

# **COURSE OF STUDY SCHOOL OF OHIO at MTSO**

**Winter 2021**

**February 12-13 & March 12-13**

**Make up: February 19-20 & March 19-20**

## **Online Edition**

### **Zoom Sessions**

**Feb 12, 7:00pm– 9:15pm**

**Feb 13, 9:00am-11:00am**

**Feb 13, 1:00pm– 3:00pm**

**March 12, 7:00pm- 9:15pm**

**March 13, 9:00am-11:00am**

### ***COS 121 – Bible I: Introduction***

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## **Course Description**

This course introduces biblical interpretation. Attention is given to the inspiration, formation, and function of the canon and to the development of a methodology of interpretation consistent with the nature of scripture. The importance of the Bible as a witness to the life and faith of ancient Israel and earliest Christianity will be emphasized.

Students will be able to:

1. Articulate the place of scripture in the life of the congregation and the role of the pastor in interpretation.
2. Understand the inspiration and formation of the canon and its authority within the community of faith.
3. Understand and apply historical, literary, and theological approaches to various types of literature in scripture using Genesis, Hosea and Amos, Mark, and Philippians.
4. Develop a method of exegesis consistent with the nature and authority of the Bible.

### **Texts (Required):**

Fee, Gordon D., and Douglas Stuart. *How to Read the Bible for All Its Worth*. 4th ed. Grand Rapids: Zondervan, 2014.

Hayes, John H., and Carl Holladay. *Biblical Exegesis: A Beginner's Handbook*. 3rd ed. Louisville: Westminster John Knox, 2007.

Tiffany, Frederick C., and Sharon H. Ringe. *Biblical Interpretation: A Road Map*. Nashville: Abingdon, 1996.

### **Reference (Required):**

Gaventa, Beverly Roberts, and David Petersen, eds. *The New Interpreter's Bible: One Volume Commentary*. Nashville: Abingdon Press, 2010.

Harrelson, Walter, gen. ed. *The New Interpreter's Study Bible: New Revised Standard Version with Apocrypha*. Nashville: Abingdon Press, 2003. ISBN-13: 978-0687278329.

### **Reference (Required): A Bible Dictionary**

It is recommended that all COS students have in their library a good Bible Dictionary. This tool will prove to be a very useful tool in future COS Bible classes. For most, a one-volume Bible Dictionary will serve your needs as a student and as a pastor. COS recommends the *HarperCollins Bible Dictionary*. Others will find that a one-volume Bible Dictionary will not be sufficient to answer their questions to the depth they desire. For those, I have also listed the two best multi-volume dictionaries.

Powell, Mark Allen, ed. *HarperCollins Bible Dictionary*. Rev. and updated ed. New York: HarperOne, 2011.

Access to a multi-volume resource will provide encyclopedic amounts of information. However, these are also very expensive tools.

Freedman, David Noel, ed. *The Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992.

\*Sakenfeld, Katharine Doob, ed. *The New Interpreter's Dictionary of the Bible*. 5 vols. Nashville: Abingdon Press, 2009. ISBN-13: 978-0687333462.

## Course Philosophy and Pedagogy

In this course, you will need to **read**, **think**, and **write** about the biblical text. You will **read** research textbooks and scholarly materials in order to maximize class time and to **write** the required exegetical project. You will **think** deeply about the Bible and ministry in *your* context.

You are not alone in this venture. Do not hesitate to ask questions in class or in your written assignments. Since you will be doing most of the work for this class independently, it is appropriate to ask questions of the Instructor via email.

### Online

Since the advent of COVID-19, we have been learning how to offer COS courses in an online format. Much of the learning in this class is self-directed utilizing Learning Modules which I have prepared. You will need to do a lot of work. This will be supplemented with Zoom sessions. There are Learning Modules which you must complete *before* each of our Zoom session. The Learning Modules are housed in Populi under the section called Lessons.

If you do not have a Zoom account, COS has created an excellent tutorial for this. If you do not have access to Populi or Zoom, contact Grace Wallace ([gwallace@mtso.edu](mailto:gwallace@mtso.edu)) for assistance.

### Requirements and Grading

1. **Populi Learning Modules:** These learning activities are completed in lieu of face-to-face instruction. They must be completed *before* each of the face-to-face sessions. There will be questions for you to answer within each Learning Module in Populi.
  - a. Weekend One Modules **Due:** 10:00PM, Thursday, **February 11.**
  - b. Weekend Two Modules **Due:** 10:00PM, Thursday, **March 11.** **35%**
2. **Encounter with the TEXT Journals.**
  - a. Genesis 11-25, Hosea, and Amos (2-3 pages).  
**Due:** Noon, 12:00PM, Thursday, **February 11.** **15%**
  - b. Mark and Philippians (2-3 pages).  
**Due:** Noon, 12:00PM, Thursday, **March 11.** **15%**
3. **Who I am as a Biblical Interpreter Essay** (4 pages)  
**Due:** Noon 12:00PM, Thursday, **February 11.** **10%**
4. **Exegetical Project** (7 pages Minimum). **25%**  
**Due:** Noon 12:00PM, Friday, **March 19,**

## Explanation of Course Requirements

### 1. Encounters With the TEXT Journals:

This assignment consists of two parts:

- (1) **reading** the Bible and
- (2) **writing** down what your **thinking** about the biblical texts.

I have never looked into the Greek New Testament five minutes without finding something I never saw before.  
- A. T. Robertson, Greek Scholar

**First Part: Bible Reading.** This pre-class assignment is due before each weekend.

- First Weekend Readings: **Genesis 11-25, Hosea, and Amos.**
- Second Weekend Readings: **Mark and Philippians.**

Read with curiosity and a desire to find something you have never seen before. Read as if you are searching for treasure. Read as if you are on a quest, a quest to know God and obey God's commandments.

Read carefully,  
critically, and  
creatively....

Read as if you have never  
read those chapters/  
books before...

do not take anything for  
granted...

- Dr. Paul Kim, MTSO

**Second Part: Journal Writing.** Writing is a form of learning. For each weekend's Scripture readings, write down the discoveries you made as a result of your readings. These may include insights, observations, and questions *about* the text or problems you may have *with* the text.

- These may include observations, discoveries, and analyses of the passages.
- They may include burning and gnawing questions, discomforts, and insights.
- They may be things which confirm or challenge your theology or your practice.
- They may include the places in the text which give you pause, make you wonder, or grab you and will *not* let you go.
- They may include your pondering, musings, and ruminations on the text.

I am *not* asking you to write a commentary. No *additional* research about the passage is required. **What is important is *your* direct engagement with the biblical text itself.** A total of only **two to three (2-3) pages** of observations/questions is required for each weekend's Scripture readings. It is easy to get carried away and write many more pages. If you have the time and the energy to write more, you may do so. I never refuse to read an assignment because it is longer than the minimum length. **Two to three (2-3) pages per weekend reading assignment** will fulfill the requirement of this assignment. This assignment should aid your learning, not be an extra burden.

In each Journal, include:

- (1) Some comments for each of the biblical books which are assigned.
  - **Genesis 11-25, Hosea, Amos**, for week one;
  - **Mark**, and **Philippians** for week two.
- (2) Identify the passage which generated your comment, at least by chapter.
- (2) Responses should be typed and uploaded to Populi by Noon (12:00PM) on Thursday, **February 11** and Noon (12:00PM) on Thursday, **March 11**.
- (3) Journals should begin with your name, email address, and date.
- (4) When uploading the file to Populi, please use this format when naming the file: **“Your Last Name, Journal Week One”** and for the second week. **“Your Name, Journal Week Two”**.

**2. Who I Am as a Biblical Interpreter.** Who we are, as individuals and communities of faith, has a tremendous impact on how we read and interpret the Scriptures. The focus of this assignment is not *how* you interpret the Bible. In this assignment, you will discuss how your life story, the unique experiences of your life’s journey, shape you as an interpreter. What I want *you* to see is how *your* biography influences, shapes, and enriches the way *you* read and interpret Scripture. This assignment will require you to spend time in reflection.

For this assignment, you will also need to read “Locating the Reader and the Reading Context” (pp. 24-53) in the book by **Tiffany & Ringe**. Then, using **Tiffany & Ringe’s** own discussion describing who they are as biblical interpreters as a guide and model (pp. 49-53), write your paper **Who I Am as a Biblical Interpreter**.

**With a clear awareness of who you are, you can be more intentional and skilled as a biblical interpreter and expositor.**

While this assignment can be completed in four (4) pages, for personal reasons, you may find writing more to be helpful. (However, this is not required). Submit the assignment on Populi by Noon (12:00PM) Thursday, **February 11**. Begin the document with your name, email address, date, and title. When uploading the file to Populi, please use this format when naming the file: **“Your Last Name, Who I Am as a Biblical Interpreter”**.

**3. Exegetical Project:** Due: 10:00PM on **March 19**. This document should begin with your name, email address, date, and the biblical passage being discussed. When unloading the file to Populi, use this format when naming the file: **“Your Last Name, Exegetical Project Mark chapter number verse numbers”** The exegetical project should be on one of these passages from the **Gospel of Mark**:

- |         |  |
|---------|--|
| 4:1-20  | The Parable of the Sower                         |
| 4:26-34 | Two Kingdom Parables                             |
| 4:35-41 | Jesus stills a Storm                             |
| 5:1-20  | Jesus Heals the Gerasene Demoniac                |
| 5:21-43 | A girl is restored to life and a Woman is Healed |

6:30-44	Feeding the Five Thousand
9:2-9	The Transfiguration
11:1-10	Jesus' Triumphal Entry
13:1-33	Apocalyptic warning!
14:3-9	The Anointing at Bethany
14:12-31	The Last Passover/The Last Supper
14:43-52	The Betrayal and Arrest
14:53-65	The Trial before the Council
15:22-39	The Crucifixion of Jesus
16:1-8	Easter Morning

Ideally, you will have chosen the passage for your exegetical project before our first session. The sooner you begin thinking about the project, the better.

There are resources on Populi covering the exegetical project. We will discuss this requirement in class as well. If you have any questions, do not hesitate to ask.

Here are some of the expectations for the exegetical project. The exegetical project should:

- (1) be at least seven (7) pages,
- (2) be typed double-spaced using a 12pt font,
- (3) include footnotes and bibliography using the Turabian (Chicago) Style Citation.

For some of you, it may have been a long time since you have written an academic paper. Rest assured that your learning and success are our primary goal. You will be provided with the instruction, resources, and support you need to succeed. There are Learning Modules and documents on Populi. Additionally, The Course of Study School website has several very helpful webpages on Writing Resources, Plagiarism and Citations, and Organizing a Paper. ***These will be helpful for you in ALL your COS written assignments.*** Access them at:

( <https://www.cosohio.org/writing-coach> ).

To support you in gaining academic writing skills, the Course of Study School has a Writing Coach, Dr. Trad Nogueira-Godsey ([tgodsey@mtso.edu](mailto:tgodsey@mtso.edu)). Please take full advantage of his coaching and instruction. He will also be joining us for one of our Zoom sessions.

The basic parameters for this assignment are:

- Consult at least three (3) academic sources beyond the textbooks.
- The length should be at least seven (7) pages.
  - Four (4) pages will consist of exegetical research.
  - Two (2) pages will consist of a sermon precis utilizing the insights from your exegesis which is appropriate for *your* particular ministry context.
  - One-half (½) page description of the people to whom this sermon will be preached. Identify who they are and what needs they currently have.

- One-half (½) page reflection on the process of writing this exegetical project addressing these questions:
  - (1) What challenges did you face in completing this project?
  - (2) What did you learn about the process of exegesis?
  - (3) What will you do differently in the future?
  - (4) What did you have to leave out?
  - (5) What do you wish you could have included?

**4. Textbook Readings:** Reading and studying the textbooks and reference resources for this course are essential for your learning. These textbooks will acquaint you with the technical, scholarly, and professional vocabulary of the academic discipline of Biblical Studies. The better equipped you are to personally and professionally study the Bible, the better you will be able to expound the Bible and minister to the needs of people biblically.

The textbook readings are coordinated with the Learning Modules and with the Zoom sessions. The materials covered in these textbooks will provide you with the foundational knowledge and skills you need for doing the research and exegetical assignments in all the other COS Bible Courses. Succeeding in this course will not only allow you to succeed in COS courses, it will also assist you in becoming a more faithful pastor.

**5. Learning Modules:** Prior to each weekend session, complete the assigned Learning Modules. Each Learning Module consists of an audio PowerPoint and a few questions for you to answer about the audio PowerPoint in Populi. Completing the Learning Modules *before* the weekend Zoom sessions, will allow us to maximize our Zoom session time. Please read the assigned readings *before* doing the Learning Modules.

**6. Zoom Sessions:** We will meet together by Zoom each weekend. There are Learning Modules, readings, and written assignments which you should complete *before* each of those sessions. To get the most out of the Zoom session, come prepared to discuss the material assigned for each session. It is highly recommended that you take notes on the readings and write down specific questions or issues you would like addressed.

## Class Schedule

*Fee & Stuart* = *How to Read the Bible for All Its Worth*  
*Hayes & Holladay* = *Biblical Exegesis: A Beginner's Handbook*  
*LM* = *Learning Module (in Populi)*  
*NISB* = *The New Interpreter's Study Bible*  
*NIB-1VC* = *The New Interpreter's Bible One Volume Commentary.*  
*Tiffany & Ringe* = *Biblical Interpretation: A Road Map*  
*CD* = *Course Documents found in Populi*

	<b>Topic</b>	<b>Required Reading</b>
<b>LM 1</b>	<b>Introduction to the Course</b>	Syllabus
<b>LM 2</b>	<p><b>What does it mean to read the Bible?</b></p> <p><b>What are basic methods and procedures of Exegesis?</b></p>	<p><b>Fee &amp; Stuart, Ch. 1</b> The Need to Interpret (pp 21- 35)</p> <p><b>Hayes &amp; Holladay, Ch. 1</b> Introducing Exegesis (pp. 1-32)</p> <p><b>Tiffany &amp; Ringe,</b> An Introduction to This Roadmap (pp.13-24)</p> <p><i>NISB</i> Guidelines for Reading and Interpretation (pp. 2261-2267)</p> <p><i>NISB</i> Varieties of Reading and Interpretations of the Biblical Text (pp. 2268-2273)</p>
<b>LM 3</b>	<p><b>Exegesis as Inquiry.</b></p> <p><b>It all begins with the Reader— Who is it that is reading the text?: Meaning making for Readers and Communities of Faith.</b></p>	<p><b>Tiffany &amp; Ringe, Ch. 1</b> Locating the Reader and the Reading Context (pp. 24-54)</p> <p><b>Tiffany &amp; Ringe, Ch 2</b> Encountering the Biblical Text (pp. 55-66)</p> <p><b>Tiffany &amp; Ringe, Ch 3</b> A Close Reading of the Biblical Text (pp. 67-88)</p> <p><b>Tiffany &amp; Ringe, Ch. 5</b> Engaging the Text, Other Readers, Other Communities (pp. 111-128)</p>
<b>LM 4</b>	<b>Bible Translations</b>	<p><b>Fee &amp; Stuart, Ch. 2</b> The Basic Tool: A Good Translation (pp. 36-56)</p> <p><b>Optional Reading:</b> <b>Hayes &amp; Holladay, Ch. 2</b> Textual Criticism: The Quest for the Original Wording (pp. 34-49)</p>

LM 5	<b>What is an Exegetical Paper?</b>	<b>CD</b> *Guidelines for an Exegetical Project *Web Resources
LM 6	<b>What is Academic Writing?</b>	Dr. Trad Nogueira-Godsey  <a href="https://www.cosohio.org/writing-coach">https://www.cosohio.org/writing-coach</a> “Organizing a Paper”
LM 7	<b>What is Academic citation about?</b>	<b>CD</b> *Some notes on Citation  <a href="https://www.cosohio.org/writing-coach">https://www.cosohio.org/writing-coach</a> “Plagiarism and Citation” “Writing Resources”
LM 8	<b>Reading the Narratives of the Old Testament:</b>	<b>Hayes &amp; Holladay, Ch. 3</b> Historical Criticism: The setting in Time and Place (pp. 53-70)  <b>Fee &amp; Stuart, Ch. 5</b> The Old Testament Narratives: Their Proper Use (pp. 93-111)  <b>Hayes &amp; Holladay, Ch. 5</b> Literary Criticism: The Composition and Rhetorical Style of the Text (pp. 90-102)  <b>Tiffany &amp; Ringe, Ch 4</b> Reading Contextually (pp. 89-95)

<p><b>LM 9</b></p>	<p><b>Tradition: The Law and The Prophets</b></p> <p><b>Social Scientific</b></p>	<p><b>Fee &amp; Stuart, Ch. 9</b> The Laws: Covenant Stipulation for Israel (pp. 168-186)</p> <p><b>Fee &amp; Stuart, Ch. 10</b> The Prophets: Enforcing the Covenant in Israel (pp. 187-211)</p> <p><b>Hayes &amp; Holladay, Ch. 6</b> Form Criticism: The Genre and Life setting of the Text (pp. 104-113)</p> <p><b>Hayes &amp; Holladay, Ch. 7</b> Tradition Criticism: The Stages Behind the Text (pp. 115-125)</p> <p><b>Optional Reading:</b> <b>Tiffany &amp; Ringe, Ch 7</b> Jeremiah 22:24-23:8 (pp. 149-164)</p>
<p><b>Weekend #1</b> <b>Zoom Session</b> <b>Friday</b> <b>February 12</b></p> <p><b>7:00pm-</b> <b>9:15pm</b></p>	<p><b>Introduction</b> <b>Exegesis</b> <b>Exegetical Paper</b> <b>Genesis</b></p>	<p><b>LM: 1-9</b></p> <p><i>NIB-1VC</i> Genesis (pp.1-32)</p>
<p><b>Weekend #1</b> <b>Zoom Session</b> <b>Saturday,</b> <b>February, 13</b></p> <p><b>9:00am-</b> <b>11:00am</b></p> <p><b>1:00pm-</b> <b>3:00pm</b></p>	<p><b>Academic Writing,</b> <b>Hosea,</b> <b>Amos</b></p>	<p><b>LM: 1-9</b></p> <p><i>NIB-1VC</i> Hosea (pp. 482-492)</p> <p><i>NIB-1VC</i> Amos (pp. 503-507)</p> <p><b>Tiffany &amp; Ringe, Ch 4</b> Reading Contextually (pp. 95-110)</p>

<p><b>LM 10</b></p>	<p><b>A Closer Look at Readers: Ideological Criticisms</b></p>	<p><b>Hayes &amp; Holladay, Ch.11</b>  Exegesis with a Special Focus: Cultural, Economic, Ethnic, Gender, and Sexual Perspectives (pp. 167-176)</p> <p><b>Tiffany &amp; Ringe, Ch. 5</b>  Engaging the Text, Other Readers, Other Communities (pp. 111-128)</p>
<p><b>LM 11</b></p>	<p><b>Poetry and Wisdom</b></p>	<p><b>CD</b>  *Prophecies Concerning Jesus in the Psalms  *Notes on Psalms  *Hebrew Poetry</p> <p><b>Fee &amp; Stuart, Ch. 11</b>  The Psalms: Israel’s Prayers and Ours (pp. 212-232)</p> <p><b>Fee &amp; Stuart, Ch.12</b>  Wisdom: Then and Now (pp. 233-257)</p> <p><b><i>NIB-1VC</i></b>  Hebrew Poetry (pp. 959-960)</p> <p><b>Optional Reading:</b>  <b>Tiffany &amp; Ringe, Ch. 8.</b>  Psalm 77 (pp. 165-180)</p>
<p><b>LM 12</b></p>	<p><b>What is the Bible?</b></p>	<p><b><i>NISB</i></b>  Canons of Scripture, (xxvii-xxxii)  Reliability of Scripture, (pp. 2243-2247)  Authority of the Bible, (pp. 2248-2254)  The Inspiration of the Bible (pp. 2255-2260)</p> <p><b>Hayes &amp; Holladay, Ch. 10</b>  Canonical Criticism: The Sacred Text of Synagogue and Church (pp.152-165)</p>

<p><b>LM 13</b></p>	<p><b>Paul and Epistles</b></p>	<p><b>CD</b>  <b>*Paul's Letter's Roetzel</b></p> <p><b>Fee &amp; Stuart, Ch. 3</b>  The Epistles: Learning to Think Contextually  (pp. 57-73)</p> <p><b>Fee &amp; Stuart, Ch. 4</b>  The Epistles: The Hermeneutical Questions  (pp. 74-92)</p> <p><b>Fee &amp; Stuart, Ch 6</b>  Acts: The Question of Historical Precedent  (pp. 112-131)</p>
<p><b>LM 14</b></p>	<p><b>Resources for Biblical Study</b></p>	<p><b>CD</b>  <b>*Bibliography for Beginning Biblical Studies</b></p> <p><b>Fee &amp; Stuart, Appendix:</b>  The Evaluation and Use of Commentaries  (pp.275-290)</p> <p><b>Tiffany &amp; Ringe, Ch 12.</b>  Selected Resources for Biblical Studies  (pp. 225-239)</p>
<p><b>LM 15</b></p>	<p><b>Gospel Criticism:  Source  Redaction  Rhetorical</b></p>	<p><b>CD</b>  <b>*Literary Relations of the Synoptics</b>  <b>*Ven Diagrams of the Synoptics</b>  <b>*The Synoptic Problem</b></p> <p><b>Fee &amp; Stuart, Ch. 7</b>  The Gospels: One Story, Many Dimensions  (pp. 132-153)</p> <p><b>Fee &amp; Stuart, Ch. 8</b>  The Parables: Do you Get the Point?  (pp. 154-167)</p> <p><b>Hayes &amp; Holladay, Ch. 8 Redaction  Criticism: the Final Viewpoint and Theology</b>  (pp.127-137)</p> <p><b><i>NIB-1VC</i></b>  Narrative of the N.T. (pp. 967-970)</p>

<p><b>LM 16</b></p>	<p><b>Revelation and Apocalyptic</b></p>	<p><b>Fee &amp; Stuart, Ch. 13</b>  Revelation: Images of Judgment and Hope  (pp. 258-274)</p>
<p><b>LM 17</b></p>	<p><b>Pulling it all Together</b></p>	<p><b>Hayes &amp; Holladay, Ch. 12</b>  <b>Integrating Exegetical Procedures</b>  (pp. 178-189)</p> <p><b>Hayes &amp; Holladay Ch.13</b>  Employing the Fruits of Biblical Exegesis  (pp. 191-211)</p> <p><b>Tiffany &amp; Ringe, Ch. 11</b>  Some Issues in Biblical Interpretation  (pp. 205-224)</p> <p><i>NIB-1VC</i>  Preaching the Bible (pp. 995-997)</p>
<p><b>Weekend #2</b>  <b>Zoom Session</b>  <b>Friday, March 12</b></p> <p><b>7:00pm-9:15pm</b></p>	<p><b>Philippians</b>  Paul &amp; Epistles</p>	<p><b>LM: 10-17</b></p> <p><i>NIB-1VC</i>  Philippians (pp. 842-850)</p> <p><b>Optional Reading:</b>  <b>Tiffany &amp; Ringe Ch 10</b>  1Corinthians 11:17-34 (pp. 193-205)</p>
<p><b>Weekend #2</b>  <b>Zoom Session</b>  <b>Saturday, March 13</b></p> <p><b>9:00am-11:00am</b></p>	<p><b>The Gospels: A Close Look at Mark</b></p>	<p><b>LM: 10-17</b></p> <p><i>NIB-1VC</i>  Narrative of the N.T. (pp. 967-970)  Mark (pp. 658-678)</p> <p><b>Optional Reading:</b>  <b>Tiffany &amp; Ringe, Ch. 9</b>  Mark 3:1-6 (pp. 181-192)</p>

## **Academic Honor**

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling his or her academic requirements be the original work of the student.

Violations of academic honor include any action by a student indicating dishonesty or lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or knowingly passing off work of another as one's own.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting as one's own work with the work of another whether published or unpublished (including the work of another student). A writer's work should be regarded as his or her own property. Any person who knowingly uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following actions: (1) warning; (2) probation; (3) suspension for the remainder of the course; (4) dismissal from the Course of Study School of Ohio; (5) grade of Fail for the course. Regardless of the outcome, a letter will be sent to the student's District Superintendent and Board of Ordained Ministry representative.