topics in Mission**

An occasional course offered in the area of mission, evangelism, contextualization, or enculturation; topics chosen in relation to the special competence of faculty, as well as current interests and needs of students.

**CC 461/661                The Structures of Community: Cities, Neighborhoods and the New  
Urbanism for Church Leaders**

How do order, community, sustainability, and livability in the built environments we inhabit affect us as we lead communities of faith? We will develop skills in analysis, evaluation, and theological assessment of places, and assess the relation of urbanism to the gospel, the common good, and the church's mission. The course involves several local field trips.

**CC 558/658                Theology and Social Ethics of Martin Luther King Jr.  
(HT 558/658)**

In our recent politically and racially charged moment in history, many have used short statements of Dr. Martin Luther King Jr. for proof-texting already held racial and political presuppositions. Thus, King's message, unpopular in his own time, has been tamed and sanitized by many in order to squelch his aggressive and uncompromising demands for justice and equality. This course, by reading King himself, will disabuse students of familiar King tropes and give a sense of who this man was and his actual thought concerning Christian social ethics and social activism. The course will focus on topics of economics, ethics of non-violence, moral development, and race. Further, this course asks, how we can apply King's own theology and ethic in our current political climate.

**CC 560/660                Diversity and Context**

In this course, we will increase participants' intercultural competency for congregational development in a diverse changing world. Through experiential activities and lectures, participants will gain a deeper understanding of two major cultural differences—communication styles and perception of power—and their consequences for congregational vitality and stewardship. Participants will also access and identify their level of intercultural sensitivity and how this knowledge impacts their ministries. Participants will gain skills, tools, and processes for small group ministry and constructive

conflict resolution. Participants will also gain an in-depth understanding of how to create a “Grace Margin” by which community members can explore new ideas and fresh expression of ministries in a gracious environment.

### *Personal and Spiritual Formation (PSF)*

#### **PSF 300                      Anglican Formation**

Anglican Formation provides students with the opportunity to cultivate three fundamental spiritual tools common to the Anglican Tradition: first, intentional participation in community; second, theological self-reflection; and third, fluent conversation between scripture and daily life experience. The course is designed to support and stretch students throughout their seminary experience by developing effective strategies for forming personal, spiritual, and relational support in ministry.

#### **PSF 302                      Anglican Spirituality and Ethos**

This experiential course explores Anglican spirituality and ethos in theology, liturgy, music, poetry, and the visual arts, and implications of global Anglicanism and assumptions about race and ethnicity, human sexuality, and social justice.

#### **PSF 463/663                Spirituality and Change**

This course focuses on the significance of spirituality for leadership, particularly in changing interpersonal, systemic and political worldviews that lead to polarization, disconnection, and conflict. The capacities to keep grounded and connected to one’s spiritual moorings as well as listen to reactivity and changes as information about work of the Holy Spirit will be a primary focus of the course. In these pivotal times, the functioning of the leader becomes a primary means of establishing solidity within the church and as a presence within and through the world.

### *Ministry and Leadership (ML)*

#### **ML 301                      Liturgy & Music: Development and Theology**

This course is an introduction to the principles and practices of Anglican worship with particular focus on the Episcopal Church. The course will cover the nature of worship, the history of its evolution, and the theology and use of music in worship.

#### **ML 302                      Liturgy & Music: Theology and Practice**

This course is a further exploration of the principles and practices of Anglican worship with particular focus on the Episcopal Church. The course will cover contemporary liturgical and sacramental theology and practice. It includes a practicum through which students learn how to conduct worship in the Episcopal Church.

#### **ML 321                      Field Education 1**

This asynchronous course involves engagement and work according to a schedule.

#### **ML 322                      Field Education 2**

Field education 2-3 is a year-long course taught over 2 semesters (fall and spring). Both



semesters integrate the practical, personal experience of ministry in the mission field with theoretical methodology introduced in the classroom. Field sites will provide students an opportunity to explore ministry under the supervision of experienced, ordained leaders in collaboration with lay committees. The fall semester emphasizes contextual analysis and integration, while the spring semester focuses on leadership skills.

### **ML 323                      Field Education 3**

Field Education 3 is a continuation of the 2.5-year Communities of Learning and Formation program at Bexley Seabury. This semester integrates the practical, personal experience of ministry in the mission field with theoretical methodology introduced in the classroom. Field sites will provide students an opportunity to explore ministry under the supervision of experienced, ordained leaders in collaboration with lay committees. *(Formerly Field Education Seminar II before Fall 2019)*

### **ML 324                      Field Education 4**

During this final year of field education, the emphasis is application of skills and tools from last year's didactic work and development of pastoral identity. *(Formerly Field Education Internship I before Fall 2019)*

### **ML 325                      Field Education 5**

Field Education 5 is a continuation of the 2.5-year Communities of Learning and Formation program at Bexley Seabury. During this final semester of field education, the emphasis is application of skills and tools from last year's didactic work and development of pastoral identity. This is a one credit course consisting of monthly, online, synchronous meetings using Zoom in which students engage in facilitated peer consultation around events and topics arising in their field education sites. *(Formerly Field Education Internship II before Fall 2019)*

### **ML 332/632                The Art of Preaching**

Preachers are asked to be writers, actors/performance artists, composers, dancers, painters, and sculptors all at one time, yet they are rarely given the tools they need to make good on these expectations. What if preachers thought of themselves as creative artists who employ many artistic disciplines to craft and deliver their sermons? This course is open to beginning, intermediate, and advanced preachers who would like to draw both their preparation and execution from the right sides of their brains.

### **ML 335                      Constitution and Canons**

This online-only course covers the basics of the canon law and polity of The Episcopal Church. This is a one-credit course that meets ordination requirements in The Episcopal Church.

### **ML 336                      Pastoral Theology**

This course offers a holistic view of caring ministries focusing on the ultimate meaning and concerns of human beings. Pastoral Theology will focus on the spiritual/theological needs

of persons as well as on emotional and systemic concerns. The appropriate balance of listening and speaking when providing care are central to the course. Students will be introduced to a variety of contexts for care: within specialized ministry settings; around various addictions; transitions in personal and congregational life; family, individual or community crisis; death and dying; mental emotional illness; and referral. *Prerequisite is one unit of CPE; exceptions may be granted with the permission of the instructor.*

#### **ML 402                      Pastoral Offices**

While learning the history, purpose, and liturgical forms of the pastoral offices in use in the Episcopal Church, students will consider inculturation and social context in assessing the effectiveness of prayer book offices and related rites in a post-modern culture.

#### **ML 403                      Clinical Pastoral Education (CPE)**

#### **ML 434                      Preaching the Synoptic Gospels**

The Art of Preaching (or an introductory preaching course) is a prerequisite for this master's-level elective course. Students who have completed an introductory preaching course elsewhere should confirm this with their advisor for approval to register for this course. Non-degree or cross-registered students should confirm with the Bexley Seabury registrar that they have completed an introductory preaching course.

#### **ML 451/651                Strategies in Teaching the Bible**

Seminarians learn a great deal about the history and content of the Bible, but post-seminary can find it difficult to translate their learning into knowledge parishioners can use and share easily with others. This course will present six strategies for teaching the canonical story efficiently and impactfully in ways that lead to personal and communal transformation. Participants will both learn the content of the Bible afresh and how to teach it to others using the same methods.

#### **ML 452/652                Story-Keeping, Story-Sharing, and Story-Making: Congregational Leadership, Faith Formation, and Evangelism**

First published in 1980, Thomas Groome's classic and foundational text, *Christian Religious Education: Sharing Our Story and Vision*, challenged congregational leaders to move from models of schooling and proselytizing to embrace God's Story as the lens for our faith formation and evangelism efforts. Story-Keeping, Story-Sharing, and Story-Making is a three-fold practice for equipping disciples that builds on Groome to emphasize the relationship between collecting and maintaining the wisdom of a community, listening to another's experience and offering our own, and putting our faith and beliefs into action in ways that add to the communal story. This course explores how God's Story has been preserved, proclaimed, and expanded across four eras of human communications using oral traditions, written artifacts, mass media, and interactive media. It also surveys the unique formational characteristics of each era and provides methods for leaders to read their context/s, assess individual and communal needs, and to use appropriate story-sharing methods and media to address them. The course culminates with students assessing their community and developing an integrative project that incorporates story-keeping, story-sharing and/or story-making for evangelization and/or faith formation.

### **ML 453/653            Political Preaching**

A course on the history, theology, and practical issues surrounding preaching on political issues. What has been the relationship between Christianity and the political system in the past and present? What are the commitments I have as a preacher to my own beliefs, community, my bishop, my denomination, the secular government? What do IRS regulations say I can or can't say, and about what? Students will engage a combination of written material, lecture, discussion, and their own original political sermons.

### **ML 560/660            Organizational Systems**

Organizational Systems will provide a perspective on the development of leadership and belief systems through the lens of Bowen family systems theory and adaptive change. Particular attention will be paid to experiences in family as they relate to contexts of leadership in faith communities, non-profits, workplace, and community organizations. *(Formerly Congregational Systems)*

### **ML 561/661            Reimagining Congregations in Mission**

This course explores inherited assumptions and patterns of Christian congregational life in light of new apostolic environments. Perspectives on missional ecclesiology offer a framework for renewing congregational identity and practice. Students engage insights from organizational, leadership and innovation theory. *(Formerly Congregations in the 21st Century)*

### **ML 662A, 662B        Leadership in Ministry**

This course is conducted in concert with the yearly Leadership Series offered by Healthy Congregations, Inc. It is offered online and onsite in Columbus, Ohio, throughout the year from September through May. "Leadership in Ministry" is an opportunity for Bexley Seabury students to join with leaders across professions (pastors, religious leaders, educators, administrators, and health professionals) to enrich and expand their ability to apply principles of systems thinking to self, family, and organizations.

### **ML 463/663            Conflict as Ministry Opportunity**

Conflict is inevitable. Some conflicted situations can be resolved, others must be managed. This course focuses on theological and practical approaches to conflict in churches and faith-based organizations that shed new light on how to navigate difficulty with wisdom and effectiveness. Analyses, perspectives, and skillsets offer valuable insight into the world of discord.

### **ML 464/664            Church Planting**

This course introduces the task and vocation of church planting. Topics include missional theology, the modern history of church planting (and moving beyond it), learning the skill of reading a community, and the task of planting a new faith community. The course will feature appearances by multiple seasoned church planters sharing their experience. This class is recommended for anyone, lay or ordained, who is interested in serving on or supporting a church planting team.

**ML 575/675                      Making Mission Possible in Tough Times**

This course will explore how mission-focused fundraising and greater neighborhood involvement can breathe new life into congregational mission and outreach at a time when many are struggling with shoe-string budgets and exploding social needs in their communities.

**ML 577/677                      Community Development for the New Age**

This course helps participants to develop leadership skills in relationship building and community change through engaging in the fundamentals of community organizing. Attention is paid to biblical groundings and practical approaches to congregational renewal.

**ML 579/679                      Topics in Congregational Studies**

An occasional course offered in a distinctive area of congregational studies or congregational development; topics chosen in relation to the special competence of faculty, as well as current interests and needs of students.

**ML 580/680                      Leading Non-profits in the 21<sup>st</sup> Century**

Nonprofit organizations face many challenges, not the least of which is the ability to be financially stable and grow in meaningful and appropriate ways. In the 21<sup>st</sup> Century, it is clear that the ability to articulate and “live” one’s mission is intrinsically connected with financial sustainability. More and more, we are seeing that this applies to nonprofits of all sizes and shapes, including churches and religious-based organizations. We face an uncertain future in all respects. And this uncertainty calls for thoughtful, well-informed leadership and stewardship. Church leaders, especially clergy, must understand what this means for them. (*Formerly Non Profit Management and Leadership*)

**ML 581/681                      Incubating Sustainable Entrepreneurial Missional Ministries**

The chances that a new missional ministry will be sustainable increase when the ministry design includes sustainability as part of its DNA. The foundation for sustainability is the creation of a ministry plan that empowers the flow of resources that will provide ongoing financial and beneficent returns, rather than relying solely upon traditional charitable donations. In this course, students will incubate an entrepreneurial ministry from the initial idea into to a fully developed ministry plan, based on the “Holy Currencies” model of sustainable missional ministry.

**ML 481                              Bexley Seabury Leadership Institute (Kellogg)**

*Three-day CEU only.*

**ML 482,83,84                      God and Mammon**

God and Mammon examines the various ways that Christians understand their relationship to money and other resources as well as how we care for and manage those resources. These understandings vary over time and across contexts. In the first module, students are challenged to study and develop a working theology of resources. The second module, which is largely tailored to ordination track students, explores our personal relationships

with money and work while discussing contracts, tax issues, and retirement. The final module focuses on practical considerations relevant to use of resources within a congregational setting.

**ML 662A                      Leadership in Ministry**  
**ML 662B**

This course is modeled on the post-graduate program offered at the Bowen Center for the Study of the Family. It has been deliberately developed for those leaders who are also looking through the lens of principles and practices associated with communities of faith and is interfaith and ecumenical in depth and breadth. *Registration is limited to DMin students. ML 662A is offered in the Fall semester for one credit. ML 662B is offered in the Spring semester for two credits.*

**ML 689                      Congregational Study**

The Congregational Study is part of the progression of portions of the DMin in Congregational Development. It provides an opportunity to tie some of your thinking about doing research with a deliberative look at the dynamics of the community where you serve to be able to see things in ways that encourage exploration.

**ML 690                      Thesis Proposal Practicum**

Organizational Systems will provide a perspective on the development of leadership and belief systems through the lens of Bowen family systems theory and adaptive change. Particular attention will be paid to experiences in family as they relate to contexts of leadership in faith communities, non-profits, workplace, and community organizations.

**ML 691                      Research Methods**

This brief, hands-on seminar is designed to assist Doctor of Ministry students in developing the research and writing skills they will use in their ministry projects and thesis writing. Doctoral-level work requires knowledge of appropriate research methods, including: how to develop research questions; appropriate research methodologies; ethical criteria for working with human subjects; and what constitutes a doctoral-level project design and written project.

## **Directed Studies**

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Directed Study courses play a significant role in extending the range of the master's-level and DMin curricula. Directed Studies serve to harmonize students' special interests and faculty expertise in cases where a full-scale class cannot be offered or cannot be offered with any regularity.

## SEMINARY PERSONNEL

### President

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**Micah T.J. Jackson**

*President*

[mjackson@bexleyseabury.edu](mailto:mjackson@bexleyseabury.edu)

The Rev. Dr. Micah T.J. Jackson joined Bexley Seabury as president June 1, 2018. Earlier, Dr. Jackson served as the Bishop John Hines associate professor of preaching and director of comprehensive wellness at Seminary of the Southwest. His academic interests include the spiritual discipline of preaching, homiletic form, the postmodern construction of the relationship between preacher and congregation, liturgical leadership, and clergy formation and wellness. Dr. Jackson holds an MTS in Preaching from Seabury-Western Theological Seminary, an MDiv from Meadville Lombard Theological School, and a PhD in Homiletics/Liturgy from Graduate Theological Union.

### Faculty

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**Peter Ajer**

*Assistant Professor of New Testament*

[pajer@bexleyseabury.edu](mailto:pajer@bexleyseabury.edu)

Peter Claver Ajer holds a Bachelor of Sacred Theology from Pontifical Urbaniana University, a Licentiate in Sacred Scripture from the Pontifical Biblical Institute, and a PhD in Biblical Studies (New Testament) from the Graduate Theological Union with an allied focus in Political Science, focusing on Peace and Conflict Studies. Ajer has been a lecturer in New Testament Studies at Church Divinity School of the Pacific and part-time faculty at the University of San Francisco and Saint Mary's College of California. He has taught Bible courses, both Old and New Testament, and Human Rights Ethics. His current research explores the gathering motif in the Fourth Gospel and the social construction of space in Paul's letter to Philemon. Ajer was born and brought up in Uganda and is the author of *The Death of Jesus and the Politics of Place in the Gospel of John*, Eugene, OR: Pickwick Publications, 2016.



### **Kay Apigo**

*Assistant Professor of Old Testament*

[kapigo@bexleyseabury.edu](mailto:kapigo@bexleyseabury.edu)

Kay Apigo is a scholar of the Old Testament with expertise in Tradition History, Reception Criticism, Children's Studies, and Children's Literature Studies. She holds a PhD in Biblical Studies from Union Theological Seminary (Old Testament/Hebrew Bible) where she wrote her dissertation, "YHWH's Flood, Noah's Ark: Adaptations of the Genesis Flood Story Then and Now," on the development of the Noah's Ark story in children's Bibles throughout American history. Her experiences as a biblical scholar and a mother of two young children have led to an understanding of the Bible as a multigenerational story at the core of its culture and the identity of its ancient audience. She brings this language of storytelling to her teaching of the Bible, presenting the Old Testament as literature told and retold in the context of human history. Kay is a classically trained singer and a lover of music, art, and theater. She lives in New Jersey with her husband, David, a Physicist, their two children (a three-year-old son and a ten-month-old daughter), and their Tibetan Spaniel, where they spend most of their time cooking together, hiking local trails, and renovating their recently purchased fixer upper.



### **Jason Fout**

*Academic Dean, Associate Professor of Anglican Theology*

[jfout@bexleyseabury.edu](mailto:jfout@bexleyseabury.edu)

Jason Fout (Seabury '01) is Academic Dean and Associate Professor of Anglican Theology at Bexley Seabury. Fout joined the faculty in 2009. He has degrees from the University of Cambridge, Seabury-Western Theological Seminary, and the University of Illinois at Chicago. He was ordained a priest in 2001 and has served in the Diocese of Western Michigan and the Diocese of Ely (Church of England) and is presently licensed in the Dioceses of Ohio and Southern Ohio. Fout teaches courses on systematic theology, as well as a course on urbanism, architecture and city planning for church and community leaders. He also teaches the Learning from London travel course on contemporary mission and evangelism. His research interests include constructive theology, particularly Christology and issues around divine and human agency; theological exegesis of scripture; historical and contemporary Anglican theology; theological analysis of the built environment; Scriptural Reasoning; and missional theology. He is an endurance cyclist and a (rather pathetic) age-group triathlete and spends a lot of his spare time watching ice hockey.





### **Lizette Larson-Miller**

*Professor of Liturgy and Sacramental Theology*

[llarsonmiller@bexleyseabury.edu](mailto:llarsonmiller@bexleyseabury.edu)

Lizette Larson-Miller joins the faculty as Professor of Liturgy and Sacramental Theology. She is canon precentor for the Diocese of Huron (Anglican Church of Canada) and former Huron-Lawson Chair of Liturgical Studies at Huron University College (concluding on June 30, 2023). Her first degrees were in music (conducting and church music from the University of Southern California), she has an additional MA in liturgical studies (St. John's Collegeville), and a PhD in liturgical history and sacramental theology (GTU, Berkeley). She is the author of four books and numerous articles, including *Sacramentality Renewed* (2016), and past president of both *Societas Liturgica* and *IALC* (International Anglican Liturgical Consultation, a network of the Anglican Communion). She was ordained in the Diocese of Los Angeles in 2003 and has served in a number of Episcopal and Anglican (Canadian) parishes in addition to teaching at Loyola Marymount University, University of Notre Dame, CDSP, and Huron. As canon precentor she prepares and leads diocesan liturgies (primarily ordinations and diocesan gatherings), in addition to answering many email questions, coordinating the lay server guild, drafting various documents, and teaching theology and liturgy within an ecclesial rather than a university setting.



### **Julie Lytle**

*Director of Distributive and Lifelong Learning Initiatives, Associate Professor of Educational Leadership*

[jlytle@bexleyseabury.edu](mailto:jlytle@bexleyseabury.edu)

Julie Lytle joined the faculty in 2018 as Associate Professor of Educational Leadership and Director of Distributive and Lifelong Learning Initiatives. She has degrees from Boston College, The University of Notre Dame, and The University of North Carolina at Chapel Hill. Julie teaches courses in congregational development, digital evangelism, educational leadership, and faith formation and has extensive expertise in the area of distance education. She was on faculty at the Episcopal Divinity School and developed their distributive distance learning model for master's degrees prior to her appointment at Bexley Seabury. Her research interests explore the intersection of theology, faith formation, and technology and the ways people connect with one another and resources to enact the Dream of God.

**Emlyn A. Ott**

*Director of Doctor of Ministry Programs, Associate Professor of Pastoral Theology and Leadership*

[eott@bexleyseabury.edu](mailto:eott@bexleyseabury.edu)

Emlyn A. Ott is the Director of Doctor of Ministry Programs and Associate Professor of Pastoral Theology and Leadership, a native of Rochester, New York where her curiosity about life was nurtured in her parents' truck manufacturing company. A graduate of The College of Wooster, The Lutheran School of Theology at Chicago and Phillips Theological Seminary, she was ordained in the former Lutheran Church in America (now ELCA) in 1986 and has served as a parish pastor, pastoral counselor, campus pastor, non-profit CEO and seminary professor since that time.

**Eileen Shanley-Roberts**

*Director of Formation and Contextual Learning, Assistant Professor of the Practice of Ministry*

[eshanleyroberts@bexleyseabury.edu](mailto:eshanleyroberts@bexleyseabury.edu)

Eileen Shanley-Roberts is the Assistant Director of Formation and Contextual Learning and Assistant Professor of Practical Theology. A Medievalist by training, Eileen completed both bachelor's and master's degrees at the University of Notre Dame and taught church history and theology at Marian High School in Mishawaka, Indiana. Prior to ordination, Eileen was a campus minister at Miami University in Oxford, Ohio. In 2004 Eileen received her MDiv. from Episcopal Divinity School in Cambridge, Mass. and was ordained in the Diocese of Southern Ohio. From 2007 to 2018, Eileen was the rector of Christ Episcopal Church in Waukegan, IL. She received her DMin in Congregational Development from Bexley Seabury in 2022. Her practical ministry specialties are building maintenance and church finance.

## Staff

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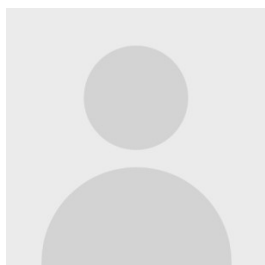
**Lynn A. Bowers**

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Officer and Event Coordinator*  
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**Jaime Briceño**

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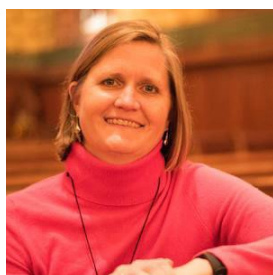
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# ACADEMIC CALENDAR

## 2023-2024 Academic Calendar

### *Fall Semester 2023*

June 15	MDiv admission application deadline
July 31	Registration deadline for new MDiv students
August 25	Orientation Day for all students admitted after Fall 2023 (in Chicago)
August 28	Beginning of BSSF fall semester
August 25-27	Anglican Formation Retreat (in Chicago)
September 4	Labor Day/offices closed
September 5	Beginning of BSSF
October 30 - November 10	Advisement Period for January and Spring
November 11-17	Registration for January and Spring Classes
November 22-24	Thanksgiving break/offices closed
December 11	Last day of BSSF classes/semester
December 22 - January 2	Christmas Break/Offices Closed
January 8	Deadline for Fall semester grades

## *January Term 2024*

January 2-5	Reading week for BSSF January classes
January 2-3, 5	General Ordination Exams
January 8	Beginning of BSSF January classes
January 15	MLK Day/offices closed
January 26	Last day of BSSF January classes/term
March 11	Deadline for January term grades

## *Spring Semester 2024*

January 29	Beginning of BSSF Spring semester
February 19	Presidents' Day/offices closed
March 1	Deadline to submit Request to Graduate form
April 1-12	Advisement period for Summer and Fall
April 15	Dmin Admission application deadline
April 13-19	Registration for BSSF Summer & Fall courses
May 3	Last day of classes/semester
May 7	Deadline for spring semester grades for graduating students
May 10	Bexley Seabury Commencement
June 10	Deadline for Spring grades for non graduating students

## Summer 2024

### **Summer 1**

May 15	Registration deadline for new DMin students
May 27	Memorial Day - Offices Closed
May 28	Beginning of Summer Term
June 3	Beginning of Summer 1 Classes
June 21	Last Day of Summer 1 Classes
August 5	Deadline for Summer 1 grades

### **Summer 2**

July 4	Independence Day/Offices Closed
July 1-5	Reading week for Summer 2 Classes
July 8	Beginning of Summer 2 Classes
July 26	Last Day of Summer 2 Classes/Semester
September 9	Deadline for Summer 2 grades