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to believe

McInnis Hall  
Palmer Theological Seminary

2018/2019

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**EASTERN**  
UNIVERSITY

Graduate-Level Catalog  
2018/2019  
Master's and Doctoral Programs

*An Innovative Christian University with  
Undergraduate, Graduate, Professional, Urban,  
International and Seminary Programs*

[www.eastern.edu](http://www.eastern.edu)

**Eastern University Is An Equal Opportunity Institution**

Eastern is committed to providing Equal Educational and Employment Opportunities to all qualified persons regardless of their economic or social status and does not discriminate in any of its policies, programs, or activities on the basis of sex, age, race, handicap, marital or parental status, color, or national or ethnic origin.

**Regulation Change**

Eastern reserves the right to change its regulations, courses of study, and schedule of fees without previous notice.

# 2018/2019 Master's and Doctoral Degree Programs

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# **INTRODUCTION** TO EASTERN UNIVERSITY



## PRESIDENT'S GREETING

**Congratulations on your decision to attend Eastern University.** EU is a vibrant, compassionate, Christian academic community committed to faith, reason, and justice in service to God and the world. Having been at Eastern for 25 years serving as a faculty member, department chair, and division executive director, I am honored to serve as the 10th President of Eastern University.

The greatest commandment states that we should love God with all of our heart, all of our soul, all of our mind, and all of our strength. Our outstanding faculty demonstrates that kind of holistic engagement that leads to the second commandment to love our neighbors, even our enemies, as ourselves. Jesus Christ offers us the most transformational relationship ever entrusted to humanity. He “is the way, the truth, and the life.” (*John 14:6*) Education at Eastern is about transformation.

Eastern is a place of inquiry, listening, debating, thinking, and growing in the discernment and formation of beliefs, values, interests, skills, careers, and service. Learning requires a patient commitment to study; it requires time. Learning is a direct investment in your future and a corrective to the increasing pace and compression of life.

I hope that you will take advantage of the tremendous resources available through our multiple campuses, colleges, travel opportunities, major and minor programs, performing arts ensembles, athletic teams and clubs, regional cultural institutions, and natural beauty.

May God bless you as you join and contribute to the Eastern experience!

The world needs you. The world needs Eastern U!

***Welcome to Eastern University!***

Ronald A. Matthews  
*President*



## WELCOME

Eastern is a co-educational, comprehensive Christian university of the arts, sciences, and professions which seeks to provide an education rooted in a unifying Christian worldview.

The University offers courses leading to seminary and doctoral degrees, as well as the graduate degrees of Master of Arts, Master of Business Administration, Master of Science, and Master of Education. Undergraduate degrees granted are Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, and Bachelor of Science in Nursing.

Majors include accounting and finance, athletic training, biblical studies, biochemistry, biological studies, biology, chemistry, chemistry-business, communication studies, criminal justice, economic development, elementary education, English, environmental science, entrepreneurial studies, exercise science, history, management, marketing, mathematics, missions and anthropology, music, political science, psychology, social work, sociology, Spanish, theological studies, and youth ministries.

### UNIVERSITY MISSION STATEMENT

Eastern University is a Christian university dedicated to the preparation of undergraduate, theological, and graduate students for thoughtful and productive lives of Christian faith, leadership, and service. The mission is confirmed and celebrated

when graduates believe their way into knowledgeable action that influences their world in substantive ways.

### PALMER THEOLOGICAL SEMINARY'S MISSION STATEMENT

Palmer Theological Seminary's motto is "The Whole Gospel for the Whole World through Whole Persons."

### THE WHOLE GOSPEL

Palmer Theological Seminary's theological position affirms the Bible as uniquely inspired and the authoritative revelation of God's nature and purposes for humanity. Commitment to that revelation, fully expressed in Jesus Christ, calls for the preparation of persons for ministry who are faithful to all parts and implications of the Gospel. A curriculum faithful to the whole gospel prepares persons who:

- have a thorough knowledge of the content of the Bible
- are able to interpret and communicate the message of the Bible in a way that is faithful and addresses contemporary life
- are committed to both the individual and social dimensions of the biblical message

- affirm the Gospel’s proclamation of the forgiveness of sin, the reconciliation of human beings to God and each other, and the gift of eternal life, through Jesus Christ.

#### FOR THE WHOLE WORLD

Palmer Theological Seminary is committed to the preparation of persons for Christ’s ministry in the Church throughout the world in a variety of forms and institutions, with strong emphasis on ministry in and through local churches, in both the American Baptist and other denominations. Recognizing that the Gospel expresses God’s love for the whole world, Palmer Theological Seminary seeks to prepare persons who:

- are able to lead individuals to faith in Jesus Christ
- have a passion for a ministry concerned with the spiritual, emotional, intellectual, and physical needs of people
- are articulate and empowered expounders of Biblical truth in relation to all areas of human life
- are skilled in assisting God’s people toward a loving, serving and transforming presence in the world
- are sensitive to the various cultural situations in which people live, and are able to relate the Gospel’s saving and freeing power to the needs of persons and institutions in those settings
- are equipped to lead the Church in dynamic growth and mission through preaching and teaching, caring and counseling, evangelizing and serving.

#### THROUGH WHOLE PERSONS

Palmer Theological Seminary seeks to equip persons for Christian ministry who view that ministry as divine vocation, know themselves to be called by God, and are committed to grow toward wholeness in their relationship with God, self, others, and their world. Palmer Theological Seminary is committed to assist persons toward:

- an awareness of their own brokenness and dependence upon God
- the development of a spirit of openness toward others in the global body of Christ, beginning with an appreciation of that body’s expression in Palmer Theological Seminary’s diverse Christian community
- a disciplined devotional life, bearing fruit in a vital, growing, contagious faith
- regular participation in worship and fellowship which supports faith, expands vision, furthers intimacy in relation with God and others, and increases awareness of the presence and power of the Holy Spirit.

#### VISION

Eastern University is dedicated to ideas, inquiry, and the development of people of faith who will enhance the quality of society and the church. Toward that end, Eastern will continue to expand its formative role in the world as a university in which knowledge and wisdom are imbued, Christlike engagement is inspired, and stewardship is modeled.

#### THE GOALS OF THE UNIVERSITY

Eastern University is dedicated to the following foundational commitments:

##### To excellence in scholarship and teaching:

We maintain a high priority on excellence in teaching within the context of exemplary scholarship and research. Guided by our faith in Jesus Christ, who is “the way, the truth, and the life” (John 14:6), we believe in the unity of God’s truth, whether supernaturally revealed or humanly discovered; we value the search for knowledge and understanding in all areas of life. Thus we desire to foster an environment in which:

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*... we believe in the unity of God’s truth, whether supernaturally revealed or humanly discovered; we value the search for knowledge and understanding in all areas of life.*

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- Students develop intellectual curiosity, passion, and agility, valuing the life of the mind and life-long learning;
- Students develop their critical thinking, reflection, analysis, and communication skills;
- Students develop knowledge and competencies in the arts, sciences, and professions;
- Faculty are supported in and recognized for scholarship of discovery, integration, application, and teaching.

##### To the whole gospel for the whole world through whole persons:

We recognize the Bible, composed of the Old and New Testaments, as inspired of God and as the supreme and final authority in faith and life. We submit ourselves to carrying out our mission under its authority and seek to apply biblical principles to all facets of human aspiration and action, including the centrality of personal transformation. We affirm the importance of calling all persons everywhere to personal faith and faithful discipleship in following Jesus Christ as Savior and Lord, including living out the whole gospel in a needy and lost world. Thus we seek:

- To enable students to develop a Christian worldview, grounded in the Scriptures;



- To enable students to discern the ethical consequences of decisions and actions;
- To foster an environment in which all members of the campus community desire and participate in their own Christian formation;
- To develop a campus community where all give witness to a Christian worldview, through action and voice, motivated to explore faithfulness to Christ through Christ-centered study, work, and living.

#### **To justice, reconciliation, and transformation:**

In our commitment to sharing the whole gospel to the whole world, we acknowledge with sorrow the brokenness of the world at personal, national, and international levels. Thus we seek to work for Christian transformation, justice, and reconciliation, in all areas of life as these are grounded in our understanding of Christ's calling to us. We particularly seek to work with and for the poor, oppressed, and suffering persons as part of our Christian discipleship. Thus we seek:

- To provide educational opportunities and financial aid as best we can for those with few or no financial resources to attend a private Christian university;
- To motivate students to assume responsibility for justice and to show a transformative influence — especially regarding social, political, and economic justice;
- To enable all members of the campus community to participate in opportunities for meaningful service, demonstrating love for God and neighbors and working towards justice.

#### **To responsible leadership and stewardship:**

We believe that our complex society needs leadership in all institutions that is intelligent, informed, insightful, ethical, strategic, and just. We are dedicated to graduating students whose wisdom, Christian values, and skills enable them to lead and manage such institutions, including those that are the most influential. Similarly, we commit to excellence in the leadership of Eastern and in the stewardship of University resources. Further, we believe that we are to care not only for people throughout the world, but also for creation itself as responsible stewards of the environment and other physical resources. Thus we seek:

- To prepare students to live in an interdependent world, aware of societal and global problems and committed to engage in solving them;
- To engender the wisdom and character necessary for sound Christian leadership;
- To inspire all members of the campus community to care for creation as responsible stewards and to model that care in the use of University facilities and resources.

#### **To Christian community:**

Our commitments lead us to work towards shaping a campus community that embodies values of Christian witness, caring and compassion, justice and integrity, competence, and affirmation. We wish to treat each member of the campus community with fairness, dignity, and respect, seeking a spirit of unity and harmony as we join together to achieve our common mission. Thus we seek:

- To foster genuine community, where individuals show compassion and friendship towards others in the spirit of Christian love;
- To help students increase in self-awareness and in their sensitivity towards others and others' needs and situations;
- To foster an environment where diversity is appreciated and reconciliation is practiced;
- To equip all members of the campus community to live well with one another, honoring, supporting, and affirming one another.

#### **ACCREDITATION AND MEMBERSHIPS**

Eastern University is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104. (267.284.5000) [www.msche.org](http://www.msche.org). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

As a professional school, the Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275-1103, 412-788-6505. The following degree programs are approved by the Commission on Accrediting: the Master of Theological Studies, the Master of Divinity, and the Doctor of Ministry.

The Seminary is also approved by the United Methodist Church for the training of United Methodist ministerial candidates and is a member of the Association for Clinical Pastoral Education.

Eastern University's Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE), an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202.887.6791). [www.aacn.nche.edu](http://www.aacn.nche.edu)

Eastern University's Bachelor of Science in Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2201 Double Creek Drive, Round Rock, TX, 78664, (512.733.9700). [www.caate.net](http://www.caate.net). CAATE is not recognized by the Council for Higher Education Accreditation. Successful completion of the CAATE accredited program determines a candidate's eligibility for the Board of Certification (BOC) examination. BOC is recognized by the National Organization for Competency Assurance.

Eastern University's baccalaureate degree programs accredited by Specialized Accrediting Organizations



recognized by the Council for Higher Education Accreditation include:

#### Bachelor of Science in Exercise Science

Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
1361 Park Street Clearwater, FL 33756  
(727.210.2350) [www.caahep.org](http://www.caahep.org)

#### Bachelor of Social Work

Council on Social Work Education (CSWE)  
1701 Duke Street, Suite 200  
Alexandria, VA 22314-3457  
(703.683.8080) [www.cswe.org](http://www.cswe.org)

Eastern University's programs for the preparation of teachers at the bachelor's and master's level, for the preparation of school counselors and school psychologists at the master's degree level, for school nurses and supervisors at the specialist's level, and for school principals and superintendents at the educational administration level are recognized by:

The Pennsylvania Department of Education  
333 Market Street  
Harrisburg, PA 17126  
(717.783.6788) [www.education.state.pa.us](http://www.education.state.pa.us).

Upon successful completion of all eligibility criteria, Eastern University's Loeb School of Education forwards applications to the Pennsylvania Department of Education for final review and issuance of teaching, specialist, and educational administration certifications.

Eastern University's M.A in School Counseling and M.A in Clinical Counseling programs are accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of August, 2014 through August, 2024. MPCAC is a member of the Association of Specialized and Professional Accreditors:

Masters in Psychology and Counseling Accreditation Council (MPCAC)  
595 New Loudon Road #265  
Latham, New York 12110  
(518) 369-1472 [www.mpcacaccreditation.org](http://www.mpcacaccreditation.org)

#### MEMBERSHIPS

- American Association of University Women
- American Association of Colleges of Nursing
- American Council on the Teaching of Foreign Languages
- Association of American Colleges
- Association of Baccalaureate Social Work Program Directors
- Association of Independent Colleges and Universities of Pennsylvania
- College Entrance Examination Board

- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education (of the American Association of Colleges of Nursing)
- Council for the Advancement and Support of Education
- Council for Christian Colleges and Universities
- Council of Independent Colleges
- Council on Social Work Education
- International Assembly of Collegiate Business Education
- National Association of Independent Colleges and Universities
- National Association of State Directors of Teacher Education and Certification
- National Collegiate Honors Council
- National League for Nursing
- National League for Nursing Accrediting Commission
- North American Association of Christians in Social Work
- Pennsylvania Higher Education Nursing Schools Association
- Pennsylvania Association of Colleges and Universities (PACU)

#### APPROVALS

- American Dental Association
- American Medical Association
- Higher Education Department of the University of the State of New York
- Pennsylvania Board of Law Examiners
- Pennsylvania Department of Education
- Pennsylvania State Board of Nursing
- U.S. Department of Homeland Security for non-immigrant alien students
- U.S. Department of State for Exchange Visitors

It is classified by The Carnegie Foundation for the Advancement of Teaching:

- Master's – Larger Programs

It is approved for Veterans' Education and a participant in the Yellow Ribbon Program.

This school is authorized under federal law to enroll non-immigrant alien students.

#### HISTORY

Eastern University was founded in 1932 as a department of the Eastern Baptist Theological Seminary, which began in Philadelphia, PA, in 1925. This college division was organized for the purpose of supplementing the professional preparation of ministers. In 1938, the Department of Public Instruction of the Commonwealth of Pennsylvania approved the granting of the A.B. and the Th.B. degrees upon the completion of a six-year course of study. In 1948, a third year was added, making a seven-year course leading to the A.B. and B.D. degrees.

After almost twenty years of growth and progress, the Board of Trustees voted on April 17, 1951, to secure a charter and organize Eastern Baptist College as a separate institution. The Charles S. Walton estate was purchased for the college at St. Davids, PA. The purpose of the college was to prepare students not only for the ministry, but for all walks of life. The curriculum was enlarged, the faculty was strengthened, and a co-educational liberal arts college was opened. Classes began in September, 1952, and the college received accreditation in 1954.

Early in 1972, the legal name of the school was changed to Eastern College: A Baptist Institution. The purpose of this change was to increase its appeal to all evangelical Christians, though the school retains its relationship to the American Baptist Churches in the USA. Eastern continued to grow in size and complexity, and was granted university status in December, 2001. Eastern University reunited with Eastern Baptist Theological Seminary in 2003. Honoring the legacy of its longest-serving President, Gordon Palmer, Eastern Baptist Theological Seminary was renamed Palmer Theological Seminary on July 1, 2005.

Today, Eastern University is comprised of Palmer Theological Seminary, the College of Arts and Sciences, The College of Business and Leadership, the College of Education, the College of Health and Social Sciences, the College of Theology and Ministry, Templeton Honors College, and Esperanza College. Eastern University enrolls over 4,400 students in these undergraduate, graduate, urban, professional, international, and seminary programs.

Historically, the trustees, administration, faculty, and staff have sought to shape Eastern University to reflect the following characteristics. These aspects are captured in the University's mission, goals, and vision statements, and they have characterized Eastern throughout its rich history.

**Academic and co-curricular programs at Eastern University are planned and carried out in the hope that all members of the University community will:**

- Appreciate that all truth is from God and that Jesus Christ should be acknowledged as the Lord of the intellect;
- Display a knowledge of biblical teachings and their application to life situations;
- Seriously consider the claims of Jesus Christ as Savior and Lord;
- Develop a Christian worldview;
- Be committed to excellence in their academic work and to life-long learning;
- Be determined to apply their knowledge in service to others;
- Be equipped with the communication and problem-solving skills which will enable them to participate creatively in society;
- Be aware of their own worth and potential;

- Increasingly develop self-awareness and sensitivity to the needs and feelings of others;
- Be aware of their historical and aesthetic heritage;
- Have a grasp of the wonder of the created universe;
- Develop an appreciation of diversity among individuals and among cultures;
- Be prepared to live in an interdependent world, aware of global problems and dedicated to bringing God's justice and peace to all individuals and societies;
- Exercise Christian stewardship of their time, possessions, and bodies.

**To these ends, the residential college has sought to:**

Attract persons who are:

- Committed to the achievement of these outcomes;
- Capable of participating fully in the life of the University as a community of Christian learners.

Develop a curriculum which includes:

- An emphasis on basic skills in writing, speaking, logic, mathematics, and a foreign language;
- A liberal arts core which provides exposure to the major disciplines of the humanities, social sciences, and natural sciences;
- An emphasis on biblical and theological understanding;
- In-depth study in one field;
- Pre-professional and professional opportunities for those students desiring them;
- Intentional integration of a Christian worldview with the academic disciplines.

**Design an environment which fosters:**

- Students' management of intellectual and psychological maturation processes in themselves and others;
- Open-minded inquiry and expression of differences of opinion, stimulating all members of the University community to explore new areas of knowledge and patterns of thought;
- A sense of personal integrity and recognition of the rights and responsibilities of each individual;
- The assumption by students of increasing responsibility for their own lives;
- The development of policies and procedures that enable all persons associated with the University to know that they are respected and that their opinions are heard.

**Develop resources which will ensure:**

- Maintenance of the physical facilities necessary for the academic and co-curricular programs in a manner that demonstrates a sense of stewardship;

- The fiscal health of the institution through a broadening base of support and effective management of human and financial resources.

**Further, the University has been committed to:**

- Effective communication of the purposes and goals of the institution both internally and externally;
- Constructive relations with graduates designed to benefit both the University and the alumni;
- Vigorous pursuit of these goals by all members of the University community;
- Continuous study of goal achievement.

### HISTORY AND RELATIONSHIPS OF PALMER THEOLOGICAL SEMINARY

#### Foundations

Eastern University's Palmer Theological Seminary is part of an educational tradition that reaches back over three centuries to Bristol, England, where in 1679 Baptist training for ministry formally began. From that beginning to the present, Baptists have been concerned about issues of faith and order, such as a vital relationship with Jesus Christ, a believer's church, voluntary religious associations, and religious liberty. The visible church, institutional life and expressions of faith have all helped

to shape this great tradition, which forms a context for the theological nurture of ministry and leadership.

The Seminary was founded as Eastern Baptist Theological Seminary on March 19, 1925 during a period of social, intellectual, and spiritual unrest. Its twelve founders were committed to conserving the great historic evangelical beliefs within a strong denominational commitment to what was then the Northern Baptist Convention. At the same time the original professors agreed to a rigorous and progressive curriculum that would ensure academic and theological integrity.

Through an intensive strategic planning process, the Seminary has strongly reaffirmed its theological heritage and its central commitment to the preparation of sound, effective pastoral leadership as well as to a diversity of other Christian ministries.

From the beginning, the Seminary provided remedial education opportunities for those lacking the credentials for a graduate-level program. This eventually led to the establishment in 1952 of Eastern Baptist College, which became Eastern College in 1972 and Eastern University in 2001.

In 2003, the Seminary reunited with the school it planted and began operating under the Eastern University umbrella. In 2005, the Seminary was renamed Palmer Theological Seminary after its third (and longest serving) president, Gordon Palmer.



Palmer Seminary continues to pursue the course set by its founders and summarized in its original motto, “The Whole Gospel for the Whole World.”

### Associated Ministries

Palmer Theological Seminary is affiliated with the American Baptist Churches, USA. While the Seminary’s primary relationship is with the churches and agencies of this denomination, it prepares persons for ministries in the whole Church. Within an evangelical context, the Seminary is broadly ecumenical in spirit and practice. Approximately 40% of Palmer Theological Seminary’s students come from Baptist churches, while others represent numerous denominations.

In 1991, the Seminary joined with the West Virginia Baptist Convention to form a unique partnership for the purpose of offering a Master of Divinity degree program to current and aspiring pastors in and near West Virginia. This partnership has enabled men and women in the region to develop or enhance their ministry skills while remaining close to home.

### PHILADELPHIA: URBAN AND SUBURBAN CONTEXT

Palmer Theological Seminary, residing on Eastern University’s St. Davids campus, is located near one of the nation’s major industrial and cultural centers. With nearly 1.5 million people, Philadelphia is the largest city in Pennsylvania, the second largest on the East Coast, and the fifth largest in the country. The greater metropolitan area is home to nearly 4 million people.

Founded in 1682, Philadelphia is one of the nation’s oldest cities, though its populace is younger (with a median age of under 35 years) than the national average. It is located within a few hours of other major U.S. cities, including Washington, D.C. and New York City. Also close by are many varied recreational opportunities, including the Pocono Mountains to the north, historic Lancaster County to the west, and beach resorts on the New Jersey and Delaware coasts to the east and south.

A cultural hub, Philadelphia is considered to be among the nation’s top three cities in theater and classical music and number one in architecture. Eighty-eight colleges and universities, including the University of Pennsylvania, are located in the area, as are numerous historic sites such as Valley Forge National Park and Independence Hall. Among the fine arts and science centers located in the city are the Philadelphia Museum of Art, the Franklin Institute, Fels Planetarium, the African American Historical and Cultural Museum, and the Academy of Music.

The Seminary’s proximity to the city allows students easy access to hands-on ministry opportunities in an urban context. Philadelphia’s rich ethnic diversity gives it the feel of an international federation of neighborhoods. Historically, the city has a heavily German, Irish, Polish, and Slavic base. However, African American, Jewish, Italian, Latino, and Asian communities are also strong

and distinct, and lately an increasing number of Russian immigrants have been settling in Philadelphia.

The area is rich with religious diversity as well, with a spiritual history dating to the 17th century. Most church denominations are represented in the Delaware Valley. Area churches range from large urban and suburban congregations to small, city store-front churches.

Baptists constitute the largest Protestant group, with most of them belonging to the National Baptist or Progressive National Baptist Conventions. The Philadelphia Baptist Association, the oldest Baptist association of churches in the U.S., was formed in 1707. Affiliated with American Baptist Churches, USA, this association consists of some 124 churches with an aggregate membership of over 60,000.

### THE SEMINARY COMMUNITY

#### Composition of the Community

Palmer Theological Seminary is an unapologetically diverse community of women and men from various denominations. Currently we are about 52% male and 48% female. Student ages range from 22 to over 65. Racially/ethnically, our multi-racial community is about 53% African American, 39% Caucasian, and includes non-resident internationals, mixed-racial identities, Latino/as, and Asian Americans. Denominationally, we are 43% Baptist, 14% Methodist, 10% Nondenominational, 3% Holiness/Pentecostal, 2% Presbyterian, and a mix of about a dozen other church traditions.

#### Student Formation

Comprehensive formation for ministry takes place both in and out of the Seminary classroom. Palmer Theological Seminary is committed to equipping whole persons to incorporate the whole Gospel into all the various contexts and relationships in which they are involved. We are concerned not only with the intellectual and academic development of our students, but with their personal, social, and spiritual development as well.

#### Worship

The Palmer Seminary community meets every week for worship as the seminary, and once a week with the rest of Eastern University community for Chapel. The seminary Chapel services are a delightful and refreshing opportunity for us to celebrate the God of our salvation, savor our oneness in Christ, and seek the power and wisdom of the Holy Spirit as we journey together. Preaching that heals and motivates, manifesting a variety of Christian worship traditions and styles, times of silent prayer and reflection, and eating meals together, are the centerpieces of these Chapel services. We sing our Christian faith through a variety of musical expressions—traditional, gospel, contemporary, international. Storytelling, liturgical dance, and other creative forms give further expression to our reverence for the work and presence of God and the life we have in Christ. Prayer is also a focus of the Seminary community: once a month, organized by the Student

Assembly, all classes that meet in the same time slot gather for the first fifteen minutes of class for corporate prayer.

### **Fellowship**

In addition to worship and prayer, the entire Palmer Seminary Community community enjoys gathering for mutual edification and for fun on other occasions. These can include gatherings over meals for prayer and conversation, all-campus potluck luncheons in the fall and in the spring, a carol sing at Christmas time, and other activities as community members express interest.

### **Student Assembly**

Representatives of the student body are elected each year to serve the community, and to allow for students to have an active voice in Seminary policy formation and governance. Student Assembly representatives formally interface with faculty and administration during faculty and Student Assembly meetings, as well as on an ongoing informal basis. The Student Assembly creates and hosts a variety of student activities including the Vespers and Chapel programs.

### **Special interest groups**

The Seminary offers the opportunity for students to form a wide range of small Special Interest Groups. These groups convene for a variety of reasons: prayer, mutual support, outreach, Bible study, spiritual direction, issues advocacy, denominational identity and information, etc.

### **Student Services**

In addition to the student services described elsewhere in this catalog, the Seminary provides a faculty advisor for all degree students, a bookstore available online and on campus, and several on-campus computer labs.

### **Placement Services**

Placement resources are coordinated through the Supervised Ministries Department at Palmer. It is the mission of this Department to be a conduit for:

- The external Christian community to address inquiries and, to submit postings, information, and ministry opportunities.
- Denominational and other ministry-related organizations to contact PTS as they seek to develop relationships with seminarians through campus visits and/or the dissemination of information to the Palmer community.
- Students to access information submitted to the Seminary as they seek employment opportunities while at PTS and immediately following graduation.

For more information, contact the Office of Supervised Ministries.

### **Counseling and Spiritual Direction Services**

Recognizing that effective Christian ministry is done best by spiritually and psychologically whole, mature persons, and recognizing also that seminary students frequently

can benefit from assistance in these areas, the Seminary has arranged with competent professionals to provide counseling and spiritual direction to degree students at a significantly reduced rate, provided students qualify. Dr. Tim Pretz, the Seminary's Counseling Coordinator, acts as a liaison between students and counselors.

### **Meals**

Breakfast, lunch, and dinner are available at the Eastern University Dining Commons, located in Walton Hall. Vending machines are also available within the classroom buildings on campus. Numerous off-campus dining opportunities are available nearby in the communities of Wayne and King of Prussia.

### **Campus Facilities**

Palmer Theological Seminary is located on the campus of Eastern University in St. Davids, Pennsylvania. The SEPTA (Philadelphia regional mass transit agency) Paoli rail line has stops at the Radnor and St. Davids stations; University-provided shuttle service is available from the Radnor station. In addition, SEPTA's Norristown High Speed Line has a station/stop in Radnor which is adjacent to the Paoli rail line. The campus is located within a few minutes' drive of Lancaster Avenue (Route 30), the Blue Route (I-476), Pennsylvania Turnpike (I-76/I-276), the Schuylkill Expressway (I-76), U.S. Route 422, and U.S. Route 202.

The primary administrative and academic facility for the Seminary is McInnis Hall, which contains the Seminary's staff, faculty, and administration offices, its reception area, the Student Assembly food pantry and lounge, the Methodist Room, and the majority of its classrooms, as well as a 300-seat auditorium. Other classrooms are located primarily in the Harold C. Howard Center and Eagle Learning Center. Each room has wireless internet access as well as state-of-the-art technology that permits the use of PowerpointPowerPoint, DVD, and online content in instructional and student presentations.

Warner Memorial Library is the main library for Eastern University and is accessible to all Seminary students. The Seminary's collection, originally separate, has now been consolidated within the Eastern University library collection.

Four Student Computer Labs with workstations and printing capabilities in each are available across campus for enrolled students to use during open building hours.

### **Inclusive Language**

The Seminary is committed to the belief that in Christ, and in the new order inaugurated in his life, death and resurrection, there can be no room for inferior and superior categories of human beings, either on the basis of gender, race, ethnic or national origin. Within this conviction, Scripture teaches that males and females alike respond to the calling of God into the ministries of Christ, and that God's Spirit gifts both males and females for such ministry.



Our expression of this commitment is seen in the Seminary’s “Policy on Inclusive Language,” printed in the Student Handbook.

### **Housing**

Graduate student housing is available for single students on a first-come, first-served basis in The Village, located one mile from the St. David’s campus. For students who need family housing, there are several apartment complexes located within just a few miles of the university.

### **Alumni/ae**

The Palmer Theological Seminary Alumni/ae Association is an organization of approximately 3,000 men and women who have graduated from one of the degree programs or who have taken at least 18 credit hours of study. It is a viable body of God’s servants who for decades have kept the welfare of the Seminary as a priority in their lives.

The Alumni/ae Association raises support for lectureships, scholarships and the annual fund. It recruits students, sponsors reunion events and works toward the general advancement of the school and its mission.

## **DOCTRINAL STATEMENT**

### **Section I**

- We believe that the Bible, composed of Old and New Testaments, is inspired by God and serves as the rule of faith and practice, being the authoritative witness to the truth of God embodied in Jesus Christ.
- We believe in one God eternally existing as Three Persons.
  - *We believe in God the Creator, author of all life and our salvation.*
  - *We believe that God created human beings, male and female, in the image of God as an expression of God’s eternal love, to live in God’s perfect will. As such, human beings are called to be faithful stewards of God’s creation and to live in relations with God, each other, and the created world.*
  - *We believe in God the Spirit, Lord and giver of life, who reveals Jesus Christ to human beings to transform them through conversion and sanctification to full humanity as willed by the Creator.*
  - *We believe that Jesus Christ was conceived through the power of the Holy Spirit, born of*

*the Virgin Mary, and is truly God and truly human.*

- *We believe that he lived a fully human life as Jesus of Nazareth, who walked with us, ministered to us, and proclaimed the Reign of God.*
- *Because human beings sinned and suffered the penalty of death, we further believe in the life and death of the Lord for our sins, in the resurrection of his body, in his ascension to heaven, and in his personal and visible future return to the earth.*
- We believe that our salvation is received through faith by grace through Jesus Christ, the only and sufficient mediator between God and humanity.
- We believe that Jesus Christ commanded us to be baptized and to partake of the Supper in his name.
  - *We believe that baptism is the immersion of a believer in water in the name of God the Father, God the Son, and God the Holy Spirit, signifying redemption through the death and resurrection of Jesus Christ together with the believer's death to sin and resurrection to newness of life.*
  - *We believe that the Lord's Supper is a commemoration of the Lord's death until he returns.*
- We believe that the Church is Jesus Christ's body on earth, called to witness and proclaim the good news of God's Reign and salvation to the world. The Church consists of believers, called by Jesus Christ to worship God, serve one another in a spirit of love and truth, and to proclaim God's Reign—not only through word, but also through deeds of love and justice. As a witness to the Reign of God, the Church embodies God's will to be one in diversity, to care for "the least of these," and to proclaim hope. Therefore, the Church is a light unto the world at all times and in all places.

### Section II

Every member of the Board of Trustees, every administrative officer of the Institution, professor, teacher, and instructor shall annually subscribe over his or her signature to the Doctrinal Statement, excepting only that a non-Baptist individual occupying any of the foregoing positions shall not be required to subscribe to that part of the Doctrinal Statement regarding the mode of water baptism.

### Section III

Whenever a member of the Board of Trustees, administrative officer, professor, teacher, or instructor is not in complete accord with the foregoing Doctrinal Statement (set forth in the preceding statements, Sections 1 and 2),

he or she shall forthwith withdraw from the Board and all positions and connections with the University, and his or her failure to do so shall constitute grounds for his or her immediate removal from such positions by the Trustees.

### Statement of Behavioral Standards and Expectations

Eastern University, as an intentional evangelical Christian academic community, aspires to pattern itself after the relationship between Jesus and his followers. That first Christian community demonstrated the attributes of forgiveness and accountability, affirmation and challenge, forthrightness and patience, in a spirit of servanthood and respect for diversity in the body of Christ. Eastern University attempts no less.

As a Christian university and a Christian community, we are concerned with establishing standards of conduct consistent with a Christian lifestyle. We believe these standards flow from biblical values and from our commitment to be witnesses to one another. We also believe these standards are in the best interests of each individual student as well as the community as a whole.

Believing that freedom is essential to Christian growth and maturity, the University limits its rules and regulations to policies and practices considered essential to the community's well-being. The following are specific violations of University policy and will result in disciplinary proceedings:

1. All forms of dishonesty, including cheating, plagiarism, furnishing false information to the University, and altering documents with the intent to defraud.
2. The use, sale, distribution and/or the possession of marijuana and other illegal drugs.
3. Unauthorized use of tobacco products. The campus is smoke free.
4. The use or possession of alcoholic beverages on campus or in areas adjacent to the campus.
5. Inappropriate behavior resulting from being drunk, intoxicated, or under the influence of alcohol or illegal drugs.
6. Unauthorized visitation in University housing.
7. Inappropriate displays of affection.

Students who violate these expectations and standards are accountable for their behavior. The principles of accountability are basic to providing a climate that encourages students to take responsibility for their choices and actions. Students can expect to be confronted, counseled, advised and when warranted, disciplined. In order to provide a climate of trust and trustworthiness, the University, through the Dean of Students, is committed to the principle of due process for all students. Practices in disciplinary cases may vary in formality with the gravity of the offense and the sanctions to be applied. (Note: The full statement of "Behavioral Standards and Expectations" can be found in the *Student Handbook*.)





# ADMISSION TO GRADUATE PROGRAMS

## ADMISSION TO GRADUATE PROGRAMS

To be admitted to any graduate program, the applicant must meet the following academic criteria:

- Possess a bachelor's degree in any field from a regionally accredited college or university. If the bachelor's degree was earned outside the United States, the program of study must be equivalent to a four-year U.S. baccalaureate degree program.
- Have an overall undergraduate grade-point average of at least a 2.5 (professional/state requirements may require a higher standard for specific graduate programs).
- Obtain acceptable scores on admission or professional tests, if required by the specific graduate program.
- Ability to appropriately use contemporary technology tools for communication and online learning as indicated by the signed Disclosure of Online Learning Expectations form.
- Specific programs may require interviews, essays, letters of recommendation, or other supplementary information prior to making admissions decisions. Undergraduate foundation courses may be required for graduate students who do not have adequate preparation to benefit from the graduate courses offered.

*NOTE: Admission of F-1 students is based on the decision of the academic department.*

For applicants who studied in educational systems outside the United States

- Official evaluation of academic credentials in English from a NACES member organization is required. An evaluation from World Education Services is preferred.

For applicants whose language of instruction was not English

- Minimum test of English as a Foreign Language (TOEFL) score of 79 (internet-based) or 213 (computer-based) or minimum international English language testing system (IELTS) score of 6.5

Admission to Eastern University is not automatic; that is, some applicants who meet or surpass minimum requirements may be denied acceptance. Each Eastern program reserves the right to accept or reject any applicant for reasons the University determines to be material to the applicant's qualification to pursue a degree. For example, a violation of integrity and honesty in the application process is a serious offense, considered to be sufficient basis to deny admission.

## READMISSION POLICIES

Readmission after an absence of less than five years:

Students who withdrew from Eastern University and plan to resume their studies within the five year period following the exit date must apply for readmission through the Advising Office.

*NOTE: Students who have not returned to Eastern within the period of five years or who plan to make significant changes in their programs of study, such as a change of degree objective or major, must apply through the Admissions Office and fulfill the graduation requirements in effect at the time of their return.*

The Application for Readmission form with instructions is provided on the Registrar's web page [www.eastern.edu/registrar](http://www.eastern.edu/registrar). A completed application form must be submitted to the Advising Office ([advising@eastern.edu](mailto:advising@eastern.edu)) at least four weeks prior to the beginning of the readmission session. All official transcripts from other schools attended during the period of absence must be sent to the Office of the Registrar for evaluation. Academic credit for courses and grades earned at other academic institutions may be granted up to the maximum permitted by the specific Eastern University program. Qualified applicants are accepted in good standing or on academic probation once they have paid all past due balances to Eastern University and other schools attended since leaving Eastern. Notification of the readmission decision is communicated by the Student Success Advisor to the applicant by electronic mail.

Readmission after an absence of more than five years or a request to change programs of study:

Students who have not returned to Eastern within the period of five years or who plan to make significant changes in their programs of study, such as a change of degree objective or major, must apply through the Admissions Office. The online application is provided on Eastern's web site [admissions.eastern.edu](http://admissions.eastern.edu). The applicant must have paid all past due balances to Eastern University and other schools attended since leaving Eastern and complete all steps in the current admissions process. Official transcripts from other schools attended during the period of absence must be sent to the Admissions Office for evaluation. (Credentials received for past periods of enrollment do not need to be submitted again.) Academic credit for courses completed at other academic institutions may be granted up to the maximum permitted by Eastern University policy. The accepted student must fulfill all graduation requirements in effect at the time of admission to the new degree or major.

## ADMISSIONS STATUSES AND DEFINITIONS

**Full Acceptance** – The candidate provided all required credentials and fully meets the standards for admission.

**Conditional Acceptance** – The candidate provided all required credentials and fully meets the standards for admission once the baccalaureate degree is awarded



or once a final official transcript is received by the Admissions Office. A final official transcript will be provided after the degree conferral date.

**Provisional Acceptance** – The candidate provided essential credentials and does not fully meet all standards for admission. A provisional acceptance allows the candidate to enroll in up to two courses in one semester to demonstrate an ability to be successful in graduate-level study and achieve the minimum grade-point average required by the program. Financial aid is not available to any student enrolled during the provisional status.

#### STUDENT CLASSIFICATIONS AND DEFINITIONS

**Enrolled Student** – A student is enrolled as of the first date of the semester, term or academic session if all admissions requirements have been met, a registration is properly submitted, and payment arrangements have been approved by the Student Accounts Office. The University reserves the right to cancel a student's registration if admission or payment processes are not complete by the end of the full refund period.

**Matriculated Student** – An enrolled student becomes matriculated when accepted into a degree program.

**Degree Student** — A degree student is one who plans to pursue a degree and who has been formally admitted for advanced studies in a particular program.

**Provisional Student** — Provisional admission is a temporary classification in which an applicant may remain for a period of one semester or term. If the deficiencies that caused the provisional admission are not corrected by the end of the period, the student may be dropped from the program. Note: Financial Aid is not available. Graduate Counseling Psychology and Education students are limited to six credits in this classification.

**Non-degree Student** — A non-degree student is one who meets all requirements for admission to a specific graduate program, but who does not intend to work for an advanced degree at this institution. This classification includes students who plan to transfer credits to another institution, students studying for personal

enrichment, and those who plan special programs of study not connected with a specific department and not leading to an advanced degree. Students must complete and submit an application, proof of graduation in the form of a final transcript from an accredited undergraduate program, and a non-refundable application fee prior to beginning course work. Courses with prerequisites may be taken only if the prerequisites have been met. A non-degree student wishing to take more than 18 graduate credits must apply through the Graduate Admissions Office to become a degree candidate in a specific program of study.

**Certificate or Certification Student** — A certificate student is one who is engaged in a program of study leading to a certificate or equivalent recognition of accomplishment rather than a graduate degree program. Candidates for certification (but not a master's degree) must submit the same credentials as degree applicants (or whatever is required by that specific program) and be accepted before they can proceed with a program that will make them eligible for certification.

*NOTE: External agencies have authority to impose new standards for certification before a student's program of study is completed.*





# **STUDENT** SERVICES



## STUDENT SERVICES

Eastern University seeks to provide a Christ-centered environment and educational program that stimulates the growth and development of each student socially, intellectually, spiritually, and culturally. The Eastern community, diverse in cultural, social, racial, academic and economic backgrounds, is a powerful and positive dimension of Eastern's educational process. This community is a nurturing and caring one that provides support to students as they deal with the developmental issues of identity, intimacy, service, and vocation.

### ADVISING

Each student is assigned a Student Success Advisor (SSA) to work with him/her and foster comprehensive support throughout his/her time at Eastern University. Students may also work with a faculty advisor within their program. Depending on the nature of the program, the Student Success Advisor may be able to assist the student with the following functions: changes of status, requests for Incompletes, petitions for exceptions to policy, grade appeals, graduation clearances, course selection and registration, academic plans or programs of study, and other matters that will contribute to the student's successful and timely completion of the chosen program.

Palmer students have a Faculty Academic Advisor who will monitor the student's academic progress.

Palmer students will also have an assigned SSA to help them with technical issues.

### STUDENT RESPONSIBILITY

It is the student's responsibility to be knowledgeable about academic policies, curricula and services of the University, as stated in this publication and posted to [www.eastern.edu](http://www.eastern.edu), particularly with regard to degree requirements. A student experiencing personal and/or academic difficulties should contact his/her SSA at the earliest possible time to ensure appropriate interventions and remedies.

### CAREER SERVICES

Career Services equips current students and alumni with the tools and skills needed to manage their careers in constantly changing work environments. Services include résumé critique, mock interviews, networking tips, job search strategies, and helpful online resources, such as articles on job market trends and current salaries, as well as a list of career fairs. Contact the Office of Talent and Career Development for more information.

### DISABILITY SERVICES

Eastern University is committed to facilitating access for students with disabilities through the provision of reasonable accommodations and appropriate support services. To begin the process, students must submit a written request for accommodations and appropriate

documentation of disability to The Cushing Center for Counseling and Academic Support (CCAS). Interested students should contact CCAS as early as possible for further information and guidance about specific policies and procedures ([ccas@eastern.edu](mailto:ccas@eastern.edu)/610.341.5837).

### CHAPLAINCY SERVICES

Opportunities for corporate worship, prayer, and counseling are facilitated by the University Chaplain, Dr. Joseph B. Modica ([jmodica@eastern.edu](mailto:jmodica@eastern.edu)/610.341.5826). The Seminary's Chaplain, Dr. Debbie Watson ([dwatson2@eastern.edu](mailto:dwatson2@eastern.edu)/484.384.2964), facilitates similar opportunities specifically for the Seminary community.

### DATA AND IDENTITY SECURITY

Eastern has taken a layered approach to IT security. Physical access to enterprise systems is very limited and strictly controlled. Electronic access to those systems and data is dependent upon who the user is and their specific relationship to the University, and what they need to know in order to function in that relationship. The IT infrastructure limits the kind of communication that can reach the systems and from where, both internally and externally. In addition to the University firewall, an intrusion detection system adds another layer of security. Other layers of security are being constantly evaluated.

Identity theft is more likely to happen in ways that are controllable by individual technology users. You can help to protect your own information by following these guidelines:

- Do not answer any e-mail that asks for personal information.
- Make online purchases only at established, reputable sites.
- Do not leave logins, passwords, PINS, and personal information easily accessible to others.
- If you store passwords and financial information on your portable devices, be careful where they are kept and be sure to protect your files.
- Shred personally identifiable records.

### E-MAIL SERVICES

Eastern University issues a unique username (login), password, and email account to each enrolled student. The Eastern University email account is the required method of communicating with students about community events, important announcements, and last-minute changes such as class cancellations. Therefore, it is very important to check the Eastern email account regularly and/or follow the online instructions to redirect this account to a primary email account. For detailed instructions on Eastern Email, visit the Help Desk ([www.eastern.edu/technology-services](http://www.eastern.edu/technology-services)).

### EMERGENCY AND CRISIS INFORMATION

It is advisable to create an account for the EU Emergency Messaging System. Go to [www.eastern.edu](http://www.eastern.edu) and find

Safety and Security using the Search command. In the case of an emergency event, we ask that all community members use their best judgment. We also recommend that each member of this community become familiar with emergency procedures. Call Security at 610.341.1737 for emergencies on the St. Davids campus. Call building security at other sites.

1. Carry identification, including an emergency contact card, with you at all times.
2. Keep a flashlight, a battery-powered radio and extra prescription medication on hand.
3. If you wear contact lenses, carry glasses with you at all times.
4. Set up a contact plan. Ask someone who lives outside of your area to be your family's contact, and include that phone number on your emergency contact card.
5. If the building you are in is affected, go to another place of safety.
6. As you use your E-Card/key to access buildings, do not allow people unknown to you to enter.

### FACULTY/ COURSE EVALUATIONS

Students evaluate instructors and curriculum regularly using an electronic evaluation system. Students receive notifications via their eastern.edu e-mail addresses informing them that course evaluations are available for completion. Instructions to access the evaluations are provided in the notifications.

### ID CARDS (E-CARDS)

Students must have their ID cards in order to use the library, to obtain borrowing privileges at area libraries, and to participate in activities on the St. Davids campus. Students may also be asked to identify themselves to Security or other University personnel.

### FITNESS CENTER

An 8,200 square foot fitness center is located at the St. Davids campus. The fitness center is open to every Eastern University student both undergraduate and graduate, and all Eastern faculty and staff. The two-story fitness center features state of the art Hammer Strength weight equipment and Life Fitness cardio equipment. The fitness center also includes a 70-foot batting cage and an indoor turf area for conditioning activities. Each participant must sign a waiver form before they are allowed to use the Fitness Center.

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*The two-story fitness center features state of the art Hammer Strength weight equipment and Life Fitness cardio equipment. The fitness center also includes a 70-foot batting cage and an indoor turf area for conditioning activities.*

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## INCLEMENT WEATHER AND SCHOOL CLOSING PROCEDURES

As adult students, you will have to use your own judgment regarding travel conditions from your area. If you determine that it is unsafe to travel and the class has not been cancelled, the attendance policy will apply.

Go to [www.eastern.edu](http://www.eastern.edu) and enter **School Closing Info** into the Search window to review the current status of facilities and operations at campuses and locations operated by Eastern University. If the University is closed or classes are delayed due to inclement weather (snow, ice, extreme weather conditions) you may also find out by listening to your local radio station or signing up for Emergency Text Alerts from the University.

## RADIO

### Philadelphia Area

Should we close or delay classes in the Philadelphia area, a radio announcement will be made on KYW News Radio, 1060 AM; our school closing number is listed in Delaware County and is 1207.

### Central PA Area

Should we close or delay classes in the Central PA area, a radio announcement will be made on WARM 103 FM; schools are listed alphabetically, by name, and according to the type of closure (full closing, delay of 2 hours, etc.).

## TEXT ALERTS

If you would like to receive text messages alerting you to class cancellation due to weather closure, sign up for text alerts by going to EU Emergency Messaging System. Fees may apply depending on your mobile phone contract, please contact your wireless provider with any questions.

## LIBRARY INFORMATION

Forty-four (44) TCLC (Tri-State College Library Cooperative) libraries are listed on the Eastern Library homepage. Libraries may be used with a letter from Eastern University's Warner library and a valid Eastern ID.

Also, be aware that books may be borrowed through direct interlibrary loan, on a three-day delivery shuttle, from "PALCI E-Borrow," with 36,000,000 titles from 54 libraries in Pennsylvania, New Jersey, and West Virginia. Access is available on the library homepage. [www.eastern.edu/library](http://www.eastern.edu/library)

## ONLINE COURSES/BRIGHTSPACE

Eastern University uses Brightspace for the e-learning environment. The Brightspace system is easy to navigate and is specifically designed for online and hybrid learning in today's classrooms. This system allows students and faculty access to their courses anytime, anywhere.

In order to access an Eastern University online course, your computer and internet service must meet minimum system requirements.

- System
  - *XP Service Pack 3, Vista Business or Premium, Windows 7, Apple Leopard or above*
- Processor
  - *1 Ghz or better, 2 + Ghz preferred*
- Hard Drive
  - *80 GB for new equipment (20 GB minimum), 160 + GB preferred*
- Memory/RAM
  - *2 GB, 3 GB preferred*
- Software
  - *Microsoft Office 2007, Microsoft Office for Mac 2008 (Word, PowerPoint, Excel)*
  - *Current versions of: Anti-virus software (e.g., McAfee 8.x)*
  - *Adobe Reader 8.x or higher Anti-spyware software for PC (Adaware or Spybot, downloadable free from the web)*
- Internet Connection
  - *Dial-up is not permitted*
  - *Broadband connection (DSL, FiOS, cable, etc.)*
  - *Wireless— 802.11 b/g*
- Web Browser
  - *Current version of either: Mozilla Firefox 5.x,*
  - *Internet Explorer 7 or higher*
  - *For Macs: Safari or Mozilla Firefox 5.x*
  - *Java 6.x*
- Communications Tools
  - *Web cam (optional)*
  - *Microphone and headset (needed for Adobe Connect)*

## PARKING PERMITS FOR ST. DAVIDS CAMPUS

Vehicle registration forms are completed as a part of the registration process for most graduate students. Please refer to the Public Safety website ([eastern.edu/eastern.edu/offices-centers/public-safety](http://eastern.edu/eastern.edu/offices-centers/public-safety)) for detailed information on how you will obtain a parking permit. Permits should be displayed at all locations to identify the vehicle to the campus or site security. Please purchase and display your permit as well as abide by posted parking lot restrictions in order to avoid receiving a ticket.



## REGISTRATION

All students may use online registration in Student Planning at announced periods. Before registration, meet with your Academic Advisor to discuss your course selections, plan of study, and any questions you have regarding the registration process. Students must give consent for registration in the form of online self-registration or with their signature on an add/drop form acknowledging their registration into a specific course. Students with balances or that owe the university credential information will not be permitted to register until they have resolved the hold with the office in question.

## THE SEMINARY COMMUNITY

### COMPOSITION OF THE COMMUNITY

Palmer Theological Seminary is an unapologetically diverse community of women and men from various denominations. Currently we are about 52% male and 48% female. Student ages range from 22 to over 65. Racially/ethnically, our multi-racial community includes non-resident internationals, mixed-racial identities, Latino/as, Asians, Caucasians, and African Americans. Denominationally, we are 43% Baptist, 14% Methodist, 10% Nondenominational, 3% Holiness/Pentecostal, 2% Presbyterian, and a mix of about a dozen other church traditions.

### STUDENT FORMATION

Comprehensive formation for ministry takes place both in and out of the Seminary classroom. Palmer Theological Seminary is committed to equipping whole persons to incorporate the whole Gospel into all the various contexts and relationships in which they are involved. We are concerned not only with the intellectual and academic development of our students, but with their personal, social, and spiritual development as well.

#### Worship

The Palmer Seminary community meets twice a week every other week for worship as the seminary, and once each week with the rest of the Eastern University community for Chapel. The bi-weekly seminary Vespers services are a delightful and refreshing opportunity for us to celebrate the God of our salvation, savor our oneness in Christ, and seek the power and wisdom of the Holy Spirit as we journey together. Preaching that heals and motivates, manifesting a variety of Christian worship traditions and styles, and times of silent prayer and reflection are the centerpiece these Vespers services. We sing our Christian faith through a variety of musical expressions—traditional, gospel, contemporary, international. Storytelling, liturgical dance, and other creative forms give further expression to our reverence for the work and presence of God and the life we have in Christ.

## FELLOWSHIP

In addition to worship, the entire Palmer Seminary Community enjoys gathering for mutual edification and for fun on other occasions. These can include gatherings over meals for prayer and conversation, all-campus Potluck Luncheons in the Fall and in the Spring, a Carol Sing at Christmas time, and other activities as community members express interest.

### STUDENT ASSEMBLY

Representatives of the student body are elected each year to serve the community, and to allow for students to have an active voice in Seminary policy formation and governance. Student Assembly representatives formally interface with faculty and administration during faculty committee and Student Assembly meetings, as well as on an ongoing informal basis. The Student Assembly creates and hosts a variety of student activities including the Vespers and Chapel programs.

### SPECIAL INTEREST GROUPS

The Seminary offers a wide range of small Special Interest Groups. These groups convene for a variety of reasons: prayer, mutual support, outreach, Bible study, spiritual direction, issues advocacy, denominational identity and information, etc.

### STUDENT SERVICES

In addition to the student services described elsewhere in this catalog, the Seminary provides a faculty advisor for all degree students, a bookstore available online and on campus, and several on-campus computer labs.

### PLACEMENT SERVICES

Placement resources are coordinated through the Supervised Ministries Department at Palmer. It is the mission of this Department to be a conduit for:

- The external Christian community to address inquiries and to submit postings, information, and ministry opportunities.
- Denominational and other ministry-related organizations to contact PTS as they seek to develop relationships with seminarians through campus visits and/or the dissemination of information to the Palmer community.
- Students to access information submitted to the Seminary as they seek employment opportunities while at PTS and immediately following graduation.

For more information, contact the Office of Supervised Ministries.

### COUNSELING AND SPIRITUAL DIRECTION SERVICES

Recognizing that effective Christian ministry is done best by spiritually and psychologically whole, mature persons, and recognizing also that seminary students frequently can benefit from assistance in these areas, the Seminary has arranged with competent professionals to provide





counseling and spiritual direction to degree students at a significantly reduced rate, provided students qualify. Dr. Tim Pretz, the Seminary's Counseling Coordinator, acts as a liaison between students and counselors.

#### **SECURITY**

Eastern University is proactive about the safety of all campus members and guests. The University has developed a series of policies and procedures designed to ensure that precautionary measures are taken to protect students and guests on campus. A pamphlet which provides the information needed to understand and participate in the effort to keep the campus safe is available in the University's Public Safety Office.

#### **MEALS**

Breakfast, lunch, and dinner are available at the Eastern University Dining Commons, located in Walton Hall. Vending machines are also available within the classroom buildings on campus. Numerous off-campus dining opportunities are available nearby in the communities of Wayne and King of Prussia.

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### ALUMNI/AE

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## STUDENT ACCOUNT INFORMATION

The schedule of student charges varies according to the program selected. Specific costs and payment schedules are found at <http://www.eastern.edu/tuition>.

### ADVANCE DEPOSIT

All graduate students are required to pay an advance deposit of \$150. This payment will hold a place for the student and be applied to tuition costs.

### FINANCIAL RESPONSIBILITY

Full payment of a student's financial account is expected by the due date. Failure to fulfill payment obligation may result in late payment fees, monthly service charges, suspension from classes, withholding of registration from

future sessions, release of transcripts, grades, and diploma. Eastern University will apply approved state grants, Eastern University grants and scholarships toward the payment of tuition, fees, books, room, insurance, and/or any other charges billed by Eastern University. PLEASE NOTE: A 1.5% Monthly Service Charge will be added to all accounts that become delinquent.

In cases of serious delinquency of financial obligation, the student's account may be placed with a collection agency and ultimately may be listed with one or more credit bureaus. In addition to the delinquent balance, the student will be responsible for the fees of the collection agency, which may be based on a percentage at a maximum of 33% of the debt, associated with placing the account with a collection agency. If it becomes necessary to litigate an account, all costs of litigation will be added to the balance of the student's account.

### ADDITIONAL FINANCIAL REQUIREMENTS FOR INTERNATIONAL STUDENTS

International students will need to provide documentation of financial support equivalent to one year of total expenses in the United States. The financial documents required are: 1) an affidavit of support or a letter of intent to support from a sponsor; and 2) an accompanying bank statement which indicates that the required amount of funds is available. All documents must be in English with monies listed in U.S. currency.

An accepted graduate international student will be required to submit a \$5,000.00 (U.S.) advance deposit before Eastern will issue a Certificate of Eligibility (I-20).

### EASTERN UNIVERSITY HEALTH INSURANCE

All full-time traditional undergraduate students in traditional baccalaureate programs, all students living in University residences, and all international students, including exchange students, are required to carry health insurance. Students will be billed for health insurance annually unless the online waiver has been successfully completed. Graduate students are highly encouraged to maintain health insurance from a private provider.

Failure to waive or enroll annually by the deadline will result in automatic enrollment and no refunds can be given.

### GREEN ENERGY PROGRAM FEE

The Student Government Association (SGA) has asked that the university assess an annual fee of \$40.00 to each student, so Eastern can buy electric power from renewable sources. The SGA's recommendation is based on a report from the Sustainable Peace Initiative (SPI), a group of Eastern students and faculty, who have called the community to a more sacred stewardship of our environment. The SPI report documents the positive effects of renewable energy on our air and health. The fee is included in your bill, but will be deducted if you choose not to participate.



**LATE PAYMENT FEE**

When a student is registered in a timely manner, Eastern University will provide a bill through the student's Web Advisor on [my.eastern.edu](http://my.eastern.edu) in advance of the payment date. When a student account is not paid by the bill due date, a late payment fee may be assessed to the student's account. The late payment fee: See Schedule of Student Charges online at [eastern.edu/tuition](http://eastern.edu/tuition).

**LATE REGISTRATION**

The last date to register for each academic session is published in the calendars at the end of this catalog. Late registrations will be processed on a case-by-case basis, but students whose appeals are granted will forfeit priority in class selection and may experience delays in student services. Full payment is due upon accepted late registration.

**MONTHLY SERVICE CHARGE ON DELINQUENT ACCOUNTS**

A monthly service charge of 1.5% will be added to all accounts that become delinquent. In addition, the monthly service charge is added to all delinquent accounts that are carrying past-due balances.

If you pay your bill through our payment option and your payments are kept current, you will not be billed the Monthly Service Charge.

Payment Plans information is available on Eastern's Web site, <https://payplan.officialpayments.com/Enrollment.aspx?billerId=34&planGroupId=63>.

**TUITION**

The cost of educating a student at Eastern far exceeds tuition charges. Gifts, grants, endowment, and other sources of income supplement student payments to insure a quality educational program.

Modest annual increases in student charges should be anticipated to sustain and advance academic programming.

**TUITION AND FEES FOR PALMER SEMINARY STUDENTS**

Palmer Theological Seminary seeks to keep tuition and fees as low as possible. As a result, tuition covers only about 40% of the cost of each student's education. The remaining 60% comes from churches, friends, foundations, and alumni/ae that support the Seminary through endowment and annual fund gifts. Palmer Seminary also offers substantial scholarships.

Student fees are assessed to enrolled students each semester and cover technology costs and auxiliary services. Additional fees may be billed for repeated course schedule changes, late cancellation of registration, and late tuition payment. A graduation fee is also charged in the academic year that a student completes their degree program. For the full schedule of fees, please go to [eastern.edu/tuition](http://eastern.edu/tuition)

**POLICY ON RELEASE OF ACADEMIC CREDENTIALS FOR PAST DUE ACCOUNTS**

It is Eastern's policy to withhold grade reports, transcripts, diplomas, and possibly future registrations anytime there is an outstanding amount due on a student's account.

**WITHDRAWAL AND REFUND OF TUITION (SEMESTER-BASED PROGRAMS)**

Any student who wishes to drop or withdraw from all courses in the semester is required to notify the Office of the Registrar (610.341.5853). Please note that the first day of classes is counted as the first day of scheduled classes for the entire institution without regard for the start date of individual classes.

Students who wish to drop or withdraw from all courses are eligible for a tuition refund based on the following schedule:

Withdrawal during the regular semester:

- *the first two weeks 100%*
- *(Dropped from transcript)*
- *the third week 50%*
- *after three weeks 0%*

**(NON-SEMESTER COURSES AND RESIDENCIES)**

Any student who wishes to drop or withdraw from a course or the program is required to notify the Office of the Registrar (610.341.5853). Notification will be sent from the Office of the Registrar to appropriate University offices, resulting in a calculation of any remaining balance, change in Title IV Federal Aid, or Eastern University Aid, or refund.

When the course work is presented in an accelerated sequential format, students who wish to drop a course are eligible for a refund of tuition and fees based on the following schedule:

On or before the end of the first week  
of the course ..... 100%  
After the first week of the course.....0%  
(Withdraw – "W" grade assigned)

If the course work is scheduled in a session coded other than FA, SP, S1, S2 or SUM, and includes a residency portion, full tuition will be charged for any portion of the residency attended for that course.

Any student who purchased a laptop computer as part of the laptop program must consult the contract for information about returns and refunds.

**NOTIFICATION**

The Student Accounts Office sends all written correspondence to the student's secure Eastern University e-mail address. Paper bills will not be mailed.

**FILING A DISPUTE**

Any disputes regarding your student account or registration activity must be filed within one year of the transaction in question. After one year, any disputes must

be accompanied by appropriate documentation and are reviewed at the discretion of the Vice President.

## STUDENT FINANCIAL AID

The financial aid program at Eastern University offers assistance to graduate students through the Federal Direct Loan Program and Eastern University Campus Employment (ECE). Contact the Office of Graduate Admissions for information on graduate scholarship or assistantship programs. Be sure to specify your program of study.

In order to receive any type of financial assistance, a student must:

- Be fully accepted as a matriculated student in a degree or an elementary or secondary teacher certification program
- Be enrolled at least half-time
- Have made satisfactory academic progress at the end of the previous academic year
- Have applied for financial aid by the published deadline each year aid is requested

Financial Assistance is not available for:

- Provisionally accepted students
- Students enrolled as non-degree students
- Courses being taken for personal enrichment

### FEDERAL DIRECT LOAN PROGRAM

The Free Application for Federal Student Aid (FAFSA) must be submitted each academic year in order to participate in the Federal Direct Loan Program. In addition, students must complete the Federal Direct Loan Master Promissory Note (MPN) and the Federal Direct Loan Entrance Counseling online at [www.StudentLoans.gov](http://www.StudentLoans.gov) before any loan funds can be sent to the University. If Master's or Doctoral students have already reached their aggregate for the Federal Direct Loan Program, they can apply for a Federal Direct Graduate PLUS Loan at [www.StudentLoans.gov](http://www.StudentLoans.gov) or a Private Alternative Loan at [www.ELMSelect.com](http://www.ELMSelect.com). Further details on these loan programs can be found at [www.eastern.edu/offices-centers/financial-aid-office/loan-options](http://www.eastern.edu/offices-centers/financial-aid-office/loan-options).

### FOUNDATION COURSES

Graduate students must complete any required foundation courses during the first twelve (12) months of their enrollment in order to have these courses considered for financial aid. Foundation courses taken after the first year will not be considered for aid or for Satisfactory Academic Progress.

### SEMINARY WRITING COURSE

INTG-510 A Guide to Seminary Writing is a three-credit course required of all master's students unless they test out of it during the orientation period.

- Students must complete this course within the first two semesters of enrollment at the

Seminary. It may also be a condition of a student's acceptance into a degree program at Palmer that they complete this course during their first semester of coursework.

- This course must be successfully completed in order to meet graduation requirements for both the M.Div. and M.T.S. degrees.

### CERTIFICATION PROGRAM

The Federal Direct Loan is available to eligible early childhood, middle level, or secondary Teacher Certification students if they meet the standard loan eligibility criteria above and the following guidelines:

- Education Certification students (not enrolled in a graduate degree program) may qualify for up to \$12,500 in the Federal Direct Student Loan Program each financial aid year if the student has not exceeded their undergraduate aggregate loan limit and is enrolled for a minimum of 4.5 credits in that semester. Students enrolled only in the Education Certification programs are not eligible to receive Eastern Graduate Assistantships.
- Post-certification M.Ed. students may qualify for up to \$20,500 in the Federal Direct Student Loan Program each financial aid year as long as they have not exceeded their aggregate loan limit. Master's degree candidates may also apply for consideration for an Eastern University Graduate Scholarship or Assistantship.
- Post-master's students may qualify for participation in the Federal Direct Student Loan Program to complete early childhood, middle level, or secondary Teacher Certification requirements if they have not exceeded their aggregate loan limit. However, these students are not eligible to receive Eastern University Graduate Assistantships.

International Students may apply for a Federal Direct Loan if they are considered to be an eligible non-citizen and have a valid SSN and a valid Student Aid Report (SAR) from filing the Free Application for Federal Student Aid (FAFSA). These students may also apply for consideration for a Graduate Scholarship or Assistantship if they meet the other criteria on those applications.

Private Alternative Loan Programs are available for students unable to participate in the Federal Direct Loan Program or students interested in additional funding.

### SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

Financial Aid Satisfactory Academic Progress is comprised of three components: CGPA, completion of a specified percentage of credits, and completion of degree requirements within 150% of the program length. Standards can be found on the Financial Aid website at [www.eastern.edu/financial-aid-office/satisfactory-academic-progress](http://www.eastern.edu/financial-aid-office/satisfactory-academic-progress).



### WITHDRAWAL FROM COURSES

A student who receives Title IV Federal Financial Aid and wishes to withdraw from all courses during an enrollment period must provide written notification to an Advisor and the Office of the Registrar. The change of enrollment status processed by the Office of the Registrar will alert the Financial Aid Office to review the student's record. Students participating in the Federal Direct Loan Program must complete a Loan Exit Interview online at [www.studentloans.gov](http://www.studentloans.gov) (If a student withdraws without notification, the last date of recorded class attendance or the mid-point of the semester will be used as the withdrawal date for financial aid reporting.)

A student who is receiving any type of financial assistance and drops a class or withdraws from a class (or classes) should contact the Financial Aid Office to learn how the change in enrollment status will affect financial aid eligibility. 610.225.5102

### LEAVE OF ABSENCE (LOA)

Leave of Absence status is limited to special requirements under Title IV federal financial aid regulations. Students needing to withdraw from ALL courses during an enrollment period should withdraw from the program and apply for readmission at a later date.

### RETURN OF FEDERAL TITLE IV FUNDS

The Financial Aid Office recalculates Federal Title IV financial aid for all students receiving Federal Title IV

assistance who withdraw, drop out, are dismissed or take a leave of absence from all courses. Recalculation is the determination of the percent of Federal Title IV aid that the student is eligible to receive. The calculation takes into consideration the amount of aid awarded, the length of the semester and the number of days the student attended prior to his/her removal from classes.

When Federal Title IV aid is returned, the student may owe a balance to the University. Students owing a balance should contact the Student Accounts Office to make payment arrangements. The Student Accounts Office can be reached by calling 610.341.5831.

Federal Title IV aid includes Federal Grants as well as Federal Direct Loans awarded. The withdrawal date is defined as the actual date that the student begins the withdrawal process or expresses the desire to withdraw from the University. The withdrawal date will be the student's last date of recorded attendance or the mid-point of the semester for a student who leaves without notifying the University.

### NOTIFICATION

The Financial Aid Office sends all financial information requests to the student's secure Eastern University e-mail address. Students should regularly check their EU e-mail address as well as their [my.Eastern.edu](http://my.Eastern.edu) account.





# ACADEMIC POLICIES AND PROCEDURES

## ACADEMIC POLICIES AND PROCEDURES

**Doctoral Student** — A doctoral student is one who has earned a master's degree and is enrolled in the Doctor of Arts, Doctor of Ministry, or the Doctor of Philosophy program.

**Post Master's Coursework** — A minimum of 12 credits of graduate work following an earned master's degree.

**Graduate Student** — A graduate student is one who has earned a bachelor's degree from a regionally accredited college, is not pursuing a second bachelor's degree, and is enrolled in graduate-level work.

**Second Degree Student** — A second degree student is one who has earned a master's degree and seeks another master's degree in a different program. The second degree student must complete the entire program of study and may not transfer courses from the first master's degree. When competencies have been met by prior course work, a department chair/program director will require alternate course work to ensure that the degree program meets all standards for content and credits.

**Full-time/Part-time Student** — Graduate students are full-time when enrolled for at least 9 credits in a regular semester/term; they are considered part-time when enrolled for at least 4.5 credits. Accelerated MBA students are full-time at 6 credits and part-time at 3 credits.

Doctoral students are full-time when enrolled for at least 6 credits in each regular semester or when completing the dissertation; they are considered part-time when enrolled in at least 3 credits in each regular semester.

**International Student** — An international student is an F-1 visa holder. F-1 students must be enrolled full-time.

### ACADEMIC CALENDARS

Dates of course offerings and periods of enrollment are determined by the academic calendars approved by the faculty.

Student enrollment is reported according to the official beginning and ending dates of the academic session, term, or semester, not according to individual course dates. A student's degree date and eligibility to participate in commencement exercises is based on the last date of the final academic session, term, or semester, even if course work is completed prior to that date.

### MAXIMUM COURSE LOAD

Graduate students are limited to a maximum of 18 credits in a regular semester and 6 credits in each summer session. Graduate students enrolled in term-based or

residency programs are limited to the course load and credit hours specified for the term in their program of study.

### TRANSFER OF CREDIT

A maximum of nine graduate semester credits may be transferred from another accredited graduate program with the approval of the director of the appropriate program and the dean. (Transfer credit is not accepted in accelerated, self-contained degree programs.) An official transcript for this course work must be received by Eastern in order for the course to be transferred. No credit will be granted for courses taken at another institution in which the student has earned less than a grade of "B."

Course work to be taken at other institutions during the student's enrollment at Eastern must be approved in advance. Permission forms are available on Eastern's Web site at [www.eastern.edu/registrar](http://www.eastern.edu/registrar). Course grades and credits for transfer courses approved by the student's program appear on the Eastern University transcript and the quality points are calculated into the student's cumulative grade-point average.

### TRANSFER OF CREDIT FOR SEMINARY STUDENTS

Credit will be granted for work done at other theological schools accredited by the Association of Theological Schools (ATS), or cognate graduate programs approved by an accrediting body recognized by the United States Department of Education (DOE), provided that:

1. The student has had an official transcript sent to the Registrar's Office (if it is not already on file), and notified the Registrar's Office of the request.
2. The transfer credit requested has been completed within ten years' time prior to the student's date of matriculation at Palmer Seminary.
3. The transfer credit requested has not been applied to another undergraduate degree.
4. The work for which credit is requested is appropriate for the degree program being pursued at Palmer Seminary and for the course for which credit is granted.
5. A grade of 2.0 (C) or better was earned in the course.
6. The Dean and the Associate Registrar determine the request is appropriate, based upon the nature of the course work. An instructor in the relevant discipline will be consulted as needed. Further supporting materials such as a course description and/or course syllabus may be requested of the student if these are required to make a more fully informed decision regarding transfer of coursework.



### TAKING COURSEWORK AT OTHER INSTITUTIONS FOR SEMINARY STUDENTS

Students are permitted to pursue coursework at other institutions which may be applied toward their degree at Palmer. Coursework pursued in this manner may only be: (1) denominational coursework, (2) “free” elective coursework for M.Div. students, or (3) required MTS concentration elective coursework. Completing core required coursework at another institution is generally not permitted and is determined on a case by case basis. Contact the Registrar’s office if you have questions.

### ADVANCED STANDING (SEMINARY STUDENTS)

Credit for advanced standing may be granted under the following conditions:

- Advanced standing may be granted for both core and elective courses, provided the subject matter is appropriate to the M.Div. or M.T.S. programs.
- Entering students wishing to be admitted with advanced standing for undergraduate work must pass written and oral exams prior to the commencement of their classes at the Seminary.
- Entering students must apply no later than August 1 for Fall semester or December 1 for Spring semester to take advanced standing exams.
- The Dean and a professor in the relevant area will screen applications.
- All exams, written and oral, will be administered at the Seminary during the week before on-site orientation in the Fall semester and in late December for the Spring semesters.
- The Dean’s Office will schedule all written exams, notifying students of the date, time, and room in which exams will be administered. All written exams in any given subject area will be administered at the same time.
- Written exams will be evaluated by appropriate Seminary professors, who will then schedule oral exams with each student.
- All exams, written and oral, must be evaluated by the end of Fall or Spring orientation week and results reported to the Dean’s Office.
- Standards of evaluation will be coordinated within departments, using area competencies as guidelines.
- Adjunct professors will be involved as needed.
- Students will be charged \$40.00 per exam taken, regardless of whether or not advanced standing is awarded.
- Students in the M.Div. degree program may receive up to 15 credit hours of advanced standing and M.T.S. students may receive up to 9 credit hours.

### WAIVERS OF REQUIRED COURSES (SEMINARY STUDENTS)

When a student has taken undergraduate coursework comparable to a required Seminary course, permission to waive such a course may be granted. The process for requesting waivers is outlined in the Student Handbook. Academic credit is not awarded for waived courses; students must complete other coursework (usually a higher level offering in the area of the waived course) to earn the number of credit hours required for their degree.

### ONLINE LEARNING EXPECTATIONS

Courses will be delivered fully on-ground, blended/ hybrid (part on-ground, part online) or entirely online. A level of technology competency and access to a computer are required to function effectively. Students become familiar with technology requirements and expectations for course work by reading the Disclosure of Online Learning Expectations prior to their first registration.

### CHANGE OF MAJOR AFTER ADMISSION

Acceptable scores on required admissions tests (e.g., GMAT) must be obtained before a request to change majors will be reviewed. Approval must be granted by the original advisor and the program director of the new major. Some programs have established deadlines for changing majors. It is the student’s responsibility to consult with the program advisor to clarify eligibility and procedures.

### CLASS ATTENDANCE

Attendance at all class sessions of accelerated courses is considered a critical element in the accomplishment of learning outcomes.

Class attendance for online courses is defined as an online presence demonstrated by active participation in all threaded discussions and virtual chats as required by the instructor. Failure to fulfill requirements within the parameters of each session will result in the student being marked absent.

It is recognized that class absences are sometimes necessary for extenuating professional or personal reasons. It is for these reasons that policies and procedures are established and published by the departments responsible for each program. Please consult your department’s Web page or posted/printed materials for specific attendance expectations for your program.

### INACTIVE STATUS

A student who is not enrolled in a current semester, term, or academic session will be reported as “Withdrawn” for enrollment purposes but may register for the following period without applying for readmission. If no enrollment occurs in a period of twelve (12) months, the withdrawal will be recorded on the academic record and the former student will need to apply for readmission.



### INACTIVE STATUS FOR SEMINARY STUDENTS

If a student in good standing cannot enroll in at least one course, he/she must request to be placed on inactive status. The request must be made in writing to the Registrar's Office. All inactive status requests are documented and monitored by the Registrar's Office.

1. Inactive status may be requested for personal, family, career, or other reasons.
2. A written request to be placed on inactive status should be submitted at the time of pre-registration, but no later than the first day of class at the beginning of the semester/term for which inactive status is requested. Inactive status forms are available online at the Seminary website.
3. If a student requests to be placed on inactive status, the student must remain on inactive status for at least one semester. A student may remain on inactive status for no longer than five consecutive semesters, after which point the student will be considered withdrawn from her/his degree program. (See point 7 below.)
4. A student on inactive status relinquishes all rights and privileges as a degree student at the Seminary for the duration that he/she remains on inactive status. This includes, but is not limited to, the following:
  - Access to the computer lab
  - Library borrowing privileges
  - Receipt of financial aid (loans and/or scholarships)
  - Verification of enrollment by the Registrar's Office.

*(Note that lending agencies may require students who go on inactive status to begin or continue repayment of any loans for which deferment was granted due to their studies.)*

5. These policies and procedures also apply to a student who drops or withdraws from all course work after the beginning of a semester.
6. A student on inactive status is expected to re-enroll during registration for the term subsequent to the expiration date of inactive status, or, at that time, submit an Intent to Resume Studies form to the Registrar's Office, specifying her or his plans for subsequent terms. Intent to Resume Studies forms are available in the Registrar's Office or online at the Seminary website.
7. Students on inactive status for six consecutive semesters will be considered withdrawn from their degree program. In order to return to studies, they must apply for readmission to their degree program through the Admissions Office. Individuals who are re-admitted in this manner are then responsible for meeting the

degree requirements in effect at the time of re-admission.

8. A student who fails to submit a timely, written request is still subject to all conditions listed above and may additionally have transcripts, grades, and/or refunds withheld until the appropriate request is submitted.

### RETURNING FROM INACTIVE STATUS FOR SEMINARY STUDENTS

Students returning to studies after being on inactive status must submit an "Intent to Resume Studies" form to the Registrar's Office.

### READMISSION FOR ADDITIONAL COURSEWORK AFTER PROGRAM COMPLETION

Former students who completed all program/degree requirements and wish to complete a new program or degree must apply for readmission through the Admissions Office. Special rules apply for financial aid eligibility.

### TIME TO COMPLETE MASTER'S DEGREE PROGRAM

All requirements for a graduate degree, including courses, comprehensive exams, internships and thesis, must be completed within seven (7) years of enrollment as a degree candidate. All requirements for students enrolled in the MDiv and MTS must be completed within ten (10) years of enrollment as a degree candidate.

### TIME TO COMPLETE DOCTORAL DEGREE PROGRAM

All requirements for the doctoral programs, including courses, comprehensive exams and thesis, must be completed within ten (10) years of the first enrollment.

### ACADEMIC ADVISING AND STUDENT RESPONSIBILITY

Students are responsible for all courses for which they are registered, except for courses they officially dropped by written notification to the Registrar. Advisors, program directors and the Registrar's representatives make every effort to assist students in satisfying course requirements in the desired time period, but it is ultimately the student's responsibility to meet all academic and financial requirements for the program of study.

### DROPPING/WITHDRAWING FROM A COURSE

- During the first week of a semester, or the equivalent time in other sessions, a student may drop a course online through Student Planning or by submitting a signed Add/Drop Form to the Registrar's Office.
- A grade of "W" will be entered on the academic record of any student who withdraws a course before 75% of the semester or term has elapsed. Courses carrying a grade of "W" receive no credit and are not counted in the grade-point average, even though they may carry a financial obligation. Students must turn in a signed Withdrawal Form to the Registrar's

office to withdraw from a course. Informing the instructor is encouraged but not sufficient to withdraw from a course.

- A student who withdraws from a course after the 75% time frame will receive a grade of “WF” which is computed as an “F.” (Exceptions are made for extreme circumstances and are handled on a case-by-case basis.)
- Students are advised to contact the Financial Aid Office to determine the impact of the withdrawal on overall aid eligibility.

*NOTE: A student who fails to officially drop/withdraw from a registered course will receive a grade of “F” for the course.*

The ability to withdraw and receive refunds for programs vary based upon the established policies of these courses. Grades of “W” are taken into consideration in the calculation of Federal Title IV eligibility. They are also taken into consideration when determining if a student has made Satisfactory Academic Progress.

#### **DIRECTED STUDY**

Some departments offer a directed study course for students with demonstrated ability and special interests. This course is appropriate when a student has a specialized and compelling academic interest that cannot be pursued within the framework of the regular curriculum or a regular course. Graduate students need to have earned a minimum of 6 credits before attempting directed study.

#### **INDIVIDUALIZED INSTRUCTION**

Individualized instruction is the teaching of a regular catalog course to a single student. Individualized instruction is offered only when the University has failed to offer a course according to schedule or with sufficient frequency AND it is needed by a student for a critical reason (e.g., impending graduation or job). Both criteria must be met. Severe course conflicts and other student or faculty emergencies may be approved by the appropriate dean on a case-by-case basis as reasons for individualized instruction if no appropriate substitute course can be found.

#### **INDEPENDENT STUDIES FOR SEMINARY STUDENTS**

Independent Study/Reading courses are generally considered only for summative MTS coursework or in extenuating circumstances, and are negotiated with individual professors. Special request forms for this purpose are available online at the Seminary website and must be approved by the Academic Dean. Normally, only students who have a 3.0 (B) average or better and have completed at least 24 credit hours (M.Div./M.T.S.) are permitted to pursue an Independent Study; students on probation are normally not permitted to engage in an Independent Study. Core required coursework is typically not permitted to be pursued on an Independent Study

basis. The process and all requirements for engaging in an Independent Study are outlined in the Seminary’s Student Handbook.

#### **INSTRUCTIONAL DELIVERY OF SEMINARY INTENSIVE COURSES**

Intensive courses are structured differently than semester courses and are offered in the January and Summer terms, as well as through the West Virginia program. Pre-class and after-class assignments are required in all intensive courses. The proportion of pre- and after-class assignments is approximately 1/3 and 2/3 respectively. For more information on Intensive courses consult the Seminary’s Student Handbook.

#### **INSTRUCTIONAL DELIVERY OF ACCELERATED COURSES**

Courses consist of at least 14 hours of instructional time for each credit awarded. Each accelerated course is seven weeks in length. Each week of instructional activity begins on Monday and ends the following Sunday at 11:59 p.m. Courses are delivered in the following formats in addition to on-ground classroom instruction:

**Online** – Online instruction occurs when the learner and the instructor are not in the same physical location, and the instruction is delivered through asynchronous and/or synchronous modalities via the Internet. Synchronous modalities allow individuals to interact online at the same time versus asynchronous modalities that allow individuals to log on at different times.

**Blended** – Blended instruction includes a combination of online (asynchronous and/or synchronous) delivery and on-ground classes (when the learner and the instructor are in the same physical location and meet in real time as scheduled). Online synchronous classes and on-ground classes are offered in real time as scheduled. Online delivery will not be greater than 49% of total class time.

#### **COURSE REPEAT POLICY**

- Graduate students may repeat courses in which they earned grades of “B-” or lower. Only two courses in the graduate program may be repeated. The same course may be repeated only once, including withdrawn courses.
- A student who has received a grade of “F” in a required course cannot graduate unless this deficiency is corrected. The course must be repeated at Eastern.
- When a student repeats a course, only the higher grade is used in calculating the grade-point average, but both grades appear on the transcript.
- Credit is granted once for a repeated course, unless the course description specifically allows accrued credit.



### COURSE REPEAT POLICY FOR SEMINARY STUDENTS

Seminary students may repeat any course in which they have received a C- or below. There is no limit on the number of times a course may be repeated.

### ACADEMIC APPEALS AND GRIEVANCES

An appeal is defined as a request to a higher authority to change a decision that was made, typically a decision that the student believes adversely affects her/his academic career. A grievance is a complaint or concern of a student regarding a faculty or staff member at the university. For any academic appeal or grievance, if a student is enrolled in class(es) while the case is being heard, the student is responsible for the policies and procedures associated with the class(es).

Students wishing to appeal a course grade should follow the process listed under “Grade/Evaluative Action Appeal Process.” The process for redress of grievances is found in the Student Handbook, under “Student Rights, Freedoms, and Responsibilities.”

If a student wishes to appeal an academic decision other than a grade/evaluative action, the student shall make written appeal to Dean of the College in which the student is enrolled. The letter of appeal should include the date of the letter, the student’s full name, the Eastern University student identification number, the action requested, and detailed reasons for the request, including all supporting documentation. The appeal should be complete, since once submitted, the student will not be able to submit further evidence or request reconsideration by the Dean. The Dean may, at his/her discretion, limit his/her review to the written record provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the Dean will notify the student in writing of the Dean’s decision with respect to the student’s appeal.

### ACADEMIC PETITIONS (REQUEST FOR EXCEPTION TO POLICY)

If a student wishes to petition for an exception to an academic policy, the student shall petition the Dean of the College in writing. The Exception to College Policy form can be found in the Registrar’s Office and on the Registrar’s Web page at [eastern.edu](http://eastern.edu). The request should include detailed reasons for the request, including all supporting documentation. The petition should be complete, since once submitted, the student will not be able to submit further evidence or request reconsideration by the Dean. The Dean may, at his/her discretion, limit his/her review to the written items provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the Dean will notify the student in writing of the Dean’s decision with respect to the student’s petition.

### PROCEDURE FOR STUDENT APPEALS TO THE PROVOST

To appeal a decision by an academic dean (including a decision on an academic petition) the student may appeal to the Provost of the University. Within 7 days of the Dean’s transmittal electronically or by mail of his/her decision to the student, the student may appeal the Dean’s decision by sending a letter by certified mail or overnight courier or e-mail with a return receipt requested to the Provost, with a copy to the Dean. In this letter or e-mail of appeal, the student shall state in detail why the decision by the Dean lacks substantial evidence or was capricious or discriminatory. The student shall include the student’s full name, the Eastern University student identification number, the College the student is enrolled in, and an explanation of the grievance and supporting documents. The Provost may, at his/her discretion, limit his/her review to the written record provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. The Provost shall affirm the decision of the Dean unless the Provost determines that the Dean’s decision is arbitrary and capricious or otherwise lacks substantial evidence, in which case the Provost may remand the matter to the Dean with instructions. The decision of the Provost shall be final.

### POLICIES AND PROCEDURES ON MEDIATION, CORRECTION, AND DISCIPLINE FOR SEMINARY STUDENTS

Please see the Seminary’s Seminary Handbook for information.

### GRADING SYSTEM

Following are the grades and the quality points assigned to each.

**Grades** – Grade points per semester hour

A+, A, A-	Excellent	4.0, 4.0, 3.7
B+, B, B-	Good	3.3, 3.0, 2.7
C+, C, C-	Fair	2.3, 2.0, 1.7
F	No Credit/Fail	0
I	Incomplete	0
P	Pass	
W	Withdrawn	
WF	Withdrawn Failing	

### CREDIT/NO CREDIT GRADES (SEMINARY STUDENTS)

- To receive credit (CR):
  - a student must complete the basic course requirements within the allotted time, including attendance, participation in class and assignments, and
  - the quality of the work must be congruent with graduate work standards, given the criteria specified for the course.
- Receipt of no credit (NC), indicates that:
  - the student has failed to complete the course requirements as outlined above and/or
  - quality of work is not congruent with graduate work standards listed above.

Unless the course syllabus states otherwise, any non-required elective may be taken credit/ no credit if requested by the student during the first class period. A grade must be given for any course taken as a required core course or as a required area elective.

#### **GPA**

The total quality points divided by the total credit hours which the student has attempted yields the grade-point average. Foundation courses are not considered in calculating the grade-point average, nor are courses graded Pass.

#### **INCOMPLETE**

The grade “I” is given when a student fails to complete course requirements because of extreme and unforeseen extenuating circumstances that may have affected academic performance. The “I” must be approved by the professor teaching the course. In an effort to provide interim assessment during the incomplete period, the professor will provide a completion outline with a timeline of deliverables during the makeup period. This form must be signed by the professor and student before the end of the semester/session. The incomplete is recorded at the end of the semester/session and must be removed within 180 days. The “I” grade automatically becomes an “F” if the student does not complete course requirements and a change of grade is not submitted within the time frame stipulated above. In the case of persistent or additional extreme and unforeseen extenuating circumstances, an extension of the incomplete or a “W” (Withdrawn) grade may be authorized. An “Exception to Policy” form, available from the Office of the Registrar Web page, [www.eastern.edu/registrar](http://www.eastern.edu/registrar), should be completed and submitted to the Dean, along with documentation of the persistent or additional extreme and unforeseen extenuating circumstances. “W” grades will be awarded only for the course the student was passing at the time he/she became incapacitated. Courses carrying a grade of “W” receive no credit and are not counted as hours attempted.

Field Placements can be a special situation with extended time required to fulfill the work. Therefore, extensions for incompletes in field placement courses will be considered on a case-by-case basis.

At the time of review of academic progress and before the start of the next session (see Academic Standing section) graduate students having more than one Incomplete in a semester will have their records reviewed. This review may include contacting the professors of record who granted the Incompletes. The dean is authorized to place students with more than one Incomplete on academic probation.

#### **REQUESTS FOR INCOMPLETE GRADE/EXTENSIONS FOR SEMINARY STUDENTS**

The completion and submission of course work in accordance with the course syllabus is an important measure

of dependability and ability to plan ahead, both of which are qualities important in ministry. The Seminary’s policy on the awarding of incomplete grades/extensions for coursework is found in the Seminary’s Student Handbook.

#### **GRADE CHANGE POLICY**

A grade awarded other than an “I” is final. Final grades will be changed when a clerical or computational error has been determined. If the student believes there is an error, the student must report the alleged error in writing to the professor as soon as possible. If a grade change is warranted, the instructor must submit a change of grade request to the Registrar.

#### **GRADE/EVALUATION ACTION APPEALS POLICY**

The Grade Appeals Policy applies only to questions of faculty evaluation of student performance. Since evaluation involves issues of judgment, action to revise a grade in the student’s favor will not be recommended unless there is clear evidence that the original grade was based on prejudiced or capricious judgment or that it was inconsistent with official policy.

#### **GRADE/EVALUATION ACTION APPEALS POLICY FOR SEMINARY STUDENTS**

If a student has questions about a grade or wishes to contest a grade, she or he must first consult the professor who assigned the grade. If the student still has questions, she or he may report this to the Dean who will mediate if appropriate. The formal grievance procedure is not appropriate for appealing grades.

#### **PROCEDURE**

The main concern in any grievance or appeal procedure is to bring reconciliation and growth in ways that enhance community. The first approach to any appeal should be non-adversarial and open, undertaken with careful attention to fostering understanding and problem solving. The expectation is that the majority of appeals can be resolved through a flexible process at the first or second steps outlined here. Students shall have protection against prejudiced or capricious academic evaluation through the publication of clear course objectives, grading procedures, and evaluation methods.

In accordance with Matthew 18, the process of appealing a grade or evaluative action is as follows:

**Step 1:** As stated above, the student should communicate with the instructor for an explanation of the grade or evaluative action. On rare occasions, a student and instructor fail to resolve the grade or evaluative action appeal through these informal measures, and in these cases, the student may then proceed to step 2. However, the formal appeal in Step 2 must begin within four weeks of the beginning of the following semester.



**Step 2:** A student may initiate a formal appeal by completing the **Grade/Evaluative Action Appeals Form** (Appeals Form) and submitting it to the course instructor. The Appeals Form must be submitted within four weeks of the beginning of the semester immediately following the semester in which the grade/evaluative action was received. The Appeal Form must include all necessary documentation and evidence to support the grade/evaluative action appeal (Note: no additional documentation may be submitted beyond this step). The student should keep a copy of the form and attachments in the event that the student chooses to proceed to Step 3. The instructor will respond to the Appeal Form and accompanying documentation in writing within two weeks of receiving the Appeal Form.

**Step 3:** If the student is still not satisfied with the resolution, the student must make a written request to the instructor involved to submit the Appeal Form and accompanying documentation to the departmental chairperson/program director. The instructor will then forward the Appeal Form and all accompanying documentation to the chairperson/program director of the program. This written request must be forwarded to the chairperson/program director within one (1) week following the due date of the instructor's decision. The departmental chairperson/program director will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, instructor, and program Dean.

**Step 4:** If, after receiving a reply from the departmental chairperson/program director, the student is still not satisfied with the resolution, the student must make a written request to the departmental chairperson/program director to submit the Appeal Form and accompanying documentation to the program Dean. The written request must occur within one (1) week of receiving the departmental chairperson's/program director's decision. Upon receipt of the written request from the student, the departmental chairperson/program director will inform the program Dean that the Appeal Form and accompanying documentation will be forwarded. The student's written request will be attached as a cover page and then forwarded with the Appeal Form and all accompanying documentation to the program dean. The program Dean will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, instructor, and program chairperson/program director.

**Step 5:** If, after receiving a reply form from the program Dean, the student is still not satisfied with

the resolution, the student must make a written request to the program Dean to submit the Appeal Form and accompanying documentation to the Academic Appeals Committee. This written request must occur within one (1) week of receiving the Dean's decision. The Dean will then forward the Appeal Form and all accompanying documentation to the Academic Appeals Committee. The student's written request will be reviewed at the next scheduled Academic Appeals Committee meeting. The Academic Appeals Committee will hear a presentation by the student of his/her case and will consider the recommendations from Steps 2, 3 and 4. The Academic Appeals Committee will then decide the merits of the case. The decision of the Academic Appeals Committee will be final.

1. May be satisfied by use of the eastern.edu email account and becomes a part of the appeals documentation.
2. If the faculty member involved in the appeal is the departmental chair/program director, the student should go immediately to Step 4.
3. If the faculty member involved in the appeal is the program Dean, the student should go immediately to Step 5.
4. Semester refers to the period of time in which the course is instructed and evaluated.

Go to [www.eastern.edu/registrar](http://www.eastern.edu/registrar) to download the Grade/Evaluative Action Appeals Form.

#### FINAL GRADE REPORTS

At the end of each semester or other session, students may access their academic records in Student Planning which can be accessed through the MyEastern portal at eastern.edu.

#### SATISFACTORY ACADEMIC PROGRESS

Graduate students other than Seminary students must achieve a minimum 3.0 cumulative GPA once 12 credits are earned. 2.75 GPA is acceptable for less than 12 credits. Specific programs may enforce additional policies based on external accreditation and professional standards for satisfactory academic progress.

#### PROBATION FOR SEMINARY STUDENTS

The Seminary's Review and Guidance Committee considers students' academic, personal and relational growth important. When a student experiences serious difficulties in any of these areas, he/she may be placed on probation.

Any one of the following circumstances will result in a student being placed on probation:

- the student fails one or more courses in a semester or term
- the student's cumulative Grade Point Average (GPA) is less than 2.0
- the student's semester GPA is less than 2.0

- there are serious problems observed in moving toward readiness for ministry

See further details regarding conditions that may trigger probationary status, as well as the conditions typically imposed upon students on probation, in the Seminary's Student Handbook.

### ACADEMIC PROBATION

Students who fail to achieve the required grade-point average for their level of credits will be placed on Academic Probation. The Registrar will record the probation at the end of the semester/session and students will have 180 days in which to return to good academic standing. Students with two or more incomplete grades may be placed on probation when normal progress toward graduation is in jeopardy.

The student's academic program handbook may announce more stringent standards for satisfactory academic progress, especially as they apply to program accreditation. Graduate students in Counseling Psychology and Education programs who are placed on Academic Probation will be limited to two courses of any kind (graduate or undergraduate), or a maximum of 6 credit hours, until they return to good academic standing.

### UNIVERSITY HANDBOOK

All students are responsible to read, understand and abide by the Student Handbook ([www.eastern.edu/handbook](http://www.eastern.edu/handbook)). Students are responsible for these regulations and others announced to the student body.

### HANDBOOK FOR SEMINARY STUDENTS

All students are responsible to read, understand, and abide by the Seminary Student Handbook ([http://www.palmerseminary.edu/sites/default/files/palmer\\_files/offices-centers/registrar/student\\_handbook.pdf](http://www.palmerseminary.edu/sites/default/files/palmer_files/offices-centers/registrar/student_handbook.pdf)). Students are responsible for these regulations and others announced to the student body.

### UNACCEPTABLE ACADEMIC BEHAVIOR

The following are recognized as unacceptable forms of academic behavior at Eastern University:

1. Plagiarism. Plagiarizing is presenting words or ideas not your own as if they were your own. Three or more words taken directly from another author must be enclosed in quotation marks and footnoted. The source of distinctive ideas must also be acknowledged in a footnote. The words or ideas of another are not made your own by simple paraphrasing. A paraphrase, even if acknowledged by a footnote, is unacceptable unless specifically permitted by the instructor.
2. Submitting a paper written by another student or another person, including material downloaded from electronic media, as if it were your own.

3. Submitting your paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
4. Fabricating evidence or statistics which supposedly represent your original research.
5. Cheating of any sort on tests, papers, projects, reports, and so forth. Each faculty member is required to send a record, together with all evidence of all suspected cases of academic dishonesty, to the Academic Dean.

### PENALTIES FOR ACADEMIC DISHONESTY

**Academic Penalty** – In the event academic honesty is violated, according to the definition adopted by the faculty and whatever additional definition the instructor has published to his/her students, the instructor may do one of the following things, according to his/her assessment of the severity of the infraction and any extenuating circumstances.

1. Assign a grade of F or "0%" on the paper, project or examination but allow resubmission, resulting in a maximum combined grade of C.
2. Assign a grade of F or "0%" on the paper, project or examination without the opportunity for resubmission.
3. Assign a grade of F in the course.

In all cases the instructor will forward evidence of dishonesty to the Academic Dean and will inform the Dean of the action taken.

**Disciplinary Penalty** – All cases of academic dishonesty will be reviewed by the Dean of Students for possible disciplinary action. Any disciplinary action will occur in addition to the academic penalty. Disciplinary penalties may include disciplinary probation, suspension or disciplinary dismissal.

### DISMISSAL

Students may be dismissed from Eastern for failure to maintain the required cumulative grade-point averages, for ethical misconduct, or for failure to complete graduate degree requirements within the allowed period of seven years. There is no provision for re-admission following dismissal for ethical or academic reasons once the appeal process has been exhausted.

The Dean makes dismissal decisions when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation. The Dean will consider more stringent standards for satisfactory academic progress announced in the handbook of a student's academic program, especially as they apply to program accreditation.

Students receiving one or more failing grades in a session or semester will have their cases reviewed. The dean has the option to require immediate withdrawal regardless of prior academic performance when there is



little or no likelihood of success following two or more failing grades.

Also, a violation of integrity and honesty is a serious offense, considered sufficient basis to terminate enrollment.

#### APPEAL OF DISMISSAL

A student may appeal a dismissal decision to the Academic Appeals Subcommittee (convened for such appeals, as needed) by submitting an Academic Dismissal Appeal letter. This letter should: 1) explain and document perceived irregularities in the application of the academic dismissal policies and procedures, which had the effect of rendering the dismissal decision arbitrary or capricious, 2) present new information which was not available at the time of the dismissal, and/or 3) explain extreme and unforeseen extenuating circumstances that may have affected academic performance. In the letter, the student should propose plans to address previous difficulties to ensure future success. All supporting documentation should be included or attached to the letter.

Appeal letters must be received within two weeks of receipt of notification of dismissal. Letters should be sent to the University Registrar, who will forward them to the chairperson of the Academic Appeals Subcommittee. The decision of the Subcommittee following the appeal will be final.

#### GRADUATION

Students must provide written notification to the Registrar's Office of their intention to graduate at least six months in advance of the anticipated graduation date. A form is available on the Registrar's Web page [www.eastern.edu/registrar](http://www.eastern.edu/registrar). In order to graduate, a student must fulfill all requirements for the intended degree, including total semester credits; residency requirement; core curriculum; major curriculum; total grade-point average of 3.0 for graduate degrees or a 2.0 for seminary degrees; and any test/field experience required by the academic department. (Consult your academic advisor for specific requirements of the intended degree.)

Degrees are awarded to qualified graduates on January 31, March 31, May 31, August 31, October 31, and December 31 each year. Diplomas are normally distributed by U.S. mail within 60 days following the degree date except when graduates have unpaid bills or other obligations.

Commencement ceremonies are held each May to recognize students who completed degree requirements in the past year. Participation in the designated Commencement ceremony is voluntary although the cost of participation is factored into student charges.

Participation in the ceremony celebrating the student's graduation is encouraged, but optional. A student may not elect to participate in a ceremony for which he/she is not eligible.







# **PROGRAMS** AND COURSE DESCRIPTIONS

## BUSINESS AND MANAGEMENT PROGRAMS

### MASTER OF BUSINESS ADMINISTRATION (HEALTH CARE)

The MBA in Health Administration equips graduates with the knowledge, business acumen, and strategic mindset needed to lead high performing teams and successful health care organizations. Over the 12-course (36-credit) program of study, students will engage with faculty, peers, and practicing professionals to build the competencies essential for achieving organizational goals through strategic decision making, talent development, and business communication. Graduates will be adept in evaluating enterprise environments and skilled at designing and implementing plans that create value within health care organizations and for their many stakeholders.

#### BUSA 509 Essentials of Accounting and Finance.....3

This course provides an overview of core concepts in business finance and generally accepted accounting principles. Students will learn to understand an organization's financial position by reviewing fundamental financial statements and performing basic business analyses through the use of ratios, cash flow projections, and time value of money calculations. This course is a foundational prerequisite for ACCT 531, FINA 532 and HMGT 519 for students without undergraduate accounting and finance coursework or relevant business experience. Required.

#### BUSA 513 Data-Informed Decision Making.....3

This course equips students with fundamental tools and skills to interpret business problems and make and communicate competent management decisions. Students will use quantitative data and qualitative information to explain observed outcomes; consider, evaluate, and defend recommended interventions; and model the operational impact of their decisions. They will practice the effective use of proven communication strategies and current technologies to prompt action that increases organizational capacity and performance.

#### BUSA 542 Strategic Marketing.....3

This course provides an overview of major marketing concepts that impact managers and organizations. Students will gain knowledge of the marketing process and its essential functions with an emphasis on the transcending influence of emerging technology. They will practice the critical consumption of market analytics and its part in informing marketing strategies. They will evaluate traditional models of distribution as well as the role of digital marketing strategies to promote ideas, goods, and services in a global information economy.

#### BUSA 620 Business Development and Enterprise Sustainability.....3

This course integrates the functions of management within a strategic framework to foster competitive advantage; the sustainability of resources, talent, customer loyalty; and organizational reputation. Students will learn to develop and evaluate strategic plans that account for organizational mission and goals and the economic, political, technological, social, and global factors they must confront. Emphasis is on the analysis of business challenges and opportunities; assessment of organizational capacity, policies and plan development, and the implementation of ethical management practices that drive organizational vitality, productivity, and sustainability.

#### ECON 512 Managerial Economics.....3

The course entails an integration of principles from various fields of business and economics, with an emphasis on management decision making and policy formation. It encompasses the integration of theory, methodology, and analytical tools for the purpose of making decisions about the allocation of scarce resources in production and service sector organizations. Particular attention is paid to basic economic concepts in the areas of consumer behavior, production and cost, pricing and structure of the economy, environment, industries, and firms.

#### HMGT 519 Accounting and Finance for Health Care Managers.....3

This course concentrates on health care organizations' accounting and financial decisions in the transforming health care setting. It provides an understanding of basic accounting principles and an introduction to financial management, including budgeting for managerial control, planning, cost accounting, and financing health programs. The course examines the legal, regulatory, and ethical obligations critical to reliable financial management. The goal of the course is an understanding of how to improve organizational decision-making based on financial, social, and ecological metrics. Prerequisite is BUSA 509, undergraduate accounting & finance coursework, or relevant business experience.

#### HMGT 520 Health Care Technology & Information Management.....3

This course introduces the student to the basic components of Health Information Technology (HIT). It is designed to familiarize health professionals with the principles of health care information systems design and management. The course provides an understanding of current trends in information technologies as well as insight into future HIT operating models. The course prepares health care professionals to understand the role of information technology in the success of the health care delivery.

#### HMGT 590 Organization and Management of Health Care Systems.....3

This course introduces the student to the overall key issues, concepts & theories in the management and administration of health care organizations. It is an overview of how health care is organized and delivered in the United States. The course focuses on the distinctive traits of health care delivery, as well as discusses the major issues and challenges that impact cost, quality, and access to health care. It reviews the structure, operation, and current and future directions of the American health care delivery system.

#### HMGT 692 Health Care Policy.....3

This course focuses on how current health policy as well as future political ideology impacts care in health organizations. It emphasizes the factors that influence public policy development and surveys the formulation, implementation, and modification stages of the policy process as well as debates the health politics of private interests at both the national and state levels.

#### HMGT 698 Health Care Governance and Legal Management.....3

The course examines the basic principles and practices of law and introduces the student to the relationship of law to health care, including liability, government regulation, financial and ethical issues,

contracting, and negotiation and dispute resolution. Additional dialogue will include discussions on how the law supports or hinders current efforts to improve health care delivery systems.

**MNGT 511 Global Perspectives of Management, Leadership, and Ethical Issues**.....3

This course introduces the social, moral, and ethical demands and responsibilities of corporate leaders in the global marketplace. Today, the social consciousness of an organization must be articulated, via a deliberate strategy, including, but not limited to, influences from business law, ethical theories, biblical standards, and regulatory compliance. Students will investigate the definition of professional conduct.

**MNGT 610 Talent Development and Performance Management** .....3

This course examines management practices that facilitate the development and maintenance of a sustainable talent pipeline. Students will explore how execution capable organizations identify core competencies and infuse those competencies throughout the workforce, the role and impact of organization member motivation in executing strategy, and how opportunity for meaningful contribution advances organization achievement.

**MNGT 624 Executive Seminar in Management**.....3

As a culminating experience of their program of study, students will complete an applied learning project to demonstrate their management competency. Proposed by the student in consultation with faculty, the project will involve a product, service, organizational unit, market sector, innovative process/idea, or resolution to a significant business problem. Accordingly, students will formulate recommendations and an associated action plan that incorporates critical analysis, sound business principles, ethical standards, and best practices into their work.

**MASTER OF BUSINESS ADMINISTRATION (MANAGEMENT)**

The MBA in Management equips graduates with the knowledge, business acumen, and entrepreneurial mindset needed to lead high performing teams and successful organizations competing in the 21st century global information economy. Over the 12-course (36-credit) program of study, students will engage with faculty, peers, and practicing professionals to build the competencies essential for achieving organizational goals through strategic decision making, capacity building, and business development. Graduates will be adept in evaluating enterprise environments and skilled at designing and implementing plans that address complex business problems and create value for organizations and their clientele.

**ACCT 531 Managerial Accounting**.....3

This course identifies the types of accounting information that can be used by an organization’s managers and employees, to make day-to-day operational decisions. Topics to be covered include cost accounting, cost behavior, break-even point, profit planning, operational budgeting, and capital budgeting. Accounting’s relationship to forecasting and the identification of market trends will also be appraised. Prerequisite is BUSA 509, undergraduate accounting coursework, or relevant business experience.

**BUSA 509 Essentials of Accounting and Finance**.....3

This course provides an overview of core concepts in business finance and generally accepted accounting principles. Students will learn to understand an organization’s financial position by reviewing fundamental financial statements and performing basic business analyses through the use of ratios, cash flow projections, and time value of money calculations. This course is a foundational prerequisite for ACCT 531 and FINA 532 for students without undergraduate accounting and finance coursework or relevant business experience. Required.



**BUSA 513 Data-Informed Decision Making**.....3

This course equips students with fundamental tools and skills to interpret business problems and make and communicate competent management decisions. Students will use quantitative data and qualitative information to explain observed outcomes; consider, evaluate, and defend recommended interventions; and model the operational impact of their decisions. They will practice the effective use of proven communication strategies and current technologies to prompt action that increases organizational capacity and performance.

**BUSA 542 Strategic Marketing**.....3

This course provides an overview of major marketing concepts that impact managers and organizations. Students will gain knowledge of the marketing process and its essential functions with an emphasis on the transcending influence of emerging technology. They will practice the critical consumption of market analytics and its part in informing marketing strategies. They will evaluate traditional models of distribution as well as the role of digital marketing strategies to promote ideas, goods, and services in a global information economy.

**BUSA 620 Business Development and Enterprises Sustainability**.....3

This course integrates the functions of management within a strategic framework to foster competitive advantage; the sustainability of resources, talent, customer loyalty; and organizational reputation. Students will learn to develop and evaluate strategic plans that account for organizational mission and goals and the economic, political, technological, social, and global factors they must confront. Emphasis is on the analysis of business challenges and opportunities; assessment of organizational capacity, policies and plan development, and the implementation of ethical management practices that drive organizational vitality, productivity, and sustainability.

**ECON 512 Managerial Economics**.....3

The course entails an integration of principles from various fields of business and economics, with an emphasis on management decision making and policy formation. It encompasses the integration of theory, methodology, and analytical tools for the purpose of making decisions about the allocation of scarce resources in production and service sector organizations. Particular attention is paid to basic economic concepts in the areas of consumer behavior, production and cost, pricing and structure of the economy, environment, industries, and firms.

**FINA 532 Managerial Finance**.....3

This course equips students to manage business budgets and perform financial analysis for managerial decision making. Students will master the creation of comprehensive income, cash flows, changes in equity, and financial position statements. They will develop the capacity to discern an organization's financial strength based upon current investments, performance, profitability, and solvency. Prerequisite is BUSA 509, undergraduate finance coursework, or relevant business experience.

**MNGT 511 Global Perspectives of Management Leadership and Ethical Issues**.....3

This course introduces the social, moral, and ethical demands and responsibilities of corporate leaders in the global marketplace. Today, the social consciousness of an organization must be articulated, via a deliberate strategy, including, but not limited to, influences from business law, ethical theories, biblical standards, and regulatory compliance. Students will investigate the definition of professional conduct.

**MNGT 538 The Legal Environment of Management and Organizations**.....3

This course examines the impact of business decisions, corporate governance, and the manager's conduct on an organization's capacity to meet its obligations to stakeholders. Students will evaluate alternative courses of action and develop approaches for implementation that enhance corporate reputation and accountability, ensure legal compliance, and provide effective leadership in pursuit of strategic and operational goals.

**MNGT 605 Enterprise Management**.....3

In this course, students will examine the concepts and global best practices of public, private, social sector, and production organizations. It draws from modern research and presents enterprise operations with a practical focus on operations design and analysis, customer relations, service, adaptability and sustainability. Topics include management of business operations, production scheduling, facilities, supply chain, capacity planning, quality assurance and continuous improvement.

**MNGT 610 Talent Development and Performance**.....3

This course examines management practices that facilitate the development and maintenance of a sustainable talent pipeline. Students will explore how execution capable organizations identify core competences and infuse those competencies throughout the workforce, the role and impact of organization member motivation in executing strategy, and how opportunity for meaningful contribution advances organization achievement.

**MNGT 613 Managing Project Teams**.....3

This course examines the behaviors and practices of managers that foster a norm of successful project execution across the organizational ecosystem. Theories and processes related to group behavior and interpersonal dynamics will be introduced along with an overview of proven project management methodologies. Major topics include determining project scope through problem identification, risk assessment and mitigation, virtual working, and the manager's role in sustaining healthy organizational environments that maximize stakeholder engagement and team outcomes.

**MNGT 624 Executive Seminar in Management**.....3

As a culminating experience of their program of study, students will complete an applied learning project to demonstrate their management competency. Proposed by the student in consultation with faculty, the project will involve a product, service, organizational unit, market sector, innovative process/idea, or resolution to a significant business problem. Accordingly, students will formulate recommendations and an associated action plan that incorporates critical analysis, sound business principles, ethical standards, and best practices into their work.

## MASTER OF SCIENCE IN HEALTH SERVICES MANAGEMENT

The MS in Health Services Management prepares students with the knowledge, skills, and supervisory mindset to be an effective manager in the health care services field. Over the 10-course (30-credit) program of study, students will engage with faculty, peers, and practicing professionals to develop the personal leadership and business communication aptitude essential for program level oversight. They will examine current issues and emerging trends in health services management, analyze health care policies and laws, and reconcile them with the ethical, regulatory, and productivity concerns that influence the delivery of health care services.

### BUSA 695 Aging and Long-Term Health Issues.....3

This course provides an overview of aging and the issues which confront the senior citizen in American society. Issues include the physical, social, economic, and psychological aspects of aging. A seminar format is used to explore the theories of aging, legal and ethical aspects of long-term care facilities, and alternatives to nursing-home care.

### BUSA 697 Medical Ethics.....3

This course will identify the principles underlying ethical decision making in the Health Care arena. It will also explore characteristics of ethical dilemmas, decision-making models, and the socio-legal implications of making tough ethical decisions.

### HMG 601 Emerging Issues in World Health Issues.....3

This course provides an overview of the global perspective of health. International health concerns impact, directly and indirectly, the health care delivery system in the United States. An interdisciplinary approach to health needs and concerns will be examined from various cultures and countries, in addition to comparison with the current health care delivery system in the United States.

### HMG 602 Holistic Health Care for Culturally Diverse Populations.....3

This course will consider the health beliefs and practices of various cultural groups living in North America with emphasis on the United States. Cultural incentives and barriers to wellness and health care will be examined. Integration of professional health care to meet the holistic needs of culturally diverse clients is the focus of this course.

### HMG 691 Epidemiology and Public Health .....3

This course covers the structure and function of public health principles and methods of using health care data for decision-making. It emphasizes epidemiological techniques, demographics, and environment in identifying and analyzing existing data sources.

### HMG 698 Health Care Governance and Legal Management.....3

The course examines the basic principles and practices of law and introduces the student to the relationship of law to health care, including liability, government regulation, financial and ethical issues, contracting, and negotiation and dispute resolution. Additional dialogue will include discussions on how the law supports or hinders current efforts to improve health care delivery systems.

### LEAD 540 Leadership and Empowerment.....3

This course is designed to help students develop their own approach to leadership. It provides a survey of major leadership models, both biblical and secular. The course examines leadership theories, definitions, historical practices, styles and biases toward gender and culture and its application to the student.

### MNGT 511 Global Perspectives of Management Leadership and Ethical Issues.....3

This course introduces the social, moral, and ethical demands and responsibilities of corporate leaders in the global marketplace. Today, the social consciousness of an organization must be articulated via a deliberate strategy, including, but not limited to, influences from business law, ethical theories, biblical standards, and regulatory compliance. Students will investigate the definition of professional conduct.

### MNGT 550 Management Communication.....3

This course studies the critical role of effective communication in business, including such issues as successful negotiation, intercultural protocol, cross-gender relationships, and conflict resolution.

### MNGT 610 Talent Development and Performance.....3

This course examines management practices that facilitate the development and maintenance of a sustainable talent pipeline. Students will explore how capable organizations identify core competencies and infuse those competencies throughout the workforce, the role and impact of organization member motivation in executing strategy, and how opportunity for meaningful contribution advances organization achievement.

## COUNSELING PSYCHOLOGY PROGRAMS

### MASTER OF ARTS IN CLINICAL COUNSELING

The Clinical Counseling program is a 60-credit degree which offers a framework for understanding human experience and the deepest motivation of human behavior. Students receive a sound theoretical foundation and practical instruction in applying counseling skills that help clients regain hope and create change in their lives. The core credits meet all the educational requirements specified by the Pennsylvania Board for Licensed Professional Counselors (LPC), and students have the option of reaching the 60 credits required for LPC by selecting individual electives or graduating with a concentration in either Applied Behavior Analysis (ABA) Certification or Trauma Studies. Individuals who already hold a master's degree in counseling or another related field may also complete courses toward licensure or other professional credentials. Those needing less than 12 credits are considered non-degree students, while those needing 12 or more credits may earn a Certificate of Advanced Graduate Studies (CAGS) in Applied Behavior Analysis Certification or Professional Counseling. Individualized programs of study are approved when applicants are admitted to the program.

### CONCENTRATION IN APPLIED BEHAVIOR ANALYSIS CERTIFICATION

The 21-credit Applied Behavior Analysis curriculum meets the educational requirements of the national Board Certified Behavior Analyst (BCBA) and the Pennsylvania Licensed Behavior Specialist (LBS). The Behavior Analyst Certification Board, Inc.® has approved the curriculum as a "verified course sequence," meeting the course work requirements for eligibility to take the Board Certified Behavior Analyst Examination®. The ABA designation will appear on a student's transcript. The concentration is comprised of CNSL 506, CPSY 566, CPSY 567, CPSY 568, CPSY 569. (See titles and course descriptions on the following pages.)

### CONCENTRATION IN TRAUMA STUDIES

The 15-credit Trauma Studies curriculum is designed to prepare students to understand the impact of traumatic events on individuals, families, and communities; learn evidence-based interventions for preventing and treating traumatic stress; and apply trauma-informed counseling skills with diverse traumatized populations in professional counseling and volunteer contexts. The concentration is comprised of CNSL 531, CNSL 540, CNSL 541, CNSL 551, and CNSL 590. (See titles and course descriptions on the following pages.)

#### CNSL 500 Introduction to Counseling Theory, Personality and Practice.....3

An introduction and overview of the prominent theoretical approaches to counseling will be provided, including the presentation of personality conceptualization underlying various approaches. Each theoretical model will be reviewed in terms of therapeutic process, client/therapist relationship, as well as specific goal and techniques. Theoretical approaches will be critiqued from a Christian perspective. This course is predominantly lecture based with emphasis on student dialogue. Grade of "B" or better required.

#### CNSL 505 Ethics and Professional Development .....3

This course provides a comprehensive orientation to counseling and behavioral consultation practice, including history, roles, organizational structures, standards, and credentialing. It includes an in-depth study of ethics for counseling and behavioral consultation professionals and an exploration of multicultural and social justice considerations in counseling and behavioral consultation practice. This course partially fulfills the 4th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.

#### CNSL 506 Ethics and Professional Development .....3

This course provides a comprehensive orientation to counseling and behavioral consultation practice, including history, roles, organizational structures, standards, and credentialing. It includes an in-depth study of ethics for counseling and behavioral consultation professionals and an exploration of multicultural and social justice considerations in counseling and behavioral consultation practice. Pending verification, this course partially fulfills the 5th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.

#### CNSL 511 Lifespan Development.....3

This course will review current research in human development across the lifespan. It is a study of the developmental changes that occur from conception to death. Special emphasis is given to significant developmental milestones that impact the counseling relationship.

#### CNSL 513 Group Dynamics and Counseling .....3

This course is designed to provide a theoretical and practical understanding of the psychology of group dynamics, group behavior and group processes as applied to group counseling in a multicultural society. Participation in an in-class group experience is required.

#### CNSL 518 Psychopathology and Diagnosis .....3

This course is an advanced study of abnormal human behavior, including a description of symptoms, causes, and treatment. An emphasis is placed on study of the DSM-5 along with case presentations. A Christian view of suffering and pathology is provided. Grade of B or better required.

#### CNSL 527 Social and Cultural Foundations of Counseling Practice.....3

This course is designed to introduce students to a critical examination of the issues, perspectives, and challenges involved in a multicultural and diverse society. An examination of the nature and dynamics of diversity will be discussed, including racial, ethnic, cultural, socioeconomic, religious, age, sexual orientation, disability issues, and gender differences. Special emphasis will be placed on the development of cultural competence, including the nature and dynamics of advocacy, social justice and spirituality, and the application of ethical principles.

#### CNSL 531 Trauma Across the Lifespan .....3

The emerging field of mental health traumatology and the work of professionals who specialize in therapeutic approaches to those manifesting problems, symptoms, or disorders in the aftermath of traumatic events are the focus of this course. The course will examine all aspects of trauma as a human experience across the lifespan, including the impact of trauma on physiological, psychological, spiritual,

and relational functioning. It will also explore factors impacting healing from overwhelming traumatic events, and a broad overview of evidence-based approaches for preventing and treating traumatic stress will be presented. The ways in which therapists experience vicarious (secondary) trauma and compassion fatigue as occupational hazards will also be addressed, and the course will focus on ways to engage in self-care to ensure competent and ethical practice in caring for traumatized populations. Pre- or corequisite: CNSL 518, Prerequisite: CNSL 500.

**CNSL 540 Substance Abuse Counseling .....3**

This course will present an overview of the theories of causation and treatment of substance abuse. Students will gain experience and competency in the use of therapeutic interventions and techniques through active observational learning.

**CNSL 541 Crisis Intervention and Trauma Treatment Methods .....3**

This course will examine the theories, models and processes of crisis intervention and treatment of traumatic stress reactions and disorders. The course will explore ethical issues involved, evidence-based approaches for assessment and intervention, as well as resource identification and referral procedures within the context of the mental health care system. Practice of these strategies and techniques both through case studies and with individual clients will be gained during the semester. The course requires current clinical practice (internship or employment) with clients having trauma history, with capacity to submit recorded sessions from one counseling case for course assignments. Students will follow professional ethics for 1) securing consent by clients and permission of supervisors, and 2) protecting client confidentiality. Prerequisite: CNSL 531, CNSL 602.

**CNSL 545 Career Development Theory and Practice .....3**

This course surveys theory and practice related to the career development of children, adolescents, and adults in changing economic, psychological, social and educational contexts. Students examine multiple resources and tools for career exploration. They apply these to their own career development and to social justice advocacy for expanding career options of those they serve. Students also practice conducting career exploration interviews, administering, scoring, and interpreting career assessment instruments, and integrating findings in written reports and/or feedback sessions. Prerequisite: CNSL 500.

**CNSL 551 Grief and Loss Counseling Theory and Practice .....3**

This course will provide an overview of grief and loss theory and counseling, including exploration of mourning across the lifespan, assessment of complicated mourning and abnormal grief reactions, and interventions to facilitate healthy grieving-including those for special grieving populations. The course will explore cultural and spiritual issues involved in grieving, and will use experiential activities for students to explore and develop their own frameworks for meaning making in suffering, death, and loss. Prerequisite: CNSL 518, Pre- or corequisite: CNSL 602.

**CNSL 552 Counseling Men and Boys .....3**

This course is designed to introduce students to a critical examination of the psychological and psychodynamic issues and perspectives presented by men and boys, including the interaction of culture and

masculinity. It will also help students formulate strategies for working with men and boys in clinical settings. The course also integrates Biblical and theological concepts with psychological and clinical insights. Special attention will be paid to current research and literature on masculinity and male issues.

**CNSL 575 Research Design/Statistics .....3**

Analysis of major types of social science research, familiarization with biographical sources and literature survey procedures; evaluation; implication and application of research; basic statistics; survey of computerized statistical programs; and practice in common statistical and research procedures.

**CNSL 590 Marriage and Family Theory and Therapy .....3**

This course will present an overview of marriage and family therapy research and practice. Students will explore the history of the field, its major theorists, assessment methods, and research on marriage and family relationships and therapy outcome. Students will learn assessment and intervention techniques via lecture, demonstration, and active class participation so as to incorporate family systems work in their own counseling practice or collaborate with colleagues utilizing these approaches.

**CNSL 599 Field Placement Seminar .....0**

This course allows students to begin their practicum or internship field placement prior to the weekly seminars which will begin in the fall semester. Its on-line format allows students to interact with the instructor and peers to obtain support and feedback as needed. (Clinical supervision is provided by the approved field site supervisor). No academic credit is awarded for this course, but the course appears on the academic transcript. Graded pass/fail.

**CNSL 602 Techniques of Counseling and Psychotherapy .3**

This introductory clinical skills course is a practical application of the major theories and techniques of adult individual psychotherapy. An overview of the counseling process is presented, and foundational skills for establishing the therapeutic alliance and working with client background, emotions, thoughts and behaviors are demonstrated and practiced in class. The course equips students to become agents of social change and explores the theoretical, research, and theological bases of the intervention approaches and basic steps for individualizing these to unique client needs. Students also learn social justice approaches to counseling and psychotherapy. A grade of B or better is required. Pre- or corequisite: CNSL 609.

**CNSL 609 Personality Dynamics and Psychosocial Assessment .....3**

This course is designed to provide students with a comprehensive framework for understanding the development and psychodynamics of human personality structure and functioning, including an understanding of basic types of personality/character organization or style. The course will provide students with an assessment framework for understanding personality dynamics through the use of cognitive, object-relational, affective, and behavioral dynamics at both conscious and unconscious levels. The course will also integrate Biblical and theological insights, as well as cultural issues that affect personality dynamics. Grade of B or better required. Prerequisite: CNSL 500, 511.

- CNSL 611 Introduction to Assessment** .....3  
This course surveys the major concepts in assessment, including the social, legal, and ethical issues involved in construction, selection, administration, scoring, and interpretation of psychological tests. Students will be introduced to the major categories of assessment instruments and to representative instruments in each category. A grade of B or better is required for School Psychology students to progress to CNSL 615. Lab fee applies.
- CNSL 612 Psychotherapy with Borderline Personality** .....3  
This course will give students an overview of the Borderline condition and of the various psychological and theoretical explanations of Borderline Personality Disorder. It will provide a solid working framework for understanding Borderline clients in a clinical context, drawing from psychoanalytic, cognitive, psychoeducational, family, and group approaches. Through the use of vignettes and case study material, it will also help students to begin to make a thorough evaluation of the various therapeutic approaches to treatment of the Borderline client.
- CNSL 614 Case Conceptualization and Counseling Strategy** .....3  
This course will provide principles, models, and methods of biopsychosocial assessment to aid in case formulation and treatment planning. Students will have opportunities to gain skills in assessment and strategy selection via in-class demonstration, role plays, and practice with clients. Prerequisite: CNSL 625.
- CNSL 617 Consultation and Positive Behavior Strategies** .....3  
This course introduces the theory and practice of consultation, behavior, social, and learning support in the schools. Students demonstrate consultation skills, learn applied behavior analysis, practice progress monitoring, develop behavior intervention plans, use research-based intervention strategies, and observe and critically review classroom environments and instructional approaches for diverse student populations. Students will also be prepared to implement class, school, and systemic behavioral interventions. Prerequisites for Students in School Counseling and School Psychology programs: CNSL 500, 503. This course partially fulfills the 4th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CNSL 625 Practicum in Psychotherapy Integration** .....3  
This advanced clinical skills course builds upon the foundations of previous theoretical courses and the basic skills introduced in CNSL602. The focus is on forming interventions that enrich the clinical dialogue through integration and application of techniques from across the field of counseling practice. Skills will be demonstrated and practiced in class, and students will conduct a course of psychotherapy with a volunteer client. The course also requires a field placement of 100 hours in an approved clinical setting. A grade of B or better is required. Prerequisites: CNSL 500, 505, 518, 602, 609.

- CNSL 653 Approaches To Christian Counseling** .....3  
This course will help students begin to develop a cohesive approach to counseling that integrates who they are with psychological principles and Christian theology. The course includes a careful exploration of Christian and other spiritual issues as they relate to treatment interventions in professional counseling. Ethical issues in the context of populations from diverse worldviews are also considered.
- CNSL 675 Clinical Internship and Seminar I** .....3  
This seminar course accompanies the Clinical Counseling internship placement which requires a minimum of 300 hours of supervised training in an approved clinical setting. The internship placement and seminar classes provide opportunities for application of knowledge and skills gained over the course of the program to diverse client populations and professional settings. Seminar topics are drawn from student field placement experiences, and include: professional roles and functions, ethical and legal standards, and strategies for working with diverse populations. Both individual and group supervision is provided. To be eligible for this course, the student must have the approval of the department and be in "Good Academic Standing." The course is graded pass/fail. Prerequisite: CNSL 625, Co-requisite CNSL 614.
- CNSL 676 Clinical Internship and Seminar II** .....3  
This second seminar course accompanies the Clinical Counseling internship placement which requires a minimum of 300 hours of supervised training in an approved clinical setting. The internship placement and seminar classes provide opportunities for application of knowledge and skills gained over the course of the program to diverse client populations and professional settings. The course builds upon the previous seminar course with topics drawn from student field placement experiences and in preparation for entry into the counseling field, including: professional credentialing processes, career development, and professional self-care. Both individual and group supervision is provided. The course is graded pass/fail. Prerequisite: CNSL 675.
- CPSY 555 The Psychology of Women** .....3  
This course examines the meanings, assumptions, and roles attached to being female in Western Society and explores these constructs from a global perspective as well. The overview will include the prevailing theories regarding who the female is and how she is understood in the cultural matrix of the West, both historically and contemporarily. A critical examination of these ideas from a Christian perspective will be presented including a critical analysis of females as portrayed in current film, music, and research. Therapeutic modalities and techniques will also be discussed.
- CPSY 560 Principles of Applied Behavior Analysis** .....3  
This course introduces the philosophy of behaviorism and the theories of experimental behavior analysis are provided. Emphasis is placed on definitions, characteristics, principles, processes, and ethical principles of applied behavior analysis. This course partially fulfills the educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.



- CPSY 561 Autism Spectrum Disorders and Applied Behavior Analysis** ..... 3  
 This course gives an overview of the characteristics, learning traits, classification systems, assessment strategies, behavioral approaches, and interventions for persons with autism. Emphasis will be placed on differentiating the disorders on the autism spectrum including Asperger Syndrome. Students will complete a six hour field experience in a facility that provides services to persons with Autism Spectrum Disorders. This course partially fulfills the 4th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CPSY 562 Behavior Measurement and Treatment Evaluation** ..... 3  
 This course emphasizes best practices in the implementation of behavioral procedures and experimental strategies and tactics (i.e., times series research design methods) in measurement and treatment evaluation. This course partially fulfills the 4th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CPSY 563 Behavior Therapy in Community Settings** ..... 3  
 This course emphasizes the use of applied behavior analysis in the assessment and treatment of disorders commonly seen in the community setting such as anxiety, depression, chronic pain, cardiovascular disease, obesity, addiction, and life crises. (Prerequisite: ABA Concentration or Pre-approved by the Instructor). This course partially fulfills the 4th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CPSY 564 Personnel and Supervision Management** ..... 2  
 This course emphasizes the use of behavior analytic strategies and tactics in personal supervision and management. Pending verification, this course partially fulfills the 5th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CPSY 565 Verbal Behavior Assessment** ..... 1  
 This course emphasizes the use of behavior analytic strategies and tactics in verbal behavior assessment. Pending verification, this course partially fulfills the 5th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CPSY 566 Principles of Applied Behavior Analysis** ..... 3  
 This course examines the principles of applied behavior analysis. Emphasis is placed on definitions, characteristics, and examples of various principles of behavior change. Pending verification, this course partially fulfills the 5th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CPSY 567 Autism Spectrum Disorders and Applied Behavior Analysis** ..... 3  
 This course gives an overview of the characteristics, assessment strategies, behavioral approaches, and interventions for persons with autism. Pending verification, this course partially fulfills the 5th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CPSY 568 Behavior Measurement and Treatment Evaluation** ..... 3  
 This course emphasizes best practices in the implementation of behavioral procedures and experimental strategies and tactics (i.e., times series research design methods) in measurement and treatment evaluation. Pending verification, this course partially fulfills the 5th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CPSY 569 Behavior Therapy in Community Settings** ..... 3  
 This course emphasizes the use of applied behavior analysis in the assessment and treatment of disorders commonly seen in the community setting such as anxiety, depression, chronic pain, cardiovascular disease, obesity, addiction, and life crises. (Prerequisite: ABA Concentration or Pre-approved by the Instructor). Pending verification, this course partially fulfills the 5th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.
- CPSY 570 Consultation and Positive Behavior Strategies** ..... 3  
 This course introduces the principles of applied behavior analysis in the context of providing consultation, and behavior, social, and learning support in the schools. Students identify principles of applied behavior analysis and demonstrate consultation skills in behavioral assessment such as conducting functional behavior analysis, monitoring progress, recommending behavior change plans with research-based intervention strategies, and observing and critically reviewing classroom environments and instructional approaches for diverse student populations. Students will be prepared to implement class, school, and systemic behavioral interventions. Pending verification, this course partially fulfills the 5th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. Prerequisites for Students in School Counseling and School Psychology programs: CNSL 500, 503.
- CPSY 613 Psychopharmacology** ..... 3  
 This course covers the essentials of clinical psychopharmacology, which are tied directly with established treatment protocols for the spectrum of conditions as described in the DSM-5. This course is directed towards the knowledge and application of psychopharmacology as pertaining to appropriate practice by non medical therapists and specifically licensed professional counselors as collaborators with psychiatrists or primary care physicians. A general overview of psychopharmacology for children, adolescents, and adults is included.

## GLOBAL STUDIES AND MISSION

### MASTER OF ARTS IN INTERNATIONAL DEVELOPMENT

Started in 2006, the Master of Arts in International Development provides training and education that focuses on the specific needs and issues facing development workers and NGOs. The program targets leaders, facilitators, and managers of development projects who want to enhance their theological framework for development, hone their skills, and gain a better understanding of the social, economic and cultural perspectives that impact social transformation in the U.S. and abroad. The 32-credit (10 courses) MA in International Development has two concentrations: an “urban” concentration geared towards preparing practitioners for work in cities in the United States, and an international concentration for those feeling called to the international arena. The urban and international concentrations are offered in the MA full-time traditional delivery with an internship in an urban setting in the United States or in a developing country, respectively. The global concentration is also offered in the hybrid online-annual residency format in both Africa and the United States.

#### ECON 513A Economic Development of Developing Countries ..... 1

This course reviews the evolution of international economic development theory and practice. While it draws most heavily on development economics, it adopts an interdisciplinary approach to understanding the multiple actors, ideologies, and practices that make up the field of development, and the relationships between them. In particular, it looks at the history of policies designed and implemented by multilateral and governmental aid agencies; the rise and praxis of the non-governmental sector and its relationship with the official sector; and critical insights from academia that help shape the debates and practice, especially on issues of power, race, gender, class, and North/South relationships. This course is underpinned and shaped by a constant reflection on theology of development, looking at the problems of the inherent sinfulness of human beings, the limits of knowledge, and ways that Christians and Christian organizations can and have contributed to engaging in international development in a way that is obedient to the two main commandments laid out in Scripture (Matthew 22:37-40). *This is the first of two parts.*

#### ECON 513B Economic Development of Developing Countries ..... 2

*This is the second of two parts.*

#### EDEV 520A Cross-Cultural Skills and Understanding ..... 1

This is a course in the study of culture, and culture’s relevance for development work. Communication, language, socio-political structures, economic systems, and religion will all be investigated with a view to helping students (1) find their roles as developers, (2) envision and implement change that is culturally appropriate, and (3) challenge local structures that are unjust or anti-Christian. *This is the first of two parts.*

#### EDEV 520B Cross-Cultural Skills and Understanding ..... 2

*This is the second of two parts.*

#### EDEV 590A Program Planning, Management and Marketing ..... 1

This course will review the history, theoretical underpinnings, and practice of program and project planning, monitoring, implementation, and evaluation in non-profit and official development organizations. It also covers the corresponding grant-writing, fundraising, and marketing methods, tools, strategies and techniques for such programs. In the MBA version of the course, operations management and quality control of for-profit organizations will also be reviewed. Heavy emphasis is placed on a hands-on learning approach, while stressing the importance of understanding and critiquing the conceptual frameworks on which these practices rely from a biblical perspective. *This is the first of two parts.*

#### EDEV 590B Program Planning, Management and Marketing ..... 2

*This is the second of two parts.*

#### EDEV 640A Community Development ..... 1

This course introduces the concepts of community and community development, paying some special attention to development in and development of community. It tackles different approaches to community development such as problem/needs, asset-based, and relational and draws on biblical insights to explore the implications of the nature of the war between evil and good for the challenges in community religious, political, economic, social, and cultural systems. The course addresses how communities can redeem and transform themselves, paying special attention to the building relationships of power among community members through biblical community organizing, and how this process involves the sourcing, mobilization, and utilization of its resources, assets, and goods. *This is the first of two parts.*

#### EDEV 640B Community Development ..... 2

*This is the second of two parts.*

#### EDEV 641A Development Field Practicum ..... 0.5

The Development Field Practicum is designed to provide the student with the opportunity to continue to learn and apply the skills from the other courses in Economic Development and International Development programs. The student will be responsible for identifying an appropriate organization with which to serve for a minimum of three months and 250 hours in a developing country context (international concentration or specialization) or in a city context in the United States (urban concentration or specialization). The student will be responsible for producing a written community development project proposal during their time of service relating to the work they perform during this field practicum. *This is the first of four parts.*

#### EDEV 641B Development Field Practicum ..... 0.5

*This is the second of four parts.*

#### EDEV 641C Development Field Practicum ..... 0.5

*This is the third of four parts.*

#### EDEV 641D Development Field Practicum ..... 0.5

*This is the fourth of four parts.*

- INST 662A Theology of Poverty**..... 1  
The purpose of this course is to equip students who are Christian development practitioners with the ability to reflect biblically, theologically, and historically about their vocation and the challenges of poverty that they encounter on a daily basis. As an introductory level course, its intent is to raise issues from a theological perspective that will be analyzed more fully in subsequent courses from the perspective of social scientific research and practice. Social scientific perspectives will also be utilized in this course to the extent that they contribute to evangelical and ecumenical theological reflection about poverty and development in the diverse contexts of development practitioners. *This is the first of four parts.*
- INST 662B Theology of Poverty**..... 2  
*This is the second of two parts.*
- LDEV 610A Advocacy, Public Policy and Human Rights**..... 1  
This course prepares leaders for actively engaging government and public leaders through policy interventions and advocacy to advance the global struggle for human rights. Students are prepared to advocate for social justice by developing the foundational skills necessary to assess and intervene in the policy process as well as develop and implement advocacy campaigns to influence policy. The course further emphasizes the importance of developing a biblical basis for social justice advocacy and the need for Christian professionals to cultivate strong advocacy skills. *This is the first of two parts.*
- LDEV 610B Advocacy, Public Policy and Human Rights**..... 2  
*This is the second of two parts.*
- LDEV 650A Relief and Mitigation for Disasters and Complex Humanitarian Emergencies**..... 1  
This course provides an overview of fundamental concepts, principles and tools essential for effective emergency relief and disaster mitigation interventions. It does so by covering the gamut of technical and theoretical issues that arise in emergency relief operations, including the complexities of delivering relief in situations of conflict and novel approaches that integrate psychosocial attention and human rights into the relief work. This course is underpinned and shaped by a Scriptural understanding of the nature of disasters, and looks at ways that Christians and Christian organizations can and should engage in disaster prevention and relief work in a way that is obedient to the dictates of their faith. *This is the first of two parts.*
- LDEV 650B Relief and Mitigation for Disasters and Complex Humanitarian Emergencies**..... 2  
*This is the second of two parts.*
- LEAD 536A Practical Financial Management** ..... 1  
This introductory financial management course will help the non-financial manager of a nonprofit organization understand and value the crucial contribution of finance and accounting tools in making effective decisions to carry out the mission and goals of their organization (specifically the faith-based NGO). This course assumes that the student works for an agency that employs professionals to handle the accounting, but it also assumes that the students need to understand the professional tasks and challenges facing the accounting staff. *This is the first of two parts.*
- LEAD 536B Practical Financial Management** ..... 2  
*This is the second of two parts.*
- LEAD 540A Leadership and Empowerment** ..... 1  
The Leadership and Empowerment course is designed to help students develop their own approach to leadership and empower others to lead as well. This course provides a survey of major leadership models, both biblical and secular. Students will examine leadership theories, definitions, historical practices, styles and biases toward gender and culture in light of Christian Scripture. Reflecting upon Scripture and the leadership literature, students will apply it in their own organizations, communities or teams to develop their own leadership approaches and identify strategies for encouraging the development of other leaders. *This is the first of two parts.*
- LEAD 540B Leadership and Empowerment** ..... 2  
*This is the second of two parts.*
- LEAD 576A Applied Research and Evaluation**..... 1  
This course is an introduction to applied research and evaluation. It is geared to giving students skills to engage in both quantitative and qualitative research and evaluation methods for use in institutional and social change settings. Applied research is presented as a systematic inquiry designed to provide information to decision makers and/or groups concerned with particular human and societal problems. A Christian perspective on the purpose and practice of research underpins the course. *This is the first of two parts.*
- LEAD 576B Applied Research and Evaluation**..... 2  
*This is the second of two parts.*
- MISS 501 Introduction to Missiology**..... 3  
The course is designed to provide an integrated survey of important issues involved in missiology such as the biblical foundations of mission, the history of the world Christian movement, theological models of mission practice, Christian theologies of religious pluralism, and current challenges in missiology. Particular attention will be given to theological models of mission practice and paradigm changes in Christian theologies of world religions.
- MISS 502 Missiology in Local and Global Contexts**..... 3  
This course examines critical issues in missiology in local and global contexts such as a biblical theology of mission, the history of the cross-cultural expansion of world Christianity, conversion to the Christian faith, paradigm shifts in theology of mission, global Evangelical missiology, the current issues in missiology, diaspora missions, and missiology for North America. Particular attention will be given to missiology in the global and North American contexts.

## MASTER OF ARTS IN THEOLOGICAL AND CULTURAL ANTHROPOLOGY

The MA in Theological and Cultural Anthropology prepares students to teach anthropology, enter doctoral programs, serve in cross-cultural Christian ministry, and/or find jobs in business, government, or services that are related to international work. Courses in anthropology, the comparative study of cultures, are combined with courses in theology and economic development to create a faith-based program that addresses both theoretical and practical concerns in the field of anthropology. Students are instructed and trained in skills such as ethnographic research and writing, cross-cultural analysis, and applied problem solving. Investigation of the relationship between Christ and culture across the curriculum prepares students for ministry in church and mission agencies as well. The degree can be completed in 11 months (on campus), with 33 credits, including the writing of an ethnography and a master's thesis. Required.

### THCA 501 Integrated Anthropological Theory I.....3

In the first integrated theory course, we will investigate the roots of anthropology in the middle 19th century and trace its history through the development of structural-functionalism in the middle 20th century. The concept of "culture" constructed during this time will be analyzed in terms of the political circumstance of colonialism and the intellectual circumstance of the European Enlightenment. Harmonious views of

social life rooted in notions of the "noble savage" will be deconstructed, as a Christian theology of sin is introduced to add complexity to the depiction of tribal peoples and cultures. The epistemology of positivism will be presented and critiqued as having contributed to a highly objectified view of human beings as just a species in nature. Theory from the four fields of anthropology (physical, archeology, linguistics, and socio-cultural) will be covered between the years, 1860-1960.

### THCA 502 Integrated Anthropological Theory II.....3

In the second integrated theory course, we will trace the history of anthropology from the collapse of structural-functionalism in the middle 20th century to the present. Particular attention will be given to conflict theory, and to structure and agency. Both structuralism (idealism) and materialism will be deconstructed with a holistic view of the person rooted in the Christian theology of creation. Anthropology's current crisis of postmodernism will be studied in the context of the spread of globalization and its paradoxical result: ethnic identity politics and the collapse of the concept of "culture." Contemporary ethnography will be analyzed with a post-critical epistemology that parallels the Biblical concept of "witness," and the Christian theology of redemption will be acknowledged as the source of hope for humanity. Theory from the four fields of anthropology (physical, archeology, linguistics, and socio-cultural) will be covered from 1960 to the present.

- THCA 530 Theology of Culture**.....3  
This will be a course on the theological origins and purposes of human culture, setting human culture-making within the broad contours of the Christian story. We will be considering three fundamental theological ideas that account for the reality and importance of human culture: God as triune Creator, the created order as contingent, and the human person in the image of God as culture-maker. Eschatological ideas will also be important in helping us to discern the purpose and direction of human culture: its goodness, corruption, and transformation. All of these subjects will require us to do Christological reflection. So, the course will be theologically demanding and focused, although we will have to consider works from social psychologists, anthropologists, and sociologists on the way. Be prepared to learn not only the language of theology, but other disciplines as well.
- THCA 550 Epistemological Insights for Anthropological Practice**.....3  
The goal of this course is to assist the student in understanding the nature of the social sciences in general and anthropology in particular, in light of recent philosophical discourse concerning the nature of knowledge and truth. The course will trace a sampling of the historical discourse related to the development of social theory, the consequent impact this has had on the quest for truth, certainty and faith, and the way all of this relates to the field of anthropology and anthropological fieldwork. Finally, the above examination will be undertaken in order to gain insight into the nature of Christian faith and its relationship to the discipline of anthropology.
- THCA 570 Faith-Based Ethnographic Methods** .....3  
This class is a hands-on practical course in applied ethnographic methods. Ethnography's purpose is to write a "thick description" of a culture, that is, to describe cultural processes fully and to interpret them correctly. Applied ethnography uses the findings to assist people in solving human problems. Students will be trained in ethnographic techniques such as participant observation, informal interviewing, field note taking, data analysis, and ethnographic writing. Methods read about and discussed in class will be practiced in exercises leading up to the construction of a final project.
- THCA 600 On Knowing Humanity Colloquium** .....1.5  
The colloquium series is a weekly event in which students, faculty, and invited guests present ideas which are at the cutting edge of anthropological thought. Interaction between anthropology and theology is especially central to the discussion. In addition, professional skills such as writing, lecturing, paper presenting, publishing, and developing ideas will be discussed and practiced.
- THCA 680 Thesis in Theological and Cultural Anthropology**.....3  
The thesis provides students with the opportunity to do their own analytical research under the guidance of a faculty mentor. Students select their mentors from a list of qualified faculty. Faculty guide students through the process of data collection, analysis, and writing. The thesis is written at the end of the curriculum, so students are prepared by their theory classes, their experience in ethnography, their elective menu of applied studies, and by having listened to other researchers presenting at the colloquium series. Students do original thinking and write a refined paper at the graduate level.  
electives
- CHHM 510 Church in Mission Through History** .....3  
The purpose of this survey course is to introduce the study of Christian Heritage and Mission in such a way that church history is understood in light of God's mission and God's mission is understood in light of church history. The theoretical scope of this course is tremendous; it covers 2000 years of human history on six continents. It will be made more manageable through learning-centered teaching methods and by focusing on a limited set of themes, geographical regions, and time periods which were most influential for subsequent developments in the church's mission. Students will also be exposed to a variety of historical writings such as biographies, historical theology, social history, and even historical fiction. Its purpose is to introduce students to a broad area of study so that they can choose subsequent courses to take in the area of Christian Heritage and Mission. A deliberate effort will be made in the assignments for this course to help students to see the connections between contemporary church life and the history of Christian mission in earlier eras.
- CHHM 530 Christian World Mission** .....3  
An interdisciplinary introduction to the Church in mission around the world. Overview of the biblical and theological foundations for Christian mission and the historical development of models of missionary practice in light of anthropological and sociological perspectives. Analysis of key contemporary issues determined by the emergence of non-Western churches and the new local and global partnerships required to face obstacles and opportunities in the current century.
- INTG 524 Church Renewal and Evangelism**.....3  
"Church renewal leads to evangelism leads to church renewal leads to evangelism." At the risk of oversimplification, this process may well describe the whole of the Christian faith for the last 2000 years. At the very least, it describes the inseparable relationship between the two; for we cannot speak of renewal without evangelism nor evangelism without renewal. This course grounds this relationship theologically, as it guides us in biblical study as well as in contemporary issues that are relevant to the subject. By the very nature of renewal and evangelism, however, this course also compels us to understand the relationship practically, as it explores missional church models as well as church-based evangelism strategies.
- SFRM 510 Spiritual Formation** .....3  
An experiential study of several traditional Christian spiritual disciplines. In partnership with course classmates, students will engage in reflection, readings, discussions, lectures, journaling, and spiritual exercises intended to enable them to develop more conscious intentionality in their own spiritual formation, and that of the communities in which they minister.
- THLE 610 Christian Faith, Political Practices, and Public Policy**.....3  
This course focuses on current issues in political action and public policy such as immigration, poverty, the federal budget, a consistent life ethic, Israel and Palestine, civility in public discourse, ecumenical and inter-faith cooperation, organizing a campaign, and running for political office. Texts include Ron Sider's *Rich Christians in an Age of Hunger* and *Fixing the Moral Deficit: A Balanced Way to Balance the Budget*; Tony Campolo's *Red Letter Christians*, and Jim Wallis's *God's Politics: Why the Right Gets it Wrong and the Left Doesn't Get It*.

- THLE 611 Theology and Public Policy** .....3  
A theological/biblical analysis of the problems involved in moving from biblical revelation and theological concepts to concrete public policy proposals.
- THLE 612 Political and Public Theologies** .....3  
This course is designed to provide theological and ethical reflection on political thought and action. Representative doctrines for the Christian faith will be discussed with their implications for responding to government and politics. Participants will explore classical and contemporary formulations of the relationship between the church and the socio-political order. Biblical, historical, and philosophical resources will be examined and interrogated. In addition, students will be asked to question two divergent yet related schools of thought: political theology and public theology. Our chief objective will be to consider sound theological-ethical options for Christians as they participate in the political order.
- THLE 615 Global South Theology and Public Policy** .....3  
This seminar style course is an introduction to political and liberation theologies and approaches to Christian faithfulness and public policy in the global south. We focus on learning from authors in, from, or related to Latin America, Africa, Asia, and the Middle East (authors and titles include Eduardo Galeano, *Open Veins of Latin America*; Choan-Seng Song, *Third-Eye Theology*; Ada Maria Isasi-Diaz, *Mujerista Theology*; Mercy Oduyoye, *Introducing African Women's Theology*; Dario Lopez Rodriguez, *The Liberating Mission of Jesus*; Marianne Katoppo, *Compassionate and Free: An Asian Woman's Theology*; Alex Awad, *Palestinian Memories*).
- THLE 616 Theology of Nonviolence and Social Change**....3  
The "Arab Spring" of 2011 reminded the world both of the power of nonviolence to bring about social change and of the significant costs involved. In this course we will explore the theological and biblical resources in Christianity that support as well as interrogate nonviolent praxis and aggressive nonviolent direct action. We will discuss the spirituality of nonviolence, alternatives to both passivity and violence,

justifications of violence and revolution, coercion, responsibility vs. faithfulness, and the pragmatic realities of refusing to kill people in order to improve one's socio-political-economic situation or in order to protect life. Readings will include Dorothy Samuel, Lisa Sowle Cahill, Dorothy Day, Martin Luther King, Jr., Gandhi, John Howard Yoder, Stanley Hauerwas, Gene Sharp, Sami Awad, and others.

- THLE 620 The Bible, Pacifism, and Just War** .....3  
Students will read texts of people arguing that biblical faith leads to pacifism and others arguing for Just War. Each student will write a paper: "Does the Bible prompt me to endorse pacifism or Just War?"
- THLE 623 Christian Social Ethics** .....3  
An introduction to ethical discourse, this class will survey the field of theological ethics so that Christians may engage the ethical issues of the common life, shape the institutions of society, and aid persons in forming faithful and objective moral judgments about public matters. Special attention will be given to the relationship between Christian faith and economics, politics, and law. A sub-theme will be ecclesiology, a critical examination of the mission and purpose of the Church.
- THLE 624 Truth and Transformation** .....3  
The goal of this course is to explore ethical and philosophical dimensions of projects of social and political transformation. The category of "vision" will be developed and deployed metaphorically; used as a trope to describe how moral actors receive, review, and relate messages to their constituencies. Attention will be paid to how specific moral actors were "educated" by these messages, how specific moments and stages in their lives were formative for their emotional, intellectual and "spiritual" maturation, and how this maturation impacted broader social dramas. An attempt will be made to probe the critical interplay between the individual moral subject and the social dramas and currents that shaped their eras. Selected historical personages will be viewed as religiousis homoiousios, as prismatic figures embodying certain constitutive features of their time, people or civilization.

## EDUCATION PROGRAMS

### MISSION STATEMENT

The College of Education affirms the mission statement of Eastern University with its commitment to scholarship and teaching, Scripture, the church, evangelism, justice, the world, and community. The College of Education at Eastern University seeks to develop individuals with a clear understanding of the University's mission of faith, reason, and justice.

Upon successful completion of the teacher education programs, students will be able to:

- Improve the learning of all students;
- Pursue educational equity and justice through creative solutions;
- Model Christian thought and action;
- Serve public and private institutions of learning as change agents.

The College meets the needs of its students to assume positions in this society through both undergraduate and graduate programs.

### MASTER OF EDUCATION (MULTICULTURAL EDUCATION, READING SPECIAL EDUCATION, AND TESOL)

The Master of Education has a strong commitment to academic quality while integrating faith, reason, and justice into a student's teaching and learning experiences. The program prepares teachers to work with students from diverse backgrounds and develop responsive curricula that highlights inclusion practices. These 30-credit degree programs use research-based intervention and instructional practices and can be combined with several areas of certification including early childhood, English as a second language, foreign language, health and physical education, middle school, music, reading specialist, secondary school, and special education. School Counseling and School Psychology Masters, Certificate of Advanced Graduate Studies (CAGS) and Certification programs are offered through the School Counseling and School Psychology Department (within the College of Education). A Master of Education in School Health Services is also offered through the Nursing Department.

### MASTER OF ARTS IN SCHOOL COUNSELING

With a focus on training elementary and secondary counselors who function as advocates for their students and promote the best interests of children within the school and larger community, this 48-credit degree qualifies graduates for certification as school counselors with the Pennsylvania Department of Education. (Successful completion of PRAXIS exam also required.) Individuals who already hold a master's degree in another related field may also enter the school counseling program to complete certification only or a CAGS in school counseling. Individualized programs of study are approved when applicants are admitted to the certification only or CAGS program.

### MASTER OF ARTS AND CERTIFICATE OF ADVANCED STUDIES IN SCHOOL PSYCHOLOGY

Eastern University offers a Master of Science and a Certificate of Advanced Graduate Studies (CAGS) in School Psychology, training students to become competent, broadly educated school psychologists who use a scientist-practitioner model when delivering services within pre-K to grade 12 school settings. Completion of the program requires

earning a 48-credit master's degree in school psychology (16 Core Courses), including two semesters (6 credits) of practicum experiences, followed by a 15-credit CAGS in post-master's graduate work in school psychology for a total of 63 graduate credits. The CAGS includes a two-semester (6-credit) internship. This degree and CAGS certificate qualifies the graduate for certification as a school psychologist with the Pennsylvania Department of Education (Successful completion of Praxis II exam also required). Individuals who already hold a Master's Degree in another related field may also enter the school psychology program to complete certification only or a CAGS in school psychology. Individualized programs of study are approved when applicants are admitted to the certification only program.

### PENNSYLVANIA DEPARTMENT OF EDUCATION CERTIFICATIONS

#### TEACHING CERTIFICATION PROGRAMS

Early Childhood (Grades PreK-4)

Early Childhood Directors Coursework

Middle Level (Grades 4-8):

English/Language Arts, Math, Science, Social Studies

English as a Second Language (K-12)

Foreign/World Language (French and Spanish K-12)

Health and Physical Education (K-12)

Music (K-12)

Reading Specialist (K-12)

Secondary Education (7-12):

Biology, Chemistry, Communication, English, Mathematics and Social Studies

Special Education (PreK-8 and 7-12):

### EDUCATIONAL ADMINISTRATION AND SUPERVISORY CERTIFICATION

#### PROGRAMS

General Supervisor (K-12)

Principal (K-12)

Superintendent's Letter of Eligibility

Supervisor of Special Education (K-12)

### ENDORSEMENT PROGRAM

Autism Spectrum Disorder Endorsement

Instructional Coaching

For admission, candidates must submit an official transcript(s) from the institution granting the baccalaureate degree; a current resume; a completed program of study; an essay of 750-1000 words; the cumulative grade-point average of 3.0 (with particular importance placed on the last two years of the undergraduate record); a copy of a valid Pennsylvania Instructional I certificate or an equivalent certificate from a different state; and PRAXIS scores (if taken).

Ph.D. in Organizational Leadership in the College of Business and Leadership offers PDE Superintendent's Letter of Eligibility in partnership with the College of Education (CED). Students may complete the Principal certification courses from CED along with 3 Ph.D. courses (9 credits) to be qualified for both Principal certification and Superintendent's Letter. Ph.D. tuition per credit will be charged to students for the Ph.D. courses. Those who complete the Ph.D. courses successfully will be able to accrue doctoral credits toward the Ph.D.

in Organizational Leadership at Eastern University. No application for the Ph.D. program is necessary to take these superintendency-related Ph.D. courses. However, to pursue the Ph.D. degree, students will need to apply for the Ph.D. program.

#### FORMAL APPLICATION FOR STUDENT TEACHING

To formally apply, students must show evidence of:

- Successful completion of 2 English courses (1 writing and 1 literature) with minimum grades of C or better
- All EDUC courses must be passed with grades of C or better
- Successful completion of 2 math courses
- Required cumulative GPA: 3.0 or above

Students must submit to the department a formal student teaching application (available on our website) no later than a full semester prior to their intended student teaching semester.

#### MANDATORY CLEARANCES FOR OBSERVATIONS, PRACTICUM AND INTERNSHIPS

Once admitted to the Masters and Certification programs, students must submit the following clearances (clearances are valid for one year):

- Act 34 State Criminal History Clearance
- Act 151 Child Abuse Clearance
- Act 114 FBI Criminal History Clearance
- TB Test done within the last 9 months

For practicum and internship semesters:

- Professional Liability Insurance documentation
- Field Placement Site Approval/Contract documentation

*Please note: All students are required to use and pay for a professional service that collects and reviews important documents and records. This service not only stores documents confidentially (FERPA compliant) but allows Eastern University Field Placement coordinators electronic access to review documents.*



## SCHOOL COUNSELING AND SCHOOL PSYCHOLOGY PROGRAMS

### MASTER OF EDUCATION IN SCHOOL COUNSELING

With a focus on training elementary and secondary counselors who function as advocates for their students and promote the best interests of children within the school and larger community, this 48-credit degree qualifies graduates for certification as school counselors with the Pennsylvania Department of Education. (Successful completion of PRAXIS exam also required.) Individuals who already hold a master's degree in another related field may also enter the school counseling program to complete certification only or a CAGS in school counseling. Individualized programs of study are approved when applicants are admitted to the certification only or CAGS program.

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Eastern University offers a Master of Education and a Certificate of Advanced Graduate Studies (CAGS) in School Psychology, training students to become competent, broadly educated school psychologists who use a scientist-practitioner model when delivering services within pre-K to grade 12 school settings. Completion of the program requires earning a 48-credit master's degree in school psychology (16 Core Courses), including two semesters (6 credits) of practicum experiences, followed by a 15-credit CAGS in post-master's graduate work in school psychology for a total of 63 graduate credits. The CAGS includes a two-semester (6-credit) internship. This degree and CAGS certificate qualifies the graduate for certification as a school psychologist with the Pennsylvania Department of Education (Successful completion of Praxis II exam also required). Individuals who already hold a Master's Degree in another related field may also enter the school psychology program to complete certification only or a CAGS in school psychology. Individualized programs of study are approved when applicants are admitted to the certification only program.

#### EDUC 500 Foundations of Education ..... 3

This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy. Ten hours of classroom observation required.

#### EDUC 501 Introduction to Special Education ..... 3

This course is designed to enable students to understand and intervene with special needs students. The course will provide a historical overview of Special Education, including legislation and litigation issues. Students will examine current practices in the field, including classifications/definitions, patterns of behavior, assessment and intervention strategies. Twenty hours of classroom observations required.

#### EDUC 504 Music for Children ..... 3

A workshop approach to music methods and materials for children. Course study includes exploration of how to use music creatively and basic music elements and notation. Appropriate curriculum is researched.

#### EDUC 505 Teaching Techniques for Low Incidence Learners ..... 3

This course provides a hands-on experience in techniques for teaching students with multiple handicaps and intellectual/cognitive disabilities. Specialized techniques will include applied behavior analysis, task analysis, use of adaptive equipment and prosthetic devices, prompting and cueing, augmentative communication systems. This course requires five hours of field experience in a classroom.

#### EDUC 507 Child/Adolescent and Educational Psychology ..... 3

This course provides a study of individual development from childhood to young adulthood and investigates the implications of physical, cognitive and psychological development in educational settings. Major developmental and psychological theories and research relevant to teaching and learning are explored. Content areas include child and adolescent growth and development, conflicts and issues associated with different developmental levels, learning and cognition, approaches to instruction, cultural and socioeconomic diversity, motivation, and evaluation and assessment of student learning. The emphasis will be on the practical relevance of this material for elementary and secondary educational settings. Graduate students will find this course useful in helping them improve their understanding of general learner characteristics and in knowing the scientific and sociopolitical foundations of teaching and learning.

#### EDUC 509 Education Seminar with Field Experience ..... 3

A comprehensive approach to methods and materials appropriate for teaching adolescents. This will include twenty field experience hours with the major academic area in the middle/secondary schools.

#### EDUC 511 Educational Psychology ..... 3

This course provides a survey of major psychological theories and research relevant to teaching and learning. Content areas include child growth and development, learning and cognition, theories of intelligence, approaches to instruction, cultural and socioeconomic diversity, motivation, and evaluation and assessment of student learning. The emphasis will be on the practical relevance of this material for elementary and secondary educational settings. Students will learn the sociopolitical foundations of teaching and learning, and in developing attitudes and skills necessary for effective teaching. Ten hours of observation in a school classroom are required for this course.

#### EDUC 512 Teaching English as a Second Language Methods ..... 3

This course provides an overview of the methodology for teaching English as a second language (ESL) appropriate for the K-12 classroom teacher who has non-English speaking students in the classroom. It examines the basics of teaching ESL history, theories, models, techniques, and applications. It aims to enable students to incorporate the appropriate ESL strategies in their teaching and adapt their materials and instructional methods to meet English language learners' needs and accommodate their learning styles. Course topics include techniques and strategies for improving language learners' listening, speaking, reading, writing, and communication skills, language testing and assessment, and the development of lesson plans.

- EDUC 513 Teaching of Foreign Language and English as a Second Language.....3**  
 This course is designed to introduce students to the prominent theories and applied research in the field of second and foreign language. It aims to promote students' knowledge and skills of teaching language courses at the K-12 level. Students will learn traditional and innovative classroom techniques and strategies for teaching listening, speaking, reading, and writing skills. Discussions center on the role of the teacher, the needs of the learner, language testing and assessment, materials design, use of new technology in language teaching, and the development of lesson plans, including the selection and uses of texts and other materials. The course is designed as a laboratory experience, using multiple constructivist techniques and strategies of instruction. Students taking this course are expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work. **The course should only be taken by students who plan to teach French or Spanish.**
- EDUC 514 Theories of Second Language Acquisition.....3**  
 This course reviews the theories and research that attempt to explain how the acquisition of the second languages takes place, the developmental sequences of learning a second language, and how learner characteristics influence the process. The course also explores the similarities and differences between first and second language acquisition, individual differences, the role of affective factors, and discusses the implications of second language acquisition theories for second language teaching. Spring only.
- EDUC 516 Teaching Mathematics – Secondary Level .....3**  
 A variety of activities to facilitate the development of competent mathematics teachers, and knowledge related to the development and implementation of strategies for teaching mathematics.
- EDUC 517 Multicultural Education .....3**  
 This course will examine various social science perspectives on multiculturalism and apply theories and principles to educational practices. Students are expected to develop an in-depth understanding of multiculturalism at an individual and a societal level; to examine critical issues in multicultural education; to enhance sensitivity toward children from diverse backgrounds; and to integrate their knowledge and sensitivity into applicable instructional plans. Students will explore their own multicultural past via the cultural autobiography method, write critical responses to reading assignments, and produce a creative project to be implemented in instructional settings. Experiential learning, reflection, and dialogue are integral strategies of instruction.
- EDUC 521 Statistics.....3**  
 This graduate level course is designed to introduce students to basic statistics for the behavioral sciences. The focus is on the use of statistics as a tool for conducting research. The emphasis is on how to use statistical methods for research, reasoning, and everyday problem solving. Topics include descriptive and inferential statistics, probability, sampling, hypothesis testing, correlation, and regression. Students will develop abilities and skills needed to choose appropriate statistical techniques for a variety of research problems, accurately calculate, interpret, and write up results according to American Psychological Association (APA) guidelines.

- EDUC 522 Language Testing and Material Development...3**  
 The course identifies language testing and assessment issues, affords opportunities to examine assessment instruments, and provides practical experience in developing and using formal and informal assessment measures. Other areas addressed include formal and informal methods of assessing language proficiency, test preparation, multifaceted classroom assessment, the use of rubrics to assess speaking, listening, reading and writing, interpretation of test results, remediation plans based on assessment, education intervention, effective lesson and curriculum planning. There are ten observation hours in this course.
- EDUC 534 Child and Adolescent Development.....3**  
 This course will review the current research in child and adolescent development. It is a study of the developmental changes that occur from conception to young adulthood. Special emphasis is given to significant developmental milestones that impact biological, neurological, cognitive, emotional, social and behavioral functioning. The interaction of racial, ethnic, cultural and gender dynamics will be explored.
- EDUC 535 Urban Education.....3**  
 This course examines major issues in urban education from historical, political, economic, and social perspectives. Students will be exposed to the enduring concerns affecting urban communities and schools, explore contemporary challenges to educational equity, and discuss the special needs of urban educators and students.
- EDUC 536 Child Development Pre-K through 4th Grade ..3**  
 This course provides an advanced examination of the developmental theories and milestones associated with children birth through 10 years. Physical, cognitive, social, and emotional development is viewed in the contexts of the family, community, and formal education settings. Particular emphasis is placed on the interaction of social and cultural environments on learning and development.
- EDUC 537 Early Childhood Education with Field Experience.....3**  
 This course examines the historical developments and current philosophies of early childhood education. The ways in which teachers apply various philosophies to curricular and structural components of early childhood programs are also investigated. Ten hours of field experience are also required for successful completion of this course.
- EDUC 538 Nonprofit Management for Early Childhood Centers .....3**  
 This course provides an advanced study in ethical theories and decision making as a foundation for focusing on issues specific to the nonprofit childcare sector. Focus is given to marketing, management of financial resources, IRS compliance, legal & ethical issues, licensing, fundraising, data management, and employee relations.
- EDUC 539 Pre-Adolescent/Adolescent Development .....3**  
 This course provides an introduction to early adolescent and adolescent development and investigates the implication of physical, cognitive, and psychosocial development in educational settings. Major developmental and psychological theories and research relevant to teaching and learning are explored. Content areas include adolescent growth and development, conflicts and issues associated with different

developmental levels, approaches to instruction, and cultural and socioeconomic diversity. The emphasis will be on the practical relevance of this material for students in grades 4 - 8.

**EDUC 545 Education in a Global Context** .....3

This course will explore important concepts and trends affecting educational leadership as globalization accelerates. Students will focus on three strands of educational disciplines relevant to globalization: global education, international education, and comparative education.

**EDUC 550 TESOL Field Experience** .....3

This course will provide ESL certification candidates with increasing exposure to learning situations and school settings under the guidance of program faculty and trained mentors during the field placement. This field experience is closely integrated with coursework, assessment practices, and program goals. There are 50 field experience hours in this course and at least 25 hours must be completed in a public school setting. *This is a capstone class.*

**EDUC 570 Literature for Children and Adolescents**.....3

An introduction to important books written for juveniles and their use in meeting the needs of young readers. Principles of selection and important sources of information about preschool through adolescent multicultural literature will be explored.

**EDUC 571 Teaching Math, Science and Health** .....3

This class looks at contemporary methods of teaching mathematics, science and health for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Approximately 5 hours of classroom observation is required. Must apply 2 semesters ahead of placement.

**EDUC 572 Teaching Language Arts and Social Studies** .....3

This class looks at contemporary methods of teaching language arts and social studies for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Approximately 5 hours of classroom observation is required. Must apply 2 semesters ahead of placement.

**EDUC 582 Methods of Classroom Management**.....3

This course provides practical classroom management and support techniques for students. Various strategies and specific evidence-based interventions will be examined. This course requires five classroom observation hours.

**EDUC 582T Methods of Classroom Management: TESOL**....3

This course is designed to provide ESL or EFL pre-service and in-service teachers with group and individual classroom management techniques and instructional procedures. Topics include examining theories of discipline and motivation, observing and implementing classroom management strategies in inclusive settings, assessing and managing student and group behavior, examining specific interventions, therapeutic, and preventive measures, structuring the classroom for success, managing materials and equipment, establishing positive, structured, safe, encouraging, and effective learning environments, and developing a low-stress approach to classroom management. The course is designed as a laboratory experience, using multiple techniques and strategies of instruction. Students are expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.

**EDUC 588 Principal as Instructional Leader I.....3**

The student will integrate course work with on-site activities and field experiences necessary for the successful principal to focus understanding of the school principal as a leader and manager of change. Students will examine how to support and cultivate a professional learning community, the principal as instructional leader who sustains a culture of classroom teaching excellence. Students will engage in administrative and leadership responsibilities while examining school law and ethics. Student interns will complete 60 field placement hours (a total of 360 internship hours are required for certification).

**EDUC 589 Principal as Instructional Leader II.....3**

The student will integrate course work with on-site activities and field experiences necessary for the successful principal to focus on collaboratively creating a standards-based system for student success within diverse school settings. Students will engage in administrative and leadership responsibilities while examining and participating in special education processes, gaining knowledge in classifications/definitions, and learn assessment and intervention strategies for these students. Student interns will complete 60 field placement hours (a total of 360 internship hours are required for certification).

**EDUC 590 The Principalship I.....3**

The student will integrate course work with on-site activities and field experiences necessary for the successful principal to focus understanding of the school principal as a leader and manager of change. Students will examine research and practices related to decision-making, conceptualizing, planning, policy administration, motivation, community relations, evaluation, inter-group relations, and school climate. Students will engage in administrative and leadership responsibilities while examining and examining school law and ethics. Student interns will complete 60 field placement hours (a total of 360 internship hours are required for principal certification).

**EDUC 591 The Principalship Internship II.....3**

The student will integrate course work with on-site activities and field experiences necessary for the successful principal to focus on developing knowledge and skill to think and plan strategically, creating an organizational vision around teacher and student success. Students will engage in administrative and leadership responsibilities while examining and participating in special education processes, gaining knowledge in classifications/definitions, and learn assessment and intervention strategies for these students. Student interns will complete 60 field placement hours (a total of 360 internship hours are required for principal certification).

**EDUC 592 The Superintendency.....3**

This course considers roles, relationships and responsibilities of the chief school administrator and central office staff. Emphasis is placed on the intellectual and practical skills necessary for the successful superintendent to lead a public school district. Topics include analysis of relevant political, economic and social factors; identification of academic excellence; clarification of organization structure; recognition of decision-making patterns; necessity of vision and action planning; and strategies of consensus building. Twenty hours of on-site field work are required.

**EDUC 598 Leadership Models for Effective Education I....3**

The student will integrate course work with on-site activities and field experiences necessary for the successful principal or education leader to focus leadership skills and management of change. Students will examine key leadership modes and how to maximize impact in the principal/educator leader role. Students will engage in administrative and leadership responsibilities while examining school law and ethics. Student interns will complete 60 field placement hours (a total of 360 internship hours are required for principal certification).

**EDUC 599 Leadership Models for Effective Education Internship II.....3**

The student will integrate course work with on-site activities and field experiences necessary for the successful principal to focus on leading data drive decision-making efforts for student success within diverse school settings. Understanding the budget process and building a school budget as well as how the budget is related to national standards and school visioning and planning, will be addressed. Students will engage in a variety of administrative and leadership responsibilities while completing field experiences. Student interns will complete 60 field placement hours (a total of 360 internship hours are required for principal certification).

**EDUC 600 Early Literacy Foundations.....3**

This foundational literacy course will focus on early literacy, beginning reading, and interrelated language arts from pre-kindergarten through 4th grade. Emphasis will be given to the cognitive/constructivist perspective of reading that addresses reading and writing as processes of constructing meaning. Students will examine the developmental stages of reading, writing, and spelling as well as the four systems of language. Students will learn culturally and linguistically instructional strategies to teach phonemic awareness, linguistic patterns, phonics, comprehension, vocabulary, fluency, as well as technology to enhance instruction.

**EDUC 601 Literacy Foundations for Intermediate Grades.....3**

This course will focus on the reading and writing processes within the context of literature-based reading instruction across the curriculum for grades 4-8. Methods, strategies, and materials for teaching the interrelated language arts will be stressed. Emphasis will be given to comprehension, spelling, vocabulary, grammar, handwriting, creative expression, and technology to enhance instruction as well as curriculum-based assessment. A variety of current research literature will also be investigated. Students will develop a literacy inquiry unit demonstrating alignment with state standards. This course requires three hours of classroom observations.

**EDUC 602 Reading and Learning Differences.....3**

This course involves writing an Individual Educational Plan (IEP), diagnostic with remediation procedures, for student (s) with severe learning disabilities related to literacy. Students will demonstrate understanding of the components and procedures adopted by PSSA. Focus will be given to the physiological, psychological, sociological, neurological, and educational factors contributing to literacy acquisition and cautions about labeling children and youth. Students will explore various theories research findings and diagnostic procedures along with portfolio assessment. A resource file will be developed for

future use. The student is expected to conduct reading assessments and write a case study on one child including an IEP. (Prerequisite: EDUC 600 or 601 or 603)

**EDUC 603 Literacy in the Content Areas**.....3

This course will examine all areas of literacy development for middle level and content area education. A main emphasis will be to examine expository reading development in content areas of mathematics, science, social studies, music, and English, as well as the use of supplemental texts. Emphasis will be given to the reading and writing process and effective teaching practices that aid students' comprehension, vocabulary, critical thinking, studying, and writing. A variety of current research literature will be reviewed. This is a course for Reading Specialists, middle level and secondary education majors that meets state standards for certification in a content area. Students will analyze and implement content area literacy assessments and strategies that may be employed before, during, and after reading.

**EDUC 604 Assessment, Intervention, and Reporting of Literacy Progress** .....3

This course should be taken following EDUC 602: Reading and Learning Differences. It will expand the student's knowledge of on-going comprehensive evidence-based instruction through the use of assessment and observation. Students will examine, explore, and implement assessment tools such as various informal reading inventories (IRIs), curriculum-based assessments, spelling and phonics assessments, literacy self-perception and attitude scales for the purpose of increasing literacy development. Focus will be given to effective home-school partnerships by communicating results and recommendations with parents. Examination of Response to Intervention (RtI) and Response to Instruction and Intervention (RtII) processes, universal screening, progress monitoring, multi-tiered instruction, and research-based interventions will be included. Students will write an in depth literacy report detailing a student's literacy development and recommendations for continued growth and development.

**EDUC 606 Multicultural Literature and Curriculum**.....3

This course is designed for education majors and graduate students interested in creating classrooms and literacy curricula that supports and responds to socially, culturally, and linguistically diverse school populations. An essential principle will be exploring how social, cultural, and linguistic experiences shape the literacy practices of students, and how teachers can use students' "funds of knowledge" to support literacy learning in the classroom. An emphasis of this course will focus on the importance of multicultural literature, culturally relevant teaching, and critical literacy for children and adolescents.

**EDUC 607 Supervision of Instruction** .....3

Examines the concepts of supervision of instruction and personnel. Through lecture, discussion, and group activities, the student is introduced to the various models of supervision needed to improve a program through observation, communication of needs, conferencing, and providing in-service training. Students will be expected to write and relate several assignments.

**EDUC 608 Seminar for Supervisors**.....3

This organizational management seminar was developed to aid the student in analyzing the role of the supervisor. The factors which affect organizational management and the school environment as well as

working relationships will be discussed. State and local law and the function of the school board in policy determination which will affect the school program will be discussed. Students will have the opportunity to design a school program along with the staff development and the budget process necessary to support that instructional program. Field experience 60 hours.

**EDUC 610 Student Teaching** .....3, 6

Observation and teaching in an approved classroom with guidance and evaluation. At least 12 weeks of full-time student participation is required. Students must apply for student teaching at least two semesters in advance. Must apply 2 semesters ahead of placement.

**EDUC 612 Reading Specialist Practicum**.....6

This course is the culmination for the Reading Specialist certification program. All required literacy courses are prerequisites for this course. The practicum offers a "real world" teaching experience under the supervision of a university professor, who is also a certified reading specialist as well as working directly in the field. The practicum consists of five components: (a) assessing and representing learning by documenting, analyzing, and reporting students' literacy learning; (b) establishing on-going weekly communication with families to use as a resource for instruction; (c) building learning communities through readings, conversations, and celebrations in seminars; (d) development of reflective teaching for improvement through analyzing and critiquing video-taped lessons; (e) preparing an in-service professional development workshop for teachers and/or parents.

**EDUC 614 Practicum for the Supervisor**.....3

The student will spend a minimum of 300 hours working with a supervisor under the supervision of a faculty member from Eastern University. If the student is already an acting supervisor or coordinator in a school setting, the assignments will be fulfilled on the job with supervision from Eastern University. A prescribed number of assignments must be completed which include but are not limited to activities in program development, school nurse service improvement, policy determination, staff development, budgeting, and role analysis and program evaluation.

**EDUC 617 Advanced Seminar in Multicultural** .....3

This advanced graduate seminar is designed to help students explore in depth a focused topic of multicultural education and its implication on curriculum development. Topics for this course will vary and may include Trauma-Informed Instruction and Intervention; Biological Bases of Learning, Cognition and Behavior; Global Perspectives on Race and Ethnicity; Multicultural Approaches and Critical Theory; Gender Equity Curriculum; Language Diversity, Identity, and Politics; Religious Diversity and Education; Race, Class, and Politics in America; Immigration and Education; and Legal Issues in Multiculturalism, Diversity and Inclusion. Students are allowed to repeat the course once to earn up to 6 credits. (Prerequisite: EDUC 417 or 517)

**EDUC 620 Seminar in Student Teaching**.....3

A seminar to synthesize the academic disciplines and relate them to the development and learning of the pupil in school and focus on the needs of the student teacher. This course offers opportunities to gain skill, insight and perspective in the relationship of theory to practice in the teaching-learning process. To be scheduled concurrently with student teaching. Must apply 2 semesters ahead of placement.

- EDUC 623 Curriculum Design** .....3  
The major purpose of the course is to explore the principles and procedures of curriculum development and management along with special topics like auditing, alignment, and evaluation. Technical issues, trends, future directions, and curriculum designed for special needs will be included. Social, psychological, and philosophical foundations will be discussed.
- EDUC 624 School Law** .....3  
Course presents school law as it relates to agency control and structure; school organizations and their policies and procedures; school personnel; and students' rights. Implications of legal mandates, legal issues for public versus private schools, and special needs students will be covered.
- EDUC 625 School Finance** .....3  
This course is concerned with district-wide and school-specific financial administration policies and procedures essential to wise use of funds, facilities, equipment and people. The need for technology in financial management is stressed. International programs will be compared with those in the United States. Twenty hours of field work in areas covered by this course are required.
- EDUC 626 Educational Institutions/Community Relations** .....3  
An investigation of knowledge and skills needed to maintain open lines of communication between educational institutions and the community. Students will compare international programs with those in the United States. Twenty hours of field work in areas covered by this course are required.
- EDUC 627 Personnel and Labor Relations** .....3  
This course examines the personnel function in educational settings. It considers trends in staffing, recruitment, selection, assignment, orientation, performance evaluation as well as grievances, labor relations, and negotiations. Twenty hours of on-site field work are required.
- EDUC 628 The Principal and Special Education** .....3  
This course examines the principal's responsibilities for special education programs, students, and staff. Candidates will study the various laws affecting special education and what these laws mean for schools and their administrators. Best practices and proven effective programs will be examined. The principal's role in the evaluation process, IEP development, and the discipline process will be studied. Attention will be given to selected due process cases.
- EDUC630C Introduction to Instructional Leadership I** .....3  
This course promotes understanding of the role of the teacher as instructional leader. Participants explore and examine the fundamentals of education leadership, coaching, reflective practice, data-driven decision-making, characteristics of effective instruction, school management practices and assessment, data management technology, models of consultation and collaboration, models of professional development, and mentoring and coaching adults. Students will be able to articulate and apply a Christian worldview to the roles of instructional coach. *(Online)*

- EDUC630D Advanced Instructional Design** .....3  
This course adds to the understanding of managing the classroom and school's teaching and learning environment through instructional and management considerations that utilize research-based techniques. The utilization of technology and other methods to enhance in-depth learning are emphasized. Course content includes strategic instructional planning, differentiated instruction, technology integration, authentic assessments, strategies for creating active engagement, and creating a positive learning environment through effective classroom management. Students will be able to articulate and apply a Christian worldview to the roles of instructional coach. Prerequisite EDUC 630C. *(Online)*
- EDUC630E Leadership and Educational Change I** .....3  
This course focuses on critically reflecting on problems occurring in schools to create a positive school change. Students will conduct needs assessments in their schools and design a professional development project that will increase the probability of a positive classroom or school change. The student will conduct research into a content area of their choice or classroom management. During this class, the student will either coach a student teacher or another professional in the school. Students will be able to articulate and apply a Christian worldview to the roles of instructional coach. Prerequisites: EDUC 630C, EDUC 630D. *(Online)*
- EDUC630F Leadership and Educational Change II** .....3  
This course is a continuation of EDUC630E: Leadership and Educational Change I. In this course, professional development plans will be implemented in their schools and data will be collected along with being analyzed to determine the results of the action research project. During this class, the student will either coach a student teacher or another professional in the school. Students will be able to articulate and apply a Christian worldview to the roles of instructional coach. Prerequisite: EDUC 630C, EDUC 630D, EDUC 630E. *(Online)*
- EDUC 635 Research Design** .....3  
This course will introduce students to the knowledge base, processes, experiences, and skills involved in designing and conducting research studies in education and the social sciences. The course will provide a survey of quantitative, qualitative and mixed research methods, as well as opportunities for students to critically examine educational research studies.
- EDUC 682 Assessment and Evaluation** .....3  
This course examines the assessment and evaluation processes used for determining progress for students in general and special education programming. Students will use best practices to develop an Individualized Educational Plan (IEP). Students will also write effective Educational Reports (ER), Transition Plans, and other reports and documents necessary to keep schools in compliance with state and federal guidelines. Students will have ten hours of field experience in this course.

- EDUC 683 Evaluation and Assessment of Exceptional Students**.....3  
This course is directed to those students who wish to be certified in special education. The course will extend the student's understanding and knowledge of the assessment and evaluation processes and examine how we use these processes to create an appropriate individualized educational plan (IEP). Students will also work with creating effective Educational Reports (ER), Behavior Plans, Transition Programs, and other reports and documents necessary to keep schools in compliance with state and federal guidelines.
- EDUC 684 Inclusive Education with Field Experience**.....3  
This course examines the concept of Inclusion and what it means to both the special educator and the general educator. Students will learn to use effective inclusion strategies in the general education classroom and examine the various ways special and regular educators can work effectively together. Students will have 10 hours of field experience in inclusive education settings.
- EDUC 685 Emotional and Behavioral Disorders with Field Experience**.....3  
This course is designed to provide students with the tools necessary to instruct and intervene with students identified with emotional and behavioral disorders. Students will examine the various causes and theories for these disorders. There will be an additional focus on recognizing these disorders and managing them in the inclusive classroom using various positive behavior interventions and other appropriate methods. This course requires 10 hours of field experience in emotional support classrooms.
- EDUC 686 Autistic Spectrum Disorders with Field Experience**.....3  
This course gives an overview of the characteristics and learning traits, classification systems, assessment strategies, approaches and interventions related to students with autism. Students will be given the tools needed to work with families and agencies to develop a comprehensive program that meets the individual needs of their students. Students will have a 20 hour field experience in a facility that services students on the Autism Spectrum.
- EDUC 687 Early Intervention with PDD and Other Exceptionalities with Field Experience**.....3  
This course examines the importance of early intervention and the different methods and strategies for working with these students. Emphasis will be placed on writing Individual Family Service Plans (IFSP), working with families and agencies, and designing appropriate intervention programs. Students will have 10 hours of field experience in an early intervention setting.
- EDUC 688 Transition and Working with Families and Agencies**.....3  
This course examines aspects of the transition process from infancy to post-secondary. Self-determination will be explored as well as career and vocational education. Different types of transition assessments and checklists will be examined. The course will emphasize the importance of working with families and community agencies to ease the process and bring about positive results.

- EDUC 689 Early Intervention and Transition Planning**.....3  
This course will examine aspects of the early intervention and transition processes from infancy to post-secondary. Emphasis is placed on the importance of social, cognitive and sensory motor development, and appropriate service delivery in an inclusive setting. Self-determination will be explored as well as career and vocational education. Different types of early intervention and transition assessments will be examined. The course will help teachers become aware of the importance of working with families and community agencies.
- EDUC 690 ASD Methods, Materials and Strategies for PreK to 8th Grade**.....3  
This course is the second required course in the Autism Endorsement Program. It is designed to give an in-depth understanding of various strategies, interventions and therapies used with students with ASD. The course will examine this area from PreK to 8th grade. It requires 20 hours of field experience
- EDUC 691 ASD Methods, Materials and Strategies for 9th Grade to Age 21**.....3  
This course is the third course in the Autism Endorsement Program. It is designed to give an in-depth understanding of various strategies, interventions and therapies used with students with ASD. The course will examine this area from middle school to high school and Asperger's syndrome. It requires 20 hours of field experience.
- EDUC 692 Behavioral Analysis for the Educator and Related Service Providers**.....3  
This course is the fourth course in the Autism Endorsement Program. It is designed to give an in-depth understanding of various strategies, interventions and therapies used with students with ASD. The course will explain and make useful applied behavioral analysis for educators and various service providers. It requires 20 hours of field experience.
- HPED 518 Curriculum Development and Administration in Developmental and Special Health and Physical Education**.....3  
This class will examine essential topics in the areas of developing curriculum and of administrating key elements with regard to Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to plan, implement, and evaluate an effective program for his/her students on either the elementary or secondary level.
- HPED 519 Methods of Special Health and Physical Education Instruction**.....3  
This class will examine essential topics in the areas of developing, delivering, and evaluating effective lessons in Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to plan, implement, and evaluate an effective lesson for his/her students on either the elementary or secondary level.

- HPED 522 Contemporary Topics in Special, Health and Physical Education** .....3  
 This class will examine contemporary topics in Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to understand and respond effectively to relevant, current issues on both the elementary or secondary level. This knowledge will allow for better student interaction and increased success in program planning and implementation.
- HPED 552 Individual, Dual and Team Sports**..... 1  
 Explore coaching/teaching techniques in individual, dual and team traditional organized sports commonly practiced in North America to be used in competitive and non-competitive settings. An understanding and use of effective techniques from the skills gained can be used in class, gym and field settings.
- HPED 553 Outdoor Pursuits and Lifetime Leisure Skills** ..1  
 Students will gain an appreciation and understanding of the wide variety of lifetime leisure activities, focusing on the outdoors and other emerging activities. Students will explore teaching techniques in traditional/non-traditional activities to create greater inclusion opportunities for students. An understanding and use of effective techniques from the skills gained can be used in class, gym, field and non-traditional settings.
- HPED 554 Gymnastic Skills, Dance and Rhythmic Skills** ..1  
 Students will be able to demonstrate knowledge of current developments and teaching techniques in gymnastics, dance, and rhythmic skills. An understanding and use of effective techniques from the skills gained can be used in class, gym, field, and non-traditional settings.
- HSCI 500 Health Promotion**.....3  
 This course includes attitudes and lifestyle practices as they influence healthy lifestyles. Personal health issues, such as personal health practices, safety and emergency measures, and family living and personal intimacy will be addressed. Includes topics on aging and wellness.
- HSCI 515 Curriculum Development and Methods of Health Education in Diverse Populations** .....3  
 This graduate level course is designed to increase the school health professional's knowledge of curriculum development in health education and promotion. Content will include an overview of health education, learning, and teaching strategies inclusive of the special population and the diverse learner. Course emphasis will be placed on cultural awareness and development towards cultural competency.
- HSCI 560 Community and Environmental Health**.....3  
 This graduate course is designed to increase the student's knowledge and awareness of how community and environmental health issues impact the individual, the nation, and the world. The role of community and government organizations, community planning, environmental policies, and health care services will be explored as they relate to disease prevention and control. Disaster preparedness will be investigated. Mental and spiritual health, substance abuse, consumer and environmental issues will be examined.

- HSCI 601 World Health Issues**.....3  
 World Health Issues will explore global health problems that affect the developed and the developing world. Understanding international health care needs and issues will better equip health care planners, educators and providers to deliver culturally competent care in diverse populations. Health, disease, and wholeness will be examined in relationship to the culture and the biblical perspective. Specific diseases and their impact in various regions of the world will be studied with analysis of incidence, prevention, control, and health program planning.
- LANG 510 Linguistics**.....3  
 This course is a general introduction to the field of linguistics. It focuses primarily on the five core areas of linguistics: phonetics, phonology, morphology, syntax, and semantics. Topics will include an overview of theoretical models, experimental methods, and current issues in linguistics in relation to second or foreign language teaching, current scientific debates in the field of linguistics, the relationship between linguistic data and language learning and teaching theories and models.
- SCNL 519 Foundations of School Counseling** .....3  
 This course provides a comprehensive overview of educational counseling services. Professional orientation, design, and delivery of curriculum including developmental guidance curricula, the analysis of program progress and effectiveness, technology for counselors, inclusion practices, and contemporary issues also are addressed. Course also includes developing referral resources, learning school conference techniques, and building strong relationships with administration, staff, parents/caregivers, and students. Grade of B or better is required. Course was previously CNSL 519.
- SCNL 634 School Counseling Practicum** .....3  
 This course is designed to prepare students for field placement. Students will observe and participate in a variety of educational counseling experiences. Students with a background in education are to complete the required 100 hours of assigned pre-practicum experiences. Certified educators in PA can complete a reduced number of practicum hours. Appropriate documentation of all assigned experiences is required. Grade of B or better required. Prerequisites: CNSL 503; Corequisite: CNSL 519. Course was previously CNSL 634.
- SCNL 638 School Counseling Internship I** .....3  
 In order to be eligible for this course, the student must have the approval of the department and be in Good Academic Standing. Internship I is a 300-hour supervised experience in an approved school setting(s) that emphasizes skills relevant to educational counseling. Students must divide field experience hours between two different levels. Certified educators in PA can complete a reduced number of internship hours. Group and individual supervision is provided. Ethical considerations are reviewed. Prerequisite: CNSL 634. Course was previously CPSY 638.



- SCNL 639 School Counseling Internship II**.....3  
In order to be eligible for this course, the student must have the approval of the department and be in Good Academic Standing. Internship II is a 300-hour supervised experience in an approved school setting(s) that emphasizes skills relevant to educational counseling. Students must divide field experience hours between two different levels. Certified educators in PA can complete a reduced number of internship hours. Group and individual supervision is provided. Ethical considerations are reviewed. Prerequisite: CPSY 638. Course was previously CPSY 639.
- SCSP 500 Introduction to Counseling Theory, Personality and Practice**.....3  
An introduction and overview of the prominent theoretical approaches to counseling will be provided, including the presentation of personality conceptualization underlying various approaches. Each theoretical model will be reviewed in terms of therapeutic process, client/therapist relationship, as well as specific goal and techniques. Theoretical approaches will be critiqued from a Christian perspective. This course is predominantly lecture based with emphasis on student dialogue. Grade of “B” or better required.
- SCSP 503 Introduction to Special Education and Inclusion Practices**.....3  
This course provides an overview of the ten categories of exceptionality, including current research and legislation. Students will examine current practices in the field, including classifications/definitions, patterns of behavior, learning, and assessment. Intervention and instructional strategies for inclusion of exceptional and divergent learners will be emphasized. Course was previously CNSL 503.
- SCSP 507 Groups for Children and Adolescents**.....3  
This course will teach research-based interventions and techniques for planning and implementing groups for children and adolescents in both school and clinical settings. Specific areas explored are topic-focused group counseling, group guidance, group process, outcome evaluation, and ethics of group counseling. Each student is required to plan and conduct several group counseling experiences. Course was previously CNSL 507.
- SCSP 511 Lifespan Development**.....3  
This course will review current research in human development across the lifespan. It is a study of the developmental changes that occur from conception to death. Special emphasis is given to significant developmental milestones that impact the counseling relationship.
- SCSP 514 School Law, Ethics and Pupil Services**.....3  
This course will explore school law, regulations, and ethical issues with an emphasis on ethical decision-making. An overview of the philosophy of educational counseling and psychological services will be addressed as well as an exploration of other service delivery models in pupil services that address the needs of divergent learners. Further topics include the organizational structure of schools, increasing parental/caretaker involvement, and inclusion practices. Course was previously CNSL 514.
- SCSP 520 Multicultural Issues in School Settings**.....3  
This course is designed to introduce students to a critical examination of the issues, perspectives, challenges, and social justice advocacy involved in a multicultural and diverse school setting. An examination of

human differences will be discussed, including racial, ethnic, cultural, socioeconomic, religious, sexual orientation, disability issues, and gender differences. Particular emphasis will be placed on identifying the instructional needs of English language learners in the schools and ways to address learning that decrease the achievement gap for diverse students. Course was previously CNSL 520.

- SCSP 520 Introduction To Child and Adolescent Counseling**.....3  
This course introduces the theory and practice of brief and long-term research-based counseling interventions with children and adolescents. Students will demonstrate counseling skills with child and adolescent volunteer clients recruited by the student. Learning to build effective partnerships with caretakers, school personnel and other mental health professionals to promote success in the lives of children and adolescents will be addressed. Grade of B or better required. Pre- or corequisite: CNSL 500. Course was previously CNSL 601.
- SCSP 620 Advanced Child and Adolescent Counseling**.....3  
This course is the second of two courses designed to equip students with the skills and knowledge they need to provide effective counseling interventions for children and adolescents. This course focuses on advanced, research-based counseling strategies applied to specific mental health problems such as behavioral, social, and life skills training. This course will also address preventative and responsive services such as crisis preparation and intervention. Students will demonstrate counseling skills with child and adolescent volunteer clients recruited by the student. Grade of B or better required. Prerequisite: CNSL 601. Course was previously CPSY 620.
- SCSP 545 Career Development Theory and Practice**.....3  
This course surveys theory and practice related to the career development of children, adolescents, and adults in changing economic, psychological, social and educational contexts. Students examine multiple resources and tools for career exploration. They apply these to their own career development and to social justice advocacy for expanding career options of those they serve. Students also practice conducting career exploration interviews, administering, scoring, and interpreting career assessment instruments, and integrating findings in written reports and/or feedback sessions. Prerequisite: CNSL 500.
- SCSP 575 Research Design/Statistics**.....3  
Analysis of major types of social science research, familiarization with biographical sources and literature survey procedures; evaluation; implication and application of research; basic statistics; survey of computerized statistical programs; and practice in common statistical and research procedures.
- SCSP 611 Introduction to Assessment**.....3  
This course surveys the major concepts in assessment, including the social, legal, and ethical issues involved in construction, selection, administration, scoring, and interpretation of psychological tests. Students will be introduced to the major categories of assessment instruments and to representative instruments in each category. A grade of B or better is required for School Psychology students to progress to CNSL 615. Lab fee applies.

**SPSY 504 Biological Bases of Behavior/Cognition and Learning**.....3

This course examines how the structure and function of the brain relate to behavior and learning. Course content will introduce the fundamentals of basic neuroanatomy, neurophysiology, and neurochemical functioning, and will focus on applying these principles to the study of sensory processes, learning, memory, cognition, and emotion. Topics will also include a review of the biology of psychological disorders, including major affective disorders, anxiety disorders, autistic spectrum disorders and stress disorders, as well as a review of the effects of drugs on the nervous system and behavior. Course was previously CNSL 504.

**SPSY 615 Assessment for Intervention I**.....3

This course will provide school psychology students with the knowledge and skills needed to administer, score, and interpret individually administered tests of intelligence/cognitive abilities and achievement. Students will be trained to communicate assessment results and to use assessment results to plan interventions. Additionally, students will learn response to intervention procedures. Grade of B or better is required to progress to CNSL 616. Lab fee applies. Prerequisite: CNSL 611. Course was previously CNSL 615

**SPSY 616 Assessment for Intervention II**.....3

This course will provide the student with advanced skills in administering and interpreting developmental, cognitive, perceptual-motor, adaptive, achievement, and other processes measured in a psycho-educational assessment. In addition, students will be trained to recognize how issues such as ethnicity, SES, medical conditions, gender and linguistic and cultural diversity affect student functioning. Continued practice in communicating assessment results and forming intervention plans will be addressed. Grade of B or better is required to progress to CNSL 623. Lab fee applies. Prerequisites: CNSL 500, 503. Course was previously CNSL 616.

**SPSY 623 Assessment for Intervention III**.....3

This course will continue to teach advanced skills in administering various assessment measures and the interpretation and integration of the findings from multiple measures. Students will be trained to administer, score, and interpret numerous standardized behavioral rating scales and neuropsychological assessments. Students will continue practice in communicating assessment results and forming intervention plans. Grade of B or better is required. Prerequisite: CNSL 615, 616. Lab fee applies. Course was previously CNSL 623.

**SPSY 631 Practicum in School Psychology I**.....3

This course combines a minimum of 75 hours of on-site field experience as well as weekly classes to support and train the practicum student prior to beginning the internship in school psychology. Students will be exposed to the range and depth of school psychological services

including regular and special education, evidence-based academic instructional strategies, curriculum-based assessment and effective academic, social and behavioral interventions. Students will also conduct a behavioral case study using single case research methodology with an emphasis on family-school collaboration. Students will also participate in school-wide practices to promote learning. Grade of B or better is required. Prerequisite or co-requisite: CNSL 615, 616. Course was previously CSPY 631.

**SPSY 632 Practicum in School Psychology II**.....3

This course combines a minimum of 75 hours of on-site field experience as well as weekly classes to support and train the practicum student prior to beginning the internship in school psychology. Students will be exposed to the range and depth of school psychological services including regular and special education, evidence-based academic instructional strategies, curriculum-based assessment and effective academic, social and behavioral interventions. Students will also conduct an academic case study using single case research methodology with an emphasis on family-school collaboration. Students will also participate in preventive and responsive services. Grade of B or better is required. Prerequisite or co-requisite: CNSL 617, CPSY 623, 631. Course was previously CPSY 632.

**SPSY 633 School Psychology Internship I**.....3

To be eligible for this course, the student must have approval of department and be in "Good Academic Standing." Internship I requires a minimum of a 600-hour supervised experience as a school psychology intern in an approved setting as well as weekly classes to support and train the intern. Both individual and group supervision will be provided. Graded Pass/Fail. Prerequisite: CPSY 632. Course was previously CPSY 633.

**SPSY 634 School Psychology Internship II**.....3

Internship II requires a minimum of 600-hours supervised experience as a school psychology intern in an approved setting as well as weekly classes to support and train the intern. Both individual and group supervision will be provided. Graded Pass/Fail. Prerequisite: CPSY 633. Course was previously CPSY 634.

**SPSY 680 Research Project**.....1.5, 1.5

This course focuses on applying basic research principles to an empirical research project in the field of counseling psychology. The types of projects include but are not limited to survey research, quasi-experimental/true experimental research, single-subject research, and program evaluation. The final format of the project can be a thesis, a research report, or a manuscript ready for professional journal submission. This course is delivered over two semesters, Fall and Spring, 1.5 credits each semester. Graded Pass/Fail. Prerequisite: CNSL 575. Course was previously CNSL 680.

## LEADERSHIP AND DEVELOPMENT PROGRAMS

### MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

Started in 1999, the Master of Arts in Organizational Leadership is designed to prepare organizational leaders to advance Christian principles and utilize critical organizational skills in a variety of organizational settings. A core of leadership courses develops strategic leadership perspective. Biblical integration throughout the curriculum provides an ethical foundation to accompany practical skills such as modeling servant leadership, wise stewardship of financial and human resources, and strategic management in a world that is in constant change. Concentration courses provide the specialized knowledge and skills indispensable to leaders in business, NGO, education, and church and ministry sectors. This 30-credit (10 courses) program is offered in blended online/residency format that can be completed in approximately 20 months.

### MASTER OF BUSINESS ADMINISTRATION (ECONOMIC DEVELOPMENT)

As of July 1, 2018, Eastern University will no longer enroll students in this program. Prospective students should consult the program listing for the Master of Business Administration (Social Impact).

### MASTER OF SCIENCE IN NONPROFIT MANAGEMENT

As of July 1, 2018, Eastern University will no longer enroll students in this program. Prospective students should consult the program listings for the Master of Business Administration (Social Impact) and the Master of Arts in Organizational Leadership.

### MASTER OF BUSINESS ADMINISTRATION (SOCIAL IMPACT)

The MBA-Social Impact equips mission-driven leaders to confront complex societal challenges using the tools of business innovation. The program is designed for current and aspiring social entrepreneurs; business professionals in sustainable enterprise, corporate citizenship, and community relations; nonprofit/NGO executives; public officials, philanthropic and impact investment directors, and leaders of churches, community development agencies and other mission-driven ventures. The program faculty is comprised of thought leaders and field experts in the social impact sector who guide students in real-world practice by promoting social transformation through inclusive leadership, and systems entrepreneurship. The 36 credit (12 courses) is offered in a cohort based, blended (online + residency) format that can be completed in 24 months.

### LEADERSHIP AND DEVELOPMENT PROGRAMS

#### Course Descriptions

**ACCT 520 Managerial Accounting**.....3  
A study of the use of financial data for managerial decision making. Emphasis on planning and control of a manufacturing environment. Topics of study include the review and uses of cost accounting techniques and international accounting. (Prerequisites: Undergraduate Accounting and Finance courses)

**ACCT 522 Managerial Accounting for Social Enterprises**...3  
This course integrates concepts from diverse topics that impact managerial accountants. Introductory lectures are concerned with cost terms and classifications, cost behavior and profit planning. Students will learn how to create, organize, analyze and interpret financial information for decision making.

**BUSA 500 Global Financial Management**.....3  
Designed to provide theoretical and practical framework that a financial manager can use to reach decisions in the real world. Contemporary problems in managerial finance illustrate theoretical constructs. (Prerequisites: Undergraduate Accounting and Finance courses)

**BUSA 513 Data-informed Decision Making**.....3  
This course equips students with fundamental skills needed to interpret business problems to make and communicate competent management decisions. Students will use quantitative data and qualitative information to explain observed outcomes; consider, evaluate, and defend recommended interventions; and examine the operational impact of their decisions. They will practice the effective use of proven communication strategies and current technologies to prompt action that increases organizational capacity and performance.

**BUSA 517 Nonprofit Financial Management and Control**.....3  
Designed to give the nonprofit manager/executive the skills and knowledge necessary to understand financial statements and information, to make financial decisions, to design and institute improvements in management control, to determine and work with ethical uncertainties, and to develop and manage the budgeting process. Fund accounting will be explained as a “building block” for nonprofit financial reporting. Issues faced by the chief executive of smaller organizations such as unemployment compensation, workers compensation, and self-insurance will be covered. The course will primarily use the case-study method. (Prerequisites: Undergraduate Accounting and Finance courses)

**BUSA 521 Theology of Business**.....3  
This course equips students to think theologically and holistically about their vocation in business and social enterprise. Using scripture, reason, tradition and experience, the course explores how theological concepts like stewardship, imago Dei, and shalom are informed by a Trinitarian theology. References to social scientific perspectives contribute to an ecumenical, theological reflection upon business in society as the basis for devising a moral vision for business.

**BUSA 531 Marketing and Public Relations for Nonprofit Organizations**.....3  
This course focuses on marketing, and its concomitant relationship to fundraising, making the services of the nonprofit organization known to its intended constituency, making the purpose or mission known to the greater community, and how to use both paid and free media as tools in these endeavors. It is designed to introduce current and future leaders of non-profit organizations to various means of acquiring resources through the process of marketing and its linkage to philanthropy and fundraising. Familiarity will be gained with such marketing concepts as the exchange relationship, fundamentals of buyer motivation, consumer theory, market segmentation, asking, messaging, branding, and the marketing mix and its components. This course provides tools and guidelines on how to prepare marketing plans and proposals.

**BUSA 533 Marketing a Socially Responsible Brand.....3**

This course presents an entrepreneurial approach to increasing brand equity by way of its compelling vision of a better world. Students will learn how to create penetrating narratives that expand brand awareness through ongoing engagement with customers, employees, suppliers, investors, and other internal and external stakeholders. They will draw on strategic marketing principles, business communication practices and digital technologies to formulate a multi-channel marketing campaign for acquiring customers and engaging consumers on the basis of an authentic and transparent value proposition.

**BUSA 541 Human Resource Management for Nonprofit Organizations .....3**

Human Resource Management for Nonprofit Organizations provides an understanding of how various management concepts can be applied to both paid and volunteer staff, and the hands-on activities involved in managing human resource departments with an emphasis on motivation, leadership, conflict resolution, and change management. The functional activities include recruitment and selection, compensation and benefits, and performance. It will integrate human resource issues (for both regular and volunteer staff) within the strategic and operational planning of the organization, ensuring the congruence of human resource systems within the non-profit organization.

**BUSA 545 Social Entrepreneurship.....3**

In this capstone course, students will apply their knowledge of the fundamental areas of business to develop a comprehensive business plan which focuses on developing social, economic, and financial capital. Students will gain a fundamental understanding of stakeholder strategy in diverse cultural environments, and will explore the application of social entrepreneurship and social enterprise development as it relates to economic development in urban and in rural areas in the US and around the world.

**BUSA 550 Creating Innovative Organizations through Human-Centered Design.....3**

This course provides a roadmap and toolkit for designing organizations that advance human flourishing in and outside of enterprise. Students will be examine and construct processes that enhance organizational culture and facilitate smart, practical decision-making. Special emphasis is placed on talent development as a strategic lever for sustainable bottom line performance.

**BUSA 600 Financial and Legal Aspects of Social Enterprise .....3**

This course examines the financial and legal issues pertinent to establishing and operating a mission driven venture. Emphasis is given to the development of sound fiscal policy that adequately addresses the interests of shareholders, stakeholders, communities and society at large. The course includes a survey of laws and regulations pertaining to the operation of social enterprises with differing forms of legal ownership.

**BUSA 603 Fundraising for Nonprofit Organizations .....3**

Investigation of how to design, implement, and follow up on various methods of fundraising, including foundation proposals, phonathons/telethons, direct solicitation, membership drives, and profit-making ventures in nonprofit organizations.

**BUSA 622 Impact Investing and Social Enterprise.....3**

This course considers impact investing as a transformational vehicle for delivering social value. It explores investment opportunities along the investment spectrum by evaluating social impact bonds, equity, loans and grants options available to would-be investors seeking to invest in social transformation. The course will explore a range of financial innovation in social sector financing.

**BUSA 631 Market and Opinion Research.....3**

Presentation of the objectives and practices of research methods used to guide and evaluate the marketing of consumer and individual goods. Emphasis on developing and administering opinion surveys and conducting community needs analysis.

**BUSA 636 Social Impact Metrics and Measurements .....3**

This course provides an introduction to frameworks, metrics, and tools for measuring the impact of a company, organization, or project. Students will learn how to define social impact success in the short-term and long-term, decide what to measure, and assess and value impact. They will study a number of metrics currently used by influential impact organizations with the goal of understanding constituent elements and creating new metrics tailored to specific initiatives. The course will also consider broader questions related to the benefits and limitations of impact evaluation and measurement.

- BUSA 655      Role of Nonprofit Organizations  
in Public Policy** ..... 3  
This course prepares non-profit leaders to understand the role of civil society and how the charitable sector is a critical element within it. The course provides a historical and cultural understanding of the emergence of civil society from a foundation of human helping. The course shows how the non-profit sector actively engages and challenges government and public leaders through policy interventions and advocacy to advance the local and global struggle for human rights. Students are prepared to advocate for social justice by developing the foundational skills necessary to assess and intervene in the policy process as well as develop and implement advocacy campaigns to influence policy. The course further emphasizes the importance of developing a biblical basis for social justice advocacy and the need for Christian professionals to cultivate strong advocacy skills.
- BUSA 681      Field Research Project in Nonprofit  
Management (or thesis option)** ..... 3  
Working a minimum of 125 hours, the student assists an organization with special projects, and acts as a consultant and as a student of how to translate academic knowledge into practice. A specific plan or document should result. The thesis option must include a complete and comprehensive business plan, including a plan for establishing a working group from the interested constituency, differentiation from similar organizations, securing of media exposure, and determination of short and long-range goals.
- BUSA 683      Building Social Enterprise  
for Scale and Impact** ..... 3  
This course equips students with the tools and understanding for mobilizing enterprise resources to advance a mission driven venture. Students will evaluate strategic plans that account for social impact goals and the organizational, economic, political, technological, and global factors they must confront. Emphasis is on fostering a culture of innovation across the enterprise, integrating business logic models and theories of change; capacity planning, prototype development, and the implementation of management protocols that drive bottom line performance and deliver on mission.
- BUSA 684      Social Entrepreneurship Capstone** ..... 3  
This capstone course--anchored in praxis--explores how to create impact through social entrepreneurship. Students will define a social problem, understand its contextual realities, and develop and implement a solution. Students demonstrate that they have understood the social problem, envisioned new future possibilities, built a model for change, and devised strategies for scaling the solution.
- ECON 514      Urban Economics** ..... 3  
Analysis of major economic problems of urban-suburban areas: taxation, financing of urban services, education, transportation, residential and industrial development, recreation and parks, and metropolitan planning.
- ECON 521      Economics of Social Transformation** ..... 3  
This course covers foundational microeconomic and macroeconomic concepts and their practical application for the purpose of social transformation in the context of globalization, interdependence, and rapid technological change. Students will learn how the public, private, and social sectors can interact and integrate to fluidly reconcile traditional economic goals of growth and business profit with increased equity and a more just economy for all. Real world examples of co-productive collaborations among corporations, NGOs, entrepreneurial catalysts, impact investors, and other stakeholders will demonstrate the potential to develop scalable ecosystems that address market failures and deliver shared value to all participants.
- ECON 613      The World Economy in Trade** ..... 3  
Designed to familiarize students with the international environment in which businesses operate. Students acquire an awareness of, and an appreciation for, the diversity and complexity of the international environment. The course is about markets (the economic dimension), power (the political dimension), and culture (the social dimension) under conditions of global interdependence.
- EDEV 630C      Public Policy** ..... 3  
This course introduces students to the knowledge and skills appropriate for making effective and responsible policy decisions as well as influencing the policy process to address social problems. The course will explore key concepts, models, and tools required to understand the policy process in various countries. Topics to be covered include the policy environment, policy making process, policy analysis, and policy implementation.
- EDEV 695      Introduction to MicroFinance** ..... 3  
The goal of the course is to help the student gain a practical understanding of the fundamental concepts of microfinance, assessing customer needs and expectations; designing new products and delivery mechanisms; the various lending methodologies; the debate around regulation and supervision; assessing the quality of the portfolio; gauging financial viability; addressing governance and cultivating effective donor relations.
- EDEV 696      Market Development for Microenterprises** ..... 3  
This course reviews the roles that support markets and their development play in poverty reduction. It covers current theory, best practices, and debates in the market development arena. It also provides supporting information in the form of case studies from the field, and interviews with theorists and practitioners.
- INST 517      Urban Politics** ..... 3  
This course takes an interdisciplinary approach to understanding the politics of the city with an eye towards equipping students to use theory to inform and engage in praxis in working with the poor in the urban areas. Special attention is given to the intersection of dimensions and structures of power between government and community and movements for social change in their various forms, and to understanding the major current issues and methods, tools, and strategies used in advocacy efforts in the urban context.

**INST 567 Urban Sociology** .....3

This course covers core writings in the field of urban sociology with a focus on using theory to inform praxis in the city. Topics cover the social, cultural, religious, political, economic, and aesthetic dimensions of the city and how they explain the production and reproduction of poverty and injustice. Special attention is given to the dimensions of race and ethnicity, immigration, family and community dynamics and change, political power, socio-spatial change, technological change, and the relationship between the built environment and human behavior. Key theoretical paradigms that have constituted the field since its founding are considered and assessed in terms of their implications for social policy, urban scholarship, and the practice of planning for social change.

**LDEV 544 Leadership and Organizational Dynamics** .....3

This course focuses on understanding organizational dynamics as the context in which 21st century Christian leaders mobilize their people and other resources to achieve desired ministry/business results. Students will examine personal, interpersonal, and organizational effectiveness through the “frames” of biblical principles and values, organizational structure/governance, culture, politics, people, and technology. Considering relationships as “patterns of communication,” students will increase their awareness of their own and others’ communication styles and patterns in influencing and being influenced within the organizational context.

**LDEV 570 Strategic Thinking and Organizational Development** .....3

Provides an overview of concepts, skills, and methods for a leader to think, plan, and act strategically, particularly as related to the special challenges of NGOs and how to initiate, lead, and manage organizational

change for an international NGO through the understanding of change models and tools. It provides an overview of organizational behavior theories, as well as those described as organizational development.

**LDEV 580 Collaborative Leadership and Partnership** .....3

This course will cover the development of a philosophy of partnership and collaboration for the organization tying it to the concepts of servant leadership and organizational stewardship. Practical implications will be conceptual and practical questions in the design, implementation and on-going management of partnerships both with internal stakeholders and external organizations. Collaborative competencies and models of partnership between non-profits and government, and non-profits and the church will be examined.

**LDEV 620 Spiritual Formation for Christian Leaders** .....3

Pathways will guide participants through a spiritual formation process. Beginning with the Certificate level and continuing through the MBA level, the course provides participants with an in-depth experience as well as a framework to assist others in spiritual formation.

**LDEV 660 Marketing, Communications and Fundraising for the NGO** .....3

Through careful study of the strategic marketing planning process, this course prepares students to skillfully use the tools of this process to strengthen their mission-based organizations. Two key areas receive special focus: 1) the careful assessment and alignment of organizational and market dynamics, and 2) the design and implementation of relationship-building activities. Students will also consider the biblical framework for marketing and fundraising activities, in particular, reflecting on appropriate parallels in the words and actions of Paul. Wherever possible, case studies and real-life examples will be used to provide students with opportunities to practice using the tools of marketing and fundraising.

**LEAD 541 Human Resources and Management.....3**

Starts from the premise that people are at the center of God's heart and are the most valuable resource in any ministry or enterprise. The purpose of the module is to explore the human factors in your organization and develop experience and skill in responding to the needs of those people. This module will cover areas of culture, diversity, conflict resolution, communication, training, mentoring, staff care, preparation for the unexpected, and caring for yourself as leader.

**LEAD 610 Strategic Thinking and Change Management...3**

Examines the basic concepts of strategic management and the increasing challenge for general managers to be strategic thinkers. Alternative approaches to creating strategies are reviewed and critiqued. A capacity for interpreting the internal and external environments is emphasized, with particular emphasis on the turbulent, evolving context of NGOs. NGO stakeholders, culture, and pressures from donor publics are examined, along with the demands for transparency, sustainability, and the need for capacity building. Basic principles and tools for strategic planning are introduced and applications for the NGO are woven into the course design. An emphasis is made on analyzing and critiquing various approaches to strategic planning, using case studies and critical thinking. An introduction to the complexity of introducing new strategies and how managers can be more effective in managing change is given.

**LEAD 620, 621 Spiritual Formation for Christian Leaders.....3 or 1.5, 1.5**

A study of and experience in the classical traditions of spiritual disciplines as they enhance and encourage the process of growth into the likeness of Jesus Christ will be undertaken. The object is to encourage, enhance, and engender disciplined habit patterns that open the student to God and promote spiritual health through weekly reading, study, response, and practice of the classical spiritual disciplines.

**LEAD 642 Leadership Praxis ..... VARIABLE CREDIT**

This course engages students in structured opportunities that promote self-awareness, life-long learning, and the mastery of essential leadership competencies for mission driven professionals. Topics covered will include personal dispositions and temperament, consensus building, ethics and moral development, role perceptions, crisis and transition, autonomy vs. inclusion, and the changing nature of relationships over time. This is a variable credit course that may be taken more than once for up to 6 credits.

**LEAD 681A AND LEAD 681B Thesis/Project.....6**

This 2-semester concentration option is intended for the student who is interested in designing, carrying out, and analyzing the findings of original research, or developing an evidence-based professional deliverable for an organization. The first semester focuses on research design and methodology; the second focuses on implementation and analysis. Prerequisites: grade of A in LEAD 576, superior writing skills, and faculty recommendation.

## NURSING PROGRAMS

### MASTER OF EDUCATION (SCHOOL HEALTH SERVICES)

The Master of Education in School Health Services is committed to preparing professionals to function effectively in settings in which children and youth are served. The mission of the program is to produce outstanding health professionals who are committed to meeting the needs of a diverse population and to their holistic development. This 30-credit program will prepare students to practice their profession from a Christian perspective; achieve professional competence and increase specialization in a discipline within school health services. Students will be able to develop and coordinate comprehensive school health service and educational programs through the utilization and implementation of appropriate research and educational theories pertaining to healthy, social, intellectual, moral, and physical development. Students will demonstrate sensitivity to ethnic, gender, and racial diversity.

### SPECIALIST CERTIFICATION PROGRAMS

School Nurse (K-12)

Supervisor of School Health Services (K-12)

**NURS 508 Legal Mandates of the School Nurse.....3**

Legal and Mandated Responsibilities of the School Nurse is designed to introduce to the new or prospective school nurse the fundamentals of U.S. law and how these laws affect educational change as well as the legal issues that specifically affect the certified school nurse. Emphasis will be placed on the school nurse's responsibility to enhance the student's ability to learn, and to appraise, protect, and promote the health of students and school personnel. The course will explore current legal issues in school health. School nursing is viewed as a ministry within the Christian perspective. This course will also address multi-cultural and mental health issues in relation to school-age children, adolescents, families, and communities.

**NURS 509 School Nurse and the Exceptional Child.....3**

This course is designed to give an awareness of the uniqueness of the role of the school nurse in meeting the needs of children with handicapping, chronic, and emotional conditions, as well as those students with developmental disabilities who are served under IDEA and other related legislation. The course is structured to prepare school nurses to function effectively on interdisciplinary, crisis intervention, and individual education planning teams.

**NURS 530 School Nurse Clinical Practicum.....3**

This course is designed for prospective school nurses. The focus is to acquaint the student with the role of the nurse as a member of the educational community. Emphasis is placed on the assessment, implementation, and evaluation of the health care needs of the school aged population. It is structured to provide a forum for lecture and discussion as well as supervised field experience for the student to observe and participate in health care delivery in the school setting. The practicum consists of 100 hours of clinical experience. The clinical experience should be divided equally among elementary, middle, and high schools with at least one component involving children with special needs.



## MASTER OF SCIENCE IN NURSING

The Master of Science in Nursing (MSN) prepares graduates to assume roles as holistic leaders, educators, and transformers of healthcare environments within the global nursing community. Graduates will be empowered to serve as leaders in a variety of clinical and academic settings, teach effectively, and apply a holistic Christian worldview to a myriad of healthcare settings. Students enrolled in this 37-credit program may choose from two tracks: **Holistic Nurse Leader** or **Holistic Nurse Educator**. Based on Eastern University's and the Department of Nursing's communal missions, as well as the American Association of Colleges of Nursing (AACN) *Essentials of Master's Education in Nursing* (2011) and the American Holistic Nurses Credentialing Corporation (AHNCC) *Core Essentials for the Practice of Advanced Holistic Nursing* (2012), students will be exposed to holistic nursing theories, modalities, communication and teaching learning strategies, evidence-based practice models, and research modalities preparing them to be agents of change.

### Course Descriptions

Students enrolled in the MSN program are required to take NURS 550, 552, 554 and 556 as the first four courses. NURS 564 and 566 may be taken along with the above.

NURS 630, 632, and 634 (Education Track) OR 620, 622, and 624 (Leadership Track) must be taken sequentially.

NURS 650 is to be taken as the final course of the program.

#### NURS 550      **Theoretical Foundations of Advanced Holistic Nursing**.....3

This course examines the nature of knowledge acquisition and scientific inquiry as it relates to the practice of advanced holistic nursing. A wide range of concepts, models, and theories from nursing and other disciplines will be explored and evaluated in terms of application to healthcare and the development of the nursing profession.

#### NURS 552      **Advanced Communication and Collaboration**.....3

This course focuses on the use of communication techniques and systems to improve quality, safety, and advocacy in advanced nursing practice. Strategies used to coordinate and deliver care within an interdisciplinary team model are explored. Interpersonal and relational strategies are evaluated with an emphasis on leading, collaborating, consulting, and teamwork within professional environments.

Pre-requisite: Grade of B or better in NURS 550: Theoretical Foundations

#### NURS 554      **Physiology, Assessment, and Therapeutics I**.....3

This course focuses on systems of connection, regulation, and dysregulation in persons as body-mind-spirit wholes, and builds on foundational knowledge regarding physiology, basic pathophysiology, assessment, and pharmacology acquired at the undergraduate level and through provision of hands-on nursing care. The holistic assessment of health will be explored with a focus on supporting innate healing mechanisms and using the mind-body connection to strengthen resilience and immunity. Cultural and environmental influences are considered as part of holistic assessment and therapies.

#### NURS 556      **Physiology, Assessment, and Therapeutics II**.....3

This course builds on knowledge developed in Physiology, Assessment and Therapeutics I. Physiologic processes, holistic assessment and integrative interventions are explored with special attention given to the role of inflammation as a key factor in various health challenges. Emphasis is placed on translating and applying holistic and integrative philosophy and practices in healthcare settings.

Pre-requisites: Grade of B or better in NURS 554: Physiology, Assessment, and Therapeutics I

#### NURS 560      **Translating Research for Evidence Based Practice**.....3

This course builds on knowledge acquired during undergraduate nursing research. Student will develop their ability to critically appraise research and apply findings within healthcare settings to resolve practice problems, initiate change, and improve quality. Course content includes exploration of research methods and design as well as relevant technology, information systems and accessing data bases. Application of findings and translation of evidence to practice settings will be the main focus with an emphasis on use in organizational decision making, improvement of academic and clinical environments, and nursing care. The opportunities for master's-prepared nurses to identify problems for research, generate researchable questions and collaborate with others in the conduct of research will be examined. Students will identify a real-world problem and develop a plan to translate evidence to praxis. NURS 562 Population Health: Prevention, Promotion, and Policy 3

This course prepares the student to evaluate systems and policies pertaining to population-focused healthcare with the aim to improve quality of care, eliminate disparities, and promote collaboration between professionals and organizations. Concepts related to epidemiology, genomics, culturally and linguistically appropriate services, and interprofessional collaboration are emphasized as tools for advancing quality in healthcare. The role of the master's-prepared nurse as advocate and leader in promoting population health is emphasized.

#### NURS 564      **Foundations of Holistic Nursing Leadership**....3

In this course, learners explore types and levels of nursing leadership, distinctions between leadership and management, as well as knowledge, attitudes, and skills necessary for effective leadership in all types of healthcare-related environments, whether in classrooms, administrative positions, or on departmental or institutional committees). Learners will review attributes of critical thinking and will examine their own biases and frames of reference as they relate to leadership. Relevant leadership theories will inform discussions about the challenges of leading in diverse, seemingly complex chaotic healthcare and academic environments. The values of integrity, authenticity, emotional and cultural intelligences, self-awareness, ongoing self-care, conflict resolution, communication, and relational skills will be emphasized. Enhanced understanding of effective team building, mentoring, organizational structures, organizational culture, governance, and leadership processes will serve as a foundation to develop strategies aimed at transforming environments.

#### NURS 566      **Foundations of Holistic Nursing Education**.....3

Teaching and learning are vital activities whether the nurse is primarily a clinician, leader, or teacher. In this course, students will explore how people learn, and how best to facilitate knowledge, information, and



skills development. Attention is given to the ethical and legal rights and responsibilities of teachers and learners. Relevant theory and determinants of learning such as culture, literacy, motivation, and disabilities are explored as situations for students to research, discuss, and problem solve. The role of technology in teaching and learning will also be addressed. The importance of both finding and serving as mentors to embrace the full teaching and leadership role is explored.

**NURS 620 Nursing Leadership IA**.....3

This course will address the economic, financial, and policy issues facing leaders in healthcare systems today and will challenge students to respond energetically, innovatively and creatively in order to tackle those issues. Becoming stewards of limited resources, applying ethics, systems theory, and forecasting departmental, institutional, and industry needs is essential. Prospective leaders apply holistic philosophy as they explore ever-changing regulatory demands and third-party contractual exigencies, and payment systems; competition, the increased demands for access to high quality, safe, and affordable healthcare; and technological advancement, effective management structures, and cost containment. Information systems for collecting and tracking metrics across organizational functioning (e.g. dashboard) are examined for use in communication, planning, and organizational decision making.

**NURS 622 Nursing Leadership IB**.....3

Using a systems focus to analyze strategic leadership strategies is essential. Power, politics and influence in healthcare settings is examined from a platform of humility, cooperation, collaboration, and teamwork, in order to effectively resolve conflict, maximize scarce resources, and enhance positive organizational dynamics. Learners will explore the concept of servant leadership coupled with a higher ethic of loving relationship (including self-care) and empowerment as tools of transformation within the context of diversity and Christian worldview. This class includes 15 hours of clinical practicum for the patient/family member shadowing experience.

**NURS 624 Nursing Leadership II**.....4

In this final leadership-specific seminar/practicum course, students will build a framework for effective leadership using content from previous courses. Real world case studies and exemplars of leadership in healthcare will be used to highlight important concepts and strategies. During the 80 hour practicum with an experienced leader, students will compare and contrast what they see in healthcare environments with what they are learning through readings and class discussion. A potential topic for the Action Research Capstone project that will be potentially useful/ beneficial will be identified during this practicum.

**NURS 630 Nursing Education IA** .....3

This course highlights the role and responsibilities of nurse educators in the classroom setting. The teaching and learning process is explored through focus on the promotion of critical and clinical thinking. The impact of culture on the teaching and learning process, as well as ways to effectively teach nurses to work with diverse populations, is emphasized. Creating safe on-ground, hybrid, and online environments conducive to holistic learning and exploration are highlighted. The role of information resources including technologies for enhancement of learning is addressed. This course includes a 15 hour practicum with an instructor in a resource or simulation lab.

**NURS 632 Nursing Education IB** .....3

In this course, students will focus on the connection between institutional vision, mission, and values on curriculum development and design. Prospective nurse educators will also learn how evaluation strategies and outcomes data collection aid in the determination of the curriculum's quality. Clinical teaching and performance evaluation are highlighted, including strategies to enhance learning in clinical environments. The roles and responsibilities of continuing education and staff development instructors are also explored. This course includes 15 hours of clinical practicum shadowing a clinically based nurse educator or staff development instructor.

**NURS 634 Nursing Education II: Measurement, Evaluation, and Practicum** .....4

This final educator-specific course focuses on the role of nursing faculty, building a personal teaching and learning philosophy, and classroom management. Best practices in assessment and evaluation of learning outcomes and testing are addressed. Systematic evaluation will be presented as it applies to revisions and redesign of curriculum and teaching learning activities. Outcomes data and its importance to accreditation of nursing programs are explored. Students will complete an 80 hour clinical practicum with a nurse educator focusing on honing of teaching skills, assessment, and evaluation of learning, clinical performance, and adaptation to faculty role. During this practicum, students will identify a problem for their Action Research Capstone Project that may be useful in the practicum setting.

**NURS 650 Capstone** .....3

Students from both leadership and nurse educator tracks come together for this final course of the program. Through student-led seminars and relevant case studies, key issues and challenges in current healthcare environments will stimulate discussion and creative, strategic decision making, goal setting and innovation. Students will engage in Action Research to address needs identified in practicum (both clinical and academic) environments. Results of AR projects will be shared via poster presentations.

*Note: To be completed as the last course of the program.*

## SOCIAL TRANSFORMATION

### MASTER OF ARTS IN URBAN STUDIES

Created to strengthen the school's vision of preparing students to become servants and change agents in urban contexts, Eastern's 39-credit MA in Urban Studies addresses the critical need for effective Christian leadership in today's urban areas. It seeks to train change agents equipped for the task of transforming urban communities. Three program concentrations – in Juvenile Justice Ministry, Community Development, and Youth Development – prepare students to develop specialized areas of knowledge and skill.

#### COMMUNITY DEVELOPMENT CONCENTRATION

The Community Development concentration prepares professionals in implementing holistic revitalization efforts in urban communities. Upon completion of the program, students understand how to address complex neighborhood needs in the urban context through careers in non-profit organizations, government, non-governmental agencies, social services, ministries, and parachurch organizations.

#### JUVENILE JUSTICE MINISTRY CONCENTRATION

The Juvenile Justice Ministry concentration prepares people to minister holistically to youth offenders (up to age 24) and their families. Students will develop a comprehensive approach to life-changing Christian ministry that includes trauma-informed intervention, advocacy, and personal nurture with youth offenders, returning citizens, and their families. Hands-on experience and an opportunity to develop a program for one's own context are included in the curriculum. This concentration is also offered on the undergraduate level as a 12-credit Certificate.

#### YOUTH DEVELOPMENT CONCENTRATION

The Youth Development concentration prepares professionals to serve youth in an urban context. Upon completion of the program, students are equipped to understand and engage youth as well as provide quality youth development and ministry programs.

#### Core Courses

The following courses are required of all students in the MA in Urban Studies Program, comprising 22 of the 39 credits required for graduation.

#### URBN 501 Urban Issues in a Global Context.....3

This course introduces students to urban theories and concepts that form a foundation for faith-based work in urban social change. Students will explore the complex factors behind major urban problems around the world, and the integration of theory and practice from an interdisciplinary perspective. Readings and research in urban sociology and urban issues are required. Lab fee.

#### URBN 510 Christ and the City .....3

This course analyzes the relationship of the life and ministry of Christ to the urban context. While taking a theological (Christological) approach, the seminar also examines broader New Testament, social, historical, economic, and cultural factors which underpin our framework for theology of the city. The purpose of the course is to enable students to articulate a biblical and personal perspective on cities and ministry in cities.

#### URBN 520 Cross-Cultural Skills for Urban Service.....1

This course provides basic cross-cultural skills for relationship building, community development, and conflict management in the urban context. Through discussion of cultural value and world view differences, behavior norms, and conflict management styles, the student will gain basic theoretical understanding for work and ministry in the urban context. Through in-class exercises, students will develop beginning skills for adjusting behavior in a variety of cultural contexts. Readings, experiential activities, and reflection paper are required.

#### URBN 540 Race and Ethnic Relations.....3

This course examines the social, historical, economic, spiritual, and cultural factors that influence society's treatment of members of various racial and ethnic groups. It acquaints the student with an understanding of how social structures are organized in terms of minority-majority relations, for the advantage of some at the expense of others. This course utilizes the comparative-historical method, bolstered by structural power for the maintenance of dominance/subordination among groups. In addition to texts that describe the experiences of various racial and ethnic groups in American society, readings will be assigned that examine social relationships within the context of transforming communities. Required of all students in the Community Development and Youth Development Concentrations. Students may opt to take ARTS 54-(required of all ARTS students) as an alternative to this course.

#### URBN 570 Leadership Development .....3

This is a course in the theory and application of leadership for effective administration of human resources in an urban context. Using the model of a community of practice, students will learn through readings, discussion, interviews, research, and reflection on personal experience. The course examines various approaches to leadership and the theories that undergird them, while upholding the servant-leader model of Jesus as the guiding example. Students will examine the lives of living leaders, as well as the essential skills and characteristics necessary for effective leadership. Students will evaluate their own strengths and weaknesses as leaders and develop a Leadership Action Plan addressing a specific organizational need as a culminating project. Lab fee.

#### URBN 575 Applied Research and Program Evaluation .....3

This course is an introduction to applied research and evaluation. The primary emphasis is on qualitative research and evaluation methods for use in private voluntary organizations such as churches, urban ministries, missions, and relief and development organizations. Applied research is presented as a systematic inquiry designed to provide information to decision makers and/or groups concerned with particular human and societal problems. Christian perspective on the purpose and practice of research is of special interest.

#### URBN 580 Urban Models for Social Transformation.....3

This culminating seminar course in the MA in Urban Studies Programs is taken at the beginning of the final year of the Program. It requires students to study in-depth replicable models for social change. Based on research by faculty and other professionals, students will review interdisciplinary theory, collaborative processes, program evaluation, and effective practices in preparation for a required final urban community

transformation thesis project proposal. Program case study, final thesis/project proposal, IRB application, and reading required. Prerequisites: URBN 501, URBN 575. Lab fee.

**URBN 690 Graduate Research Project/Thesis**.....3

The Graduate Research Project / Thesis is a culminating scholarly process demonstrating the student's academic studies in the MA in Urban Studies Program. The graduate research requirement may be met by a research project. This project may be an acceptable program research project, including but not limited to a business plan or feasibility study including survey research and literature review, a program evaluation, a case study report, a major literature review, an impact case study project, or original research thesis. The final determination of the form to be selected must be decided in consultation with the director(s) of the student's study. A culminating oral presentation of the project will be presented at the Annual Graduate Research Forum. (Prerequisites: URBN 501, 575, 580) \$300 thesis fee.

*Electives*

**URBN 515 Faith and the Professions**.....1

This course focuses on the integration of personal faith, theology, and the student practice of the profession. Based upon a theological framework for urban transformation, the student will explore the role of the Christian in the professional world and will clarify his or her role and relevant issues of ministry, including personal witness, values awareness, ethics, and social justice within diverse ethnic and faith environments. Students will explore the concepts of what it means to live as "Christian Change Agent" and participate in seeing the Kingdom of God advanced in their particular profession. Readings and reflection papers required.

**URBN 525 Resource Development**.....1

This course will provide students with concrete information to help them gain greater access to funding opportunities and resources to support a ministry or organization with which they are affiliated. Students will review core elements of program development, and will gain an understanding of the principles of grant writing, fundraising, and building a network of partners and supporters. Students will gain awareness of potential funding sources, and effective ways to engage potential funders, donors and volunteers. Students will complete a practical writing project, including fund-ready materials that can be used in seeking resources for a project of choice.

**URBN 535 Programming for Youth Development**.....1

This course will utilize the youth development model (theory and approach) for working with youth to examine the role of youth programs in promoting adolescent development. Features of positive developmental settings, the dynamics of developing quality out-of-school time programs, and funding and other resources will be explored. The state of young people in other countries and the impact of global and international perspectives, policies, programs, and services to promote youth development will be explored and compared to those in the U.S.

**URBN 555 Emotional Intelligence**.....1

Popularized by Daniel Goleman, Emotional Intelligence (EI) indicates the degree to which an individual is able to identify, evaluate, and handle the emotions of self and others. This course will provide students with the theoretical framework of emotional intelligence, tools to assess the range of one's emotional intelligence, strategies for enhancing and increasing one's personal and social emotional intelligence, and practical applications in working with a youth and other populations. The course utilizes self-assessment, videos, case studies, and role plays to give students the ability to apply the insights from the course in the work with youth and adults.

**CDEV 500 Community Organizing**.....3

This course will introduce students to the discipline of community organizing(CO), the art and science of bringing community members together and empowering/equipping them to create systemic change. Students will learn about the particular place of community organizing in the context of various strategies for societal transformation and will study a variety of community organizing approaches including broad-based interest-focused CO, faith-based CO, and faith-rooted CO. Students will also learn the biblical and theological basis for community organizing and will reflect on the implications of Christian faith for community organizing principles and practices. Students will develop basic community organizing skills through assigned interviews, exercises, experiences, and analysis.

**CDEV 536 Practical Financial Management**.....3

This introductory financial management course will help the non-financial manager of a nonprofit organization understand and value the crucial contribution of financial analysis tools in making effective decisions to carry out the mission and goals of their organization. It assumes that the functions of accounting and finance will be handled by professionals. It also assumes that all managers -- regardless of professional experience -- need to understand the components and analytical techniques involved with financial decision-making. With but a few exceptions, wise organizational decisions will be born or supported through financial analysis. Even more so, an organization fully committed to the long-term will embrace financial control and accountability measures that will mitigate its risks and assure its ability to perform mission objectives.

**CDEV 570 Foundations and Strategies of Community Development**.....3

This course examines contemporary problems, approaches, and success stories associated with the economic and social rebuilding of American cities and examines community development from political, sociological, and economic perspectives beginning with its historical roots. Policies and practices that form the contemporary framework of the field will also be discussed, along with key theories such as social capital formation and asset development. Successful church-based and secular community development models will be identified. The course focuses on the separate perspectives of government, community groups, financial institutions, and philanthropic organizations and on the opportunities for cross-sector collaboration in meeting community level challenges. The class will culminate in a final project that will link policy, practice, and evaluation.

*Note: Students in the CDEV Concentration must take one of the following BUSA 545, CDEV 545, CDEV 575 or CDEV 655.*

**CDEV 545 Neighborhood Economic Development.....3**

This course introduces the student to the field of economic development in theory and practice with a focus on its application to urban neighborhoods. Economic development is viewed as a process through which private market forces are provided incentives to serve public purposes and are supplemented by nonprofit development initiatives. The course progresses from a citywide to a neighborhood perspective.

**BUSA 545 Social Entrepreneurship.....3**

In this course, students will apply their knowledge of the fundamental areas of business to develop a comprehensive business plan which focuses on developing social, economic, and financial capital. Students will gain a fundamental understanding of stakeholder strategy in diverse cultural environments, and will explore the application of social entrepreneurship and social enterprise development as it relates to economic development in urban and in rural areas in the US and around the world.

**CDEV 575 Urban Planning and Policy Analysis .....3**

This course examines the discipline of planning at three levels: urban, neighborhood, and community with an emphasis upon the last. Types and critiques of planning theories will be provided. Methods for analyzing and resolving planning and policy issues at state and local levels will be learned. Case studies of particular cities and neighborhoods will be included.

**CDEV 655 Disaster Response and Community Redevelopment.....3**

This course will provide students with an overview of how government agencies, major non-governmental organizations, and Christian relief and development groups operate in emergency situations, as well as the opportunities for congregations, local ministries and community-based organizations. Students will gain an understanding of the principles of the incident command structure widely used by government authorities and non-governmental responders, the effects of various types of disasters and related emergencies, public health issues related to disasters, the secondary economic and family-life impacts on communities, the strategies used for recovery and the typical roles of various governmental and non-governmental actors, as well as alternative approaches that emphasize community-controlled re-development.

**URBN 695 Leadership Practicum I: Programming.....1.5**

This course is a practicum emphasizing the implementation of the basic philosophy and methodology of youth outreach, community development and/or community organizing. The development of personal relationships, community relationships and youth development experiences with urban residents through relevant forms of outreach is essential. Anyone graduating from this program must demonstrate a high level of ability in the formation of youth development and/or community development programs. This practicum includes the implementation of leadership skills including the principles of recruitment, training, and the ongoing empowerment of volunteers (community, adult, and youth) for outreach ministry. A combination of leadership experiences based on the student's learning goals for ministry function and written reflective evaluations are required. An

integral part of this experience is the opportunity for students to: (1) observe youth ministry or community development work carried out by a competent, experienced practitioner in the field, and (2) become experienced in youth outreach or community development under the care and counsel of a competent, experienced practitioner (mentor). Students will complete regularly scheduled supervisory dialogues with a mentor (from a church, para-church or community organization) over a period of one semester. Placement 115-120 hours.

**URBN 696 Leadership Practicum.....2, 1.5**

This course is a practicum emphasizing the implementation of the basic philosophy and methodology of youth outreach or community organizing and development.

For YTHL students the development of personal relationships, community relationships and youth development experiences with urban young people through relevant forms of outreach is essential. Anyone graduating from this program must demonstrate a high level of ability in the formation of youth development programs. This practicum includes the implementation of leadership skills including the principles of recruitment, training, and the ongoing empowerment of volunteers (community, adult, and youth) for outreach ministry. A combination of leadership experiences based on the student's learning goals for ministry function and written reflective evaluations of these experiences are required.

For CDEV students the development of necessary personal and community relationships is essential. Anyone graduating from this program must demonstrate a high level of ability in the formation of socially relevant programs. This practicum includes the implementation of leadership skills including the principles and practices of needs assessment, planning, recruitment, training, and the ongoing empowerment of others. A combination of leadership experiences based on the student's learning goals for function and written reflective evaluations of these experiences are required.

An integral part of this experience is the opportunity for students to: (1) observe competent, experienced practitioners in the field, and (2) become experienced under the care and counsel of a competent, experienced practitioner (mentor). Students will complete regularly scheduled supervisory dialogues with a mentor (from a church, para-church or community organization) over a period of one semester.

Additionally, each student will be required to conduct weekly, supervised outreach to youth (120 hours). Course Prerequisite: URBN 695

**JUVENILE JUSTICE CONCENTRATION**

*Note: Students in the JUVJ Concentration must take one of the following 3 credit electives: YTHL 565 or YTHL 585. (Descriptions for Advancing Youth Development and Advocacy for Youth in the Systems can be copied from those listed under the youth development courses).*

**JUVJ 502 Contributing Factors to Delinquency .....1**

This seminar course addresses some of the complex internal and external risk factors that contribute toward delinquency, including the impact of dysfunctional family systems, over-stressed communities, learning and mental health issues, trauma, racial tension and disproportional minority confinement, gangs, criminal thinking patterns, institutionalization and poverty. Attention will be given to healthy adolescent development and the impact of both internal and external risk factors upon natural human development.

- JUVJ 504 Reentry and Aftercare Models**..... 3  
This course focuses on the essential and very challenging component of aftercare and reentry. Students will be exposed to the challenges of reentry, and best practice models of mentoring, job training, educational services, court and family advocacy, models of residential aftercare, youth aftercare churches, community service, and community collaboration
- JUVJ 592 Engaging High Risk Youth**..... 1  
This professional seminar course lays a theological, theoretical, and philosophical methodology for working with juvenile offenders in ways that offer the opportunity to transform character. The content is grounded in Scripture, research evidence on resilience, and positive youth development. It translates the latest research into practical methods for creating transformational environments and interactions that are proven effective for even the most challenging youth.
- JUVJ 596 Role of the Youth Worker**..... 1  
This seminar course focuses on the youth worker. One cannot lead beyond the place one is. Pain-based behavior displayed by high-risk youth taps into the unresolved pain issues in adults. As Rev. Richard Rohr has said, “Your pain will either transform you, or you will transmit it.” Particular attention is given to understanding one’s own issues of pain, anger, unmet needs, and prejudice through the use of video, experiential exercises, discussion groups, and journaling.
- JUVJ 597 Healing Communities**..... 3  
This course reclaims the historic role of faith and faith-based institutions in engaging youth, adults, and their families around issues of restorative justice and productive citizenship. (Juvenile justice ministry actually prefigures government attempts and systems in dealing with the challenges of adolescent behavior and the law). Using the framework of Healing Communities USA, we present a model for training congregations to become Stations of Hope – congregations which minister to individuals and families affected by crime and mass incarceration. Using the principle of proximity, the Healing Communities model works to shape congregational culture in a manner that welcomes persons returning from incarceration, ministers to inmates and their families, and provides support for persons who have been victimized by crime, beginning with those families and individuals already members of or connected to the congregation.
- JUVJ 598 Institutional Ministry Models**..... 1  
This professional seminar course lays a foundation for ministry to youth in conditions of confinement. It will present an extensive overview for those working with young offenders in institutions as well as helpful skills to train volunteers who desire to minister there. Students will be exposed to various models for serving incarcerated youth. To be effective in juvenile ministry, it is imperative that chaplains and ministers fully understand the environment in which they labor. Juvenile facilities are a cross-cultural environment with multi-complex and competing interests. Incarcerated youth represent a sub-population with the needs and problems of typical teenagers, only hyper-accelerated. Some of this stress comes internally, and some is caused by the environment to which they are confined.
- JUVJ 695 Ministry Practicum**..... 1  
After completing at least 6 hours of study, students will spend at least 40 hours involved in service at an organization meeting the needs of adjudicated youth. It is expected that the student’s experience will include direct contact with young people and/or their families. Each student will serve under the direction of an approved supervisor.
- URBN 530 Special Topics**..... 1  
A special topic in juvenile justice. Will vary from year to year.
- YOUTH DEVELOPMENT CONCENTRATION**
- YTHL 525 Theological Foundations of Urban Youth Ministry**..... 3  
This course seeks to help students think biblically and theologically about the challenges and issues related to urban youth ministry. This is an applied theology course, which means we will seek to understand the biblical/theological foundations for how we do youth ministry in urban settings and why it’s done in those ways. Various methodologies and faith traditions will be explored and evaluated. Students will think through their personal approaches to urban youth ministry.
- YTHL 545 Psychosocial Assessment: Understanding Urban Youth**..... 3  
The course will teach students a “shorthand” way of understanding the reasons why young people behave the way they do, with a view toward providing effective and properly targeted ministry to them and, where possible, their families. Students will learn to understand some of the “building blocks” to human personality development and dynamics, and will begin to assess the cognitive, affective, behavioral, and spiritual dynamics upon which assessment and counseling are based.
- YTHL 565 Advancing Youth Development**..... 3  
For more than a decade, leaders in the youth services field have been advocating for the adoption of a youth development framework to guide how policy makers, practitioners, and educators respond to the needs of youth, particularly youth from poor and disadvantaged circumstances. This course will provide the research and conceptual framework of youth development. The course will introduce practices that challenge the assumption that our society must “fix” youth before youth can be productive and healthy.
- YTHL 575 Advocacy for Youth in the Systems**..... 3  
This intensive course is designed to introduce students to the concept of advocacy and help develop skills necessary for effective support of youth involved in the juvenile justice and child welfare and alternative education systems. Introduction and exploration of the institutional approach to care are necessary in order to lay the foundation and understand the purpose for youth advocacy. The role of the advocate will be defined along with the purpose of advocacy as part of the natural (Christian) helping process. A holistic approach to helping with specific emphasis on a Christian worldview will be used through scriptural reference for helping and specific examples of advocacy (in scripture). This course will outline a systems approach to advocacy as well as direct service to individuals who are involved with the system. Collaboration and networking with other professionals will be addressed.

**YTHL 585 Urban Youth Culture** .....3  
 An in-depth examination of the unique and complex dynamics of urban youth culture in the United States, with a particular focus on the values, attitudes, norms, and rituals of several sub-cultures found in urban contexts. The significant role of popular culture in shaping U.S. urban youth culture will also be explored, notably in regard to the entertainment industry. The emanative impact of U.S. urban youth culture on young people around the globe will also be considered, as well as globalization's impact on urban youth culture in the U.S. Global urban youth will also be discussed.

**YTHL 655 Apologetics for the Urban Youth Context** .....3  
 An examination of the reasoned defense of the Christian faith with specific application to pluralistic street contexts. While primarily geared toward understanding and responding to the spiritual issues U.S. urban youth face, the broader global perspective will be kept deliberately in view. The apologetic endeavor will be considered theologically (Christocentrically and cruciformally), philosophically (worldview formation, analysis and transformation), and anthropologically (historical, cultural, generational issues, etc.). Specific consideration of historical events, ideological movements, worldviews and value systems that have resulted in the rise of Islam (folk and traditional forms), of secular and Eastern faith systems (largely through popular culture), and of popular heterodox Christian theologies which have now gone global (accelerated via technological innovation). In addition to reason-based methods, consideration will also be given to elenctics (John 16:7-11), as well as to the place that wonder, mystery, creativity and imagination have in the apologetic task.

**URBN 695 Leadership Practicum I: Programming** .....1.5  
 This course is a practicum emphasizing the implementation of the basic philosophy and methodology of youth outreach, community development and/or community organizing. The development of personal relationships, community relationships and youth development experiences with urban residents through relevant forms of outreach is essential. Anyone graduating from this program must demonstrate

a high level of ability in the formation of youth development and/or community development programs. This practicum includes the implementation of leadership skills including the principles of recruitment, training, and the ongoing empowerment of volunteers (community, adult, and youth) for outreach ministry. A combination of leadership experiences based on the student's learning goals for ministry function and written reflective evaluations are required. An integral part of this experience is the opportunity for students to: (1) observe youth ministry or community development work carried out by a competent, experienced practitioner in the field, and (2) become experienced in youth outreach or community development under the care and counsel of a competent, experienced practitioner (mentor). Students will complete regularly scheduled supervisory dialogues with a mentor (from a church, para-church or community organization) over a period of one semester. Placement 115-120 hours.

**URBN 696 Leadership Practicum II: Administration** .....1.5  
 This course is a practicum emphasizing the formation and oversight of new or existing urban youth development programs or community development programs. Students are expected to work collaboratively with community, church or para-church organizations. Anyone graduating from this program must demonstrate a high level of ability in the development of new initiatives that meet the needs of urban residents. Students will complete regularly scheduled supervisory dialogues with a supervisor (from a church, para-church or community organization) over the course of the semester. Additionally, each student will be required to conduct weekly, supervised responsibilities based upon specified goals. Students are expected to be engaged in various activities including field research, supervisory meetings and project implementation time. To be completed in the semester immediately following Leadership Practicum I. Placement: 115-120 hours. (Prerequisites: All - URBN 570; Youth Development students: YTHL 525, 585, 695)

## TEACHING

### MA IN TEACHING PROGRAM

Templeton's Master of Arts in Teaching offers a distinctively Christian and Classical Liberal Arts approach to training teachers. We believe education should involve more than merely accumulating information. It should form intellectual virtue, cultivate a love for learning, nurture a moral life of wisdom, and prepare people to serve the common good. Education should free us to seek the true, do the good, and make the beautiful. In order to lead students toward these ends, teachers must pursue them in their own lives, and thus be the kinds of persons they hope their students become.

The Templeton MAT helps teachers of any subject do that by introducing them to the methods, materials, and practitioners of Classical Liberal Arts education. Through the integrated study of philosophy, theology, literature, education, and pedagogy, students will become master learners who are master teachers.

Designed for working teachers, the majority of MAT courses take place during two five-week summer residencies in St. Davids, PA. Other courses are taught online throughout the school year.

#### HONR 500 **History and Philosophy of Ancient & Medieval Education** .....3

The history and philosophy of education from early antiquity to the Renaissance assumes a major goal of education has been societal stability and continuity and focuses on what kinds of citizens societies have sought to form and how those goals influenced their educational practices. Reading and discussing primary sources from the ancient Near East, Classical Greece and Rome, and medieval Europe, this course emphasizes Christian notions of the human person and his or her social role and function.

#### HONR 505 **Classical Pedagogy I: The Culture of the Classroom** .....3

Thomas Aquinas argues that teachers uniquely move back and forth between the contemplative life and the active life. First, they love and pursue the truth about certain objects or fields of knowledge. Second, they attempt to nurture a comparable love and understanding within their students. This course addresses these two moments in the teacher's life by reflecting on the educator's attributes and abilities, classical pedagogy and practices, and the formative cultures of both classroom and school. The course will examine how each of these contributes to the integrated moral, intellectual, spiritual, aesthetic, and affective formation of students.

#### HONR 515 **Difference and Human Dignity in the Great Tradition** .....3

In this course, we will explore the notions of human dignity inherent in different understandings of what it is to be a person. Always in view will be how these varying understandings of dignity and personhood treat persons with various disabilities—physical and mental. Are they kept, in philosopher Raimond Gaita's phrase, 'fully among us'? Or do our very definitions of personhood exclude certain human beings? How do theological reflections affect our understanding of disability and the possibilities for grace and revelation contained therein? Are there secular means for keeping persons with disabilities 'fully among us'? Within the context of such reflections, we will begin to think about our calling to educate students with special needs. In particular, we

will spend time thinking about contemporary approaches to disability generally, and reflect on how classical education might particularly serve as a model for restoring humanity to special education.

#### HONR 520 **Philosophy and Psychology of the Young Person**

Education is often shaped by a culture's dominant understanding and expectations of childhood, adolescence, and emerging adults. This course explores anthropological, philosophical, theological, and literary texts in order to understand changing views of "the young person," or as they are commonly called "emerging adults." The course also identifies how these changing views impact education and society more generally. It aims to help students address the following questions: How did different eras view children and adolescents? When did our current understandings emerge, why, and are they helpful? What philosophies or theologies of personhood are embedded in various understandings of children and childhood? How might these views impact our own teaching?

#### HONR 600 **Great Conversations I: The True** .....3

The reality of truth is the indispensable basis of logic and with it the power of reason, which is to say the ability to give reasons for what one thinks is true. The pursuit of truth distinguishes knowledge, which always means knowing the truth, from the mere acquisition of information. To be liberally educated is to acquire an autobiography that includes one's adventures in the pursuit of truth, and thus the growth of one's capacity for knowledge. Hence this course will include both instruction in logic and reflection on the nature of belief, knowledge, and reason.

## DOCTORAL PROGRAMS IN MARRIAGE AND FAMILY THERAPY

### DOCTOR OF ARTS IN MARRIAGE AND FAMILY THERAPY STUDIES

The 48-credit DA in Marriage and Family Therapy Studies equips church leaders and mental health practitioners through studies in marriage and family systems theory, theological issues, and psychology to create positive change in families, individuals, and church communities. This 48 credit degree is designed for individuals looking to advance their leadership skills and clinical practice through the interdisciplinary exploration of practical theology and clinical practice. Students are prepared for licensure as Marriage and Family Therapists.

### DOCTOR OF PHILOSOPHY IN MARRIAGE AND FAMILY THERAPY

The 60-credit Ph.D. in Marriage and Family Therapy trains students in professional mental health and pastoral counseling fields to be skilled scholar/practitioners in marriage and family therapy who apply their minds and hearts to promoting processes of change and growth in individuals, couples, families, and communities.

The Ph.D. in Marriage and Family Therapy is a scholar/practitioner research program approached from an interdisciplinary perspective that prepares students for leadership roles in academia, research, behavioral health care, and pastoral care. Students are prepared for licensure as Marriage and Family Therapists.

- MRFM 810 Theology of Marriage and Family** .....3  
This course introduces the student to theological consideration in the study of Marriage and Family Systems theory and practice. An authentically Christian understanding of marriage and family must be informed by Scripture and the Christian tradition. Students will explore these theological resources as they develop an informed and academically rigorous perspective on marriage and family.
- MRFM 815 Introduction to Systems Theory** .....3  
This course will introduce the student to the foundational theories and concepts in the field of family therapy. Readings in current family and marriage theories, assigned personal reflection and interactions with aspects of one's own family experiences, as well as lectures, class discussions, and video presentations will be employed to foster a deeper understanding of family and marriage dynamics at both the personal and professional levels.
- MRFM 820 Human Development and Family Systems** .....3  
This course reviews human development across the life-span and explores developmental processes from a family systems perspective. A special emphasis will be given to the understanding of the parent-child relationship in one's own family of origin and the construction of the self.
- MRFM 825 Adult Personality and Character Development** .....3  
This course will provide students with a comprehensive framework for understanding adult personality/character organization, considering the individual within the family system. Assessment of adult personality with psychopathological and functional dynamics will be explored. Biblical and theological insights, as well as cultural issues that affect adult personality development and function will be integrated into readings, lectures, and class projects/discussions.
- MRFM 835 Human Sexuality** .....3  
This course will provide students with a developmental model of sexuality and investigate the following topics: developmental impacts on sexuality, intimacy, sexual desire, sexual dysfunction, sexual trauma, and sexual identity. Current secular concepts will be explored and compared with Christian concepts related to human sexuality and how these intersect in marriage and family counseling settings.
- MRFM 840 Theology of Marriage and Family Professional Paper** .....3  
This course directs the student in the formulation of a theological and theoretical framework for counseling based upon reading, course work, and continuing research in the field of family systems. The paper length is 40-50 pages. The formulation of a theology of marriage and family must consider biblical exegesis, biblical theology, and the history of Christian thought with reference to marriage and family and integrate these with perspectives and insights from systems theorists on these issues.

- MRFM 845 Advanced Family Systems Theory and Practice** .....3  
As a continuation course from MRFM 815, this course builds upon the theoretical base of Marriage and Family systems through exposure to the process and techniques of counseling couples, individuals, and families. Therapeutic interventions based on a multigenerational systems orientation will be emphasized. Opportunity is provided for clinical involvement through simulated family and marriage configurations.
- MRFM 850 Couples Therapy Theory and Practice** .....3  
This course will examine the theories, models, and processes of couples counseling and assessment. Students will develop skills through interactions with practice clients and exploration of case studies.
- MRFM 855 Holistic Approaches to Prevention and Enrichment in Family Systems** .....3  
This course trains students in prevention models and enrichment methodologies with special emphasis on the pedagogy of psychoeducational interventions.
- MRFM 860 Trauma and Family Systems** .....3  
This course examines the psychological impact of trauma on children, teens, adults, and family systems. Topics include: emotional regulation, cognitive processing, psychopharmacological treatments, and strategies to engage a family in counseling.
- MRFM 865 Assessment and Treatment of Addictions and Co-occurring Disorders** .....3  
This course provides students with an analysis of the various definitions of addiction and considers etiological theories and models in the addiction treatment field. Topics include: the impact of addictions, the medical model, the self-medication hypothesis, family collaborations, behavioral family therapy modalities, the influence of environment, spirituality and addiction, the biopsychosocialspiritual approach, Motivational Interviewing, functional analysis and treatment planning, and substance abuse and severe mental illness.
- MRFM 870 Diversity Issues in Marriage and Family Therapy** .....3  
This course identifies the foundational concepts of race, culture, and gender in family therapy. Topics include: gender roles, family structures, class, spirituality, race, migration, oppression, cultural identity, grief and loss within cultural contexts, sexuality within cultural contexts, and white privilege.
- MRFM 875 Professional Standards and Ethics** .....3  
This course describes the ethical principles of the AAMFT Code of Ethics and their application. Topics include: professionalism, ethical decision making, multiple relationships, competency, integrity, dangerousness, abuse, neglect, moral values, spirituality issues in counseling, and ethical practice management.
- MRFM 880 Systems Theory and Group Dynamics** .....3  
This course examines Group Therapy theories, dynamics, and ethical standards. Students will be given a framework drawn from systems theory for applying group theory to intervention strategies. Topics include: treatment factors, interpersonal learning, group cohesion, process dynamics, stages of group formation/function, and others.



- MRFM 885 Qualitative Research Methodology** ..... 3  
This advanced graduate research methodology course introduces doctoral students to a variety of qualitative research methods and the qualitative research process of creating suitable research questions, doing fieldwork, analyzing and interpreting data, and the procedures for writing a report. Students will gain knowledge in qualitative research approaches, such as narrative study, grounded theory, phenomenology, and case study; develop a workable research design pertaining to an area of interest, and write a prototype research report.
- MRFM 886 Quantitative Research Methodology** ..... 3  
This course introduces students to the process of quantitative research and basic statistics, including an exploration of designing, conducting, and reporting quantitative research studies. The course examines alternative approaches to experimental, quasi-experimental, and field studies using quantitative measurement. It includes formulating testable hypotheses, assessment of measurement reliability and validity, and use of descriptive and inferential data analysis. Additionally the evaluation of quantitative research studies published in various journals will be conducted. Finally, students will develop appropriate research proposals demonstrating their mastery of the course content.
- MRFM 900 Doctoral Project** ..... 3  
The completion of the doctoral project in Marriage and Family is intended to demonstrate the student's ability to identify relevant themes in the literature and address them critically, and to formulate application of theory into practice within couples, family, and individual counseling. Faculty assist the student in identifying appropriate topics and formats including case study, theoretical reformulation, and integration of theory and theology.
- MRFM 905 Practicum in Marriage and Family Therapy** ..... 3  
This Field Supervision course requires a minimum of 100 hours of supervised direct client service in an approved clinical setting. The course covers topics of: professional roles and functions, ethical and legal practice standards, and strategies for providing marriage and family therapy with diverse populations, as well as examining issues of pedagogy for the Marriage and Family practitioner.
- MRFM 910 Dissertation Proposal** ..... 3  
This course guides students through the process of creating their dissertation proposal and gathering their dissertation committee. Utilizing online discussions, student evaluations, and faculty feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous research courses to develop their dissertation proposal and to critically evaluate their peers' research proposals. By the conclusion of the course, each student will gather his/her dissertation committee and complete his/her dissertation proposal. This course is pass/no credit.
- MRFM 920 Dissertation I** ..... 3  
This course is a continuation of MRFM910 and guides students through the Proposal Defense, IRB approval process, and data collection phase of the dissertation process. Utilizing online discussions, student evaluations, and faculty/committee feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous research courses and MRFM910, to complete the Proposal Defense, IRB Approval and data collection of their dissertation and to critically evaluate their peers' research data collection work. By the conclusion of the course, each student will defend their proposal, achieve IRB approval, and begin the data collection for their dissertation. This course is pass/no credit.
- MRFM 921 Dissertation II** ..... 3  
This course is a continuation of MRFM920 and guides students through the completion of data collection, data analysis, and the writing phase of the dissertation process. Utilizing online discussions and faculty/committee feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous research courses and MRFM910 and 920 to complete the data collection, data analysis and Dissertation Defense process. By the conclusion of the course, each student will defend their dissertation and complete the archival process. This course is pass/no credit.
- MRFM 922 Thesis/Dissertation Continuation** ..... 0  
Students who have not successfully defended their thesis/dissertation by the end of MRFM921 must register for MRFM922 until the project is completed. Grading is pass/no credit. These credits do not accrue although students are billed for two credits.

## DOCTOR OF PHILOSOPHY IN ORGANIZATIONAL LEADERSHIP

This 60-credit advanced research degree is offered to leadership scholars and practitioners in three concentrations: business management, educational administration, and nonprofit and public administration. Students from diverse leadership backgrounds take core curriculum together to benefit from the program's interdisciplinary approach to leadership. Through concentration courses and independent dissertation research, students develop their focused expertise. Online instruction, blended with face-to-face residencies, maximizes learning while accommodating the schedule of working adults. The cohort-based learning environment provides students with opportunities to build meaningful relationships with their leadership colleagues and faculty.

The Ph.D. curriculum includes courses in organizational leadership, research methodology, concentration disciplines, and dissertation. Successful completion of comprehensive examinations is necessary for progression to Ph.D. candidacy in the program. Comprehensives include two parts: written exams and submission of a portfolio. The written exams are administered after successful completion of two years (36 credits) with a cumulative grade-point average of at least 3.0 prior to sitting for examinations. The portfolio is submitted after the successful completion of three years (51 credits) with a cumulative grade-point average of at least 3.0. A faculty committee shall assess the content of the written exams and portfolios. The culmination of the program is the dissertation, which demonstrates the student's ability to conduct scholarly research.

### CERTIFICATE OF ADVANCED GRADUATE STUDIES IN LEADERSHIP STUDIES (CAGS)

Once Ph.D. students who successfully complete 36 credits, the Certificate of Advanced Graduate Studies in Leadership Studies will be designated on the student's transcript, without additional coursework or tuition. To receive a hard copy certificate, students must apply and submit a fee.

### EDUCATIONAL ADMINISTRATION CERTIFICATION PROGRAMS

- Superintendent Letter of Eligibility
- Principalship

Ph.D. in Organizational Leadership with the concentration of educational administration offers students an opportunity to earn the Pennsylvania Superintendent Letter of Eligibility and/or Principal certification along with their Ph.D., if they meet other PA certification requirements (see the College of Education section). For the Superintendent Letter of Eligibility, students will need to complete 7 Ph.D. courses required for this certification, which are embedded in the Ph.D. curriculum. No additional coursework or tuition is required. For the Principal certification, students must take 3 additional courses (9 credits) required for this certification in the College of Education. The Master's level tuition is required for the additional coursework.

## CORE CURRICULUM

### LEAD 700 Academic Inquiry, Writing, & Exploration.....3

This introductory course helps students acquire advanced knowledge about various research frameworks; develop critical literature-based research skills; strengthen academic writing habits and praxis; and explore their leader identity from faith and justice perspectives.

### LEAD 710 Historical and Cultural Perspectives of Organizational Leadership.....3

In this course, students will examine the history of leadership theory to understand the pattern of its development and to explore where the study of leadership may go in the future. Students will also explore the nature and character of leadership. The key questions are: What is leadership? What are the different aspects of leadership? How has that understanding remained the same or changed throughout Western history? How does context affect the nature of leadership? What are the moral purposes of leadership? This course utilizes an interdisciplinary approach in its survey of leadership issues, incorporating historical, literary, political, scientific, sociological, and theological perspectives.

### LEAD 720 Leadership Theory and Practice .....3

As a field of study, leadership is a complex subject. This course will expose students to leadership literature and theories, so that they may use them as a platform in order to reflect on their personal practices within their own organizations. Because leadership is influenced by the complexities of the human element, as well as various worldviews and their corresponding value systems, students will be challenged to integrate their understanding of leadership practice with the tenets of Christian faith. Through this course, students will develop an understanding of the main exponents of leadership theory and their respective theories as they learn to critically evaluate their own personal practices as leaders. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the "Letter of Eligibility."

### LEAD 730 Models of Organizational Behavior.....3

In this course we will explore the dynamics of human behavior in organizational settings by familiarizing ourselves with basic organizational behavior (OB) theories at these various levels of analysis. A recent shift in the field is the prominence OB scholars have given to the role of positive psychology. From this perspective, managers strive to be altruistic, authentic, and transformational in their interactions with followers. In addition, each individual is viewed as inherently seeking to live a virtuous life by realizing their true vocation or calling. In short, regardless of our profession or work environment, we are whole beings who cannot, and should not separate our values and spiritual needs from our professional pursuits. When managers, employees and organizations recognize the value of and pursue such a philosophy of organizational behavior, we can achieve extraordinary levels of success and fulfillment. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the "Letter of Eligibility."

**LEAD 740 Foundations of Research Methodology**.....3

This is the first course in the complement of research methods courses aimed at preparing students for the doctoral dissertation. To learn research methods is to learn how to reflect on the world in a systematic way. This class introduces students to the knowledge base and skills needed to critically read and evaluate research studies, design qualitative, quantitative and mixed methods research studies, and utilize a statistical software package to process and analyze, interpret and write up quantitative data analyses. The course emphasizes the development of quantitative and qualitative reasoning, critical thinking skills, academic writing skills, and problem solving. It is assumed that students will have some background in statistics and research methodology, nevertheless this course will revisit the foundations of research methodology providing students with a basic framework to conceptualize and critically evaluate social and behavioral science research. Undergraduate level statistical proficiency is a prerequisite to this course.

**LEAD 800 Directed Study**.....3

Students with a demonstrated ability and special interest may take a graduate course as a directed study. This is appropriate when a student has a specialized and compelling academic interest that cannot be pursued within the framework of the regular curriculum or a regular course. A directed study would substitute for one of the courses in the designated concentrations. Note: Doctoral students need to have earned a minimum of 36 credits before attempting a directed study.

**LEAD 810 Strategic Leadership and Organizational Change**.....3

In today's rapidly changing world, leadership within an organization must foster a shared culture that is based upon a common vision, mission, and values. Leaders must conceptualize, institute, and impart the vision and mission of the organization to both internal employees and external constituents. Merging this vision with practical business strategies that best utilize the organization's resources is one of the great challenges faced by many leaders. This course will enable students to develop an understanding of strategic management concepts and to assess, analyze, and potentially resolve complex management problems. Students will learn to use different analytical techniques in the formation of comprehensive business strategies. The primary method of instruction will be case analysis. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the "Letter of Eligibility."

**LEAD 825 Capacity Building in Human Resources**.....3

This course introduces human resource management from a strategic perspective. In this course, students will learn how to manage human resources effectively in the dynamic legal, social, and economic environments currently governing organizations. Students will develop an understanding of strategic management and its importance in building an effective and healthy organization. Among the topics included are: formulation and implementation of human resource strategy, methods of recruitment and selection, techniques for training and development, performance appraisal, compensation and benefits, and the evaluation of the effectiveness of HRM systems. The course adopts an integrative approach in that applications are made to organizations within the business, education and non-profit sectors and supported with studies/

case studies in the respective fields. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the "Letter of Eligibility."

**LEAD 830 Leadership, Spirituality and Mission**.....3

This course introduces students to the nature and purpose of spirituality and spiritual development. The course proposes to assist students in constructing and refining those spiritual principles of interpretation that are philosophically, theologically, and pastorally relevant to the tenets of the human condition within the Christian community and other religious traditions. The placement for leadership (for this course) lies within the context of human development, spiritual awakening, and self-discovery through introspection and reflection. This course is leadership oriented, spiritually significant, and theologically challenging to help integrate holistic and personal growth in areas that are quintessential aspects of a leader illuminated by spirituality. The critical questions that must be asked and answered are: How does each of the eight interdependent areas impact and enhance leadership either individually or collectively?

**LEAD 840 Leadership, Justice and Servanthood**.....3

Meaningful responses to human suffering are grounded in discernment regarding human conflict; harm and oppression; power and the abuse of power; and the rights, responsibilities, and opportunities – personal, communal, and global – that arise from the crucible of potential that is our humanity. Using different theories of justice, students will look at what it means to be leaders who champion just systems and practices in their own organization, industry sector, and profession. This course asks students to address such questions as: What does it mean to lead justly, to advocate for justice? How can one choose servant leadership, restorative justice, and forgiveness in the face of systemic oppression, suffering, and grave human atrocities? What does it mean to be a person of restorative justice and forgiveness? In Leadership, Justice, and Servanthood, students engage in reading, reflection, research, and discussion that inform their practice as leaders and leadership scholars who advocate for justice and who model servant leadership.

**LEAD 860 Leadership in Global Contexts**.....3

This course examines complex philosophical and contextual issues related to global leadership. We begin with an examination of this historical influences of certain fundamental epistemic and ontological beliefs of Western, Eastern, African, and other cultures. The practice of moral leadership requires attention to particular perspectives of individual leaders and their followers, as well as the various dimensions of culture that inform and influence both the theory and practice of leadership. In this course, we will seek to understand how culture shape moral worldviews and relationships. In addition, we will critically engage with thinkers who offer- individually and collectively- their own normative conceptions for constructing cross-cultural ethics or universal ethics. Finally, students will example the ways in which leadership theory itself may be epistemically, culturally, ethically, and ontologically dependent.

**LEAD 870 Qualitative Research Methodology** .....3

This graduate research methodology course introduces doctoral students to (1) a variety of qualitative research methods, including but not limited to ethnography, grounded theory, phenomenology, case study, narrative inquiry, and autoethnography; (2) the qualitative research process and design; (3) ways to ensure ethical and scholarly rigor for qualitative research; and (4) critical review appropriate for qualitative research. LEAD 740 is a prerequisite to this course.

**LEAD 871 Quantitative Research Methodology** .....3

This course is the second semester in the statistics sequence for the Ph.D. in Organizational Leadership at Eastern University. The intellectual focus of this course is the presentation of statistical models for estimating causal effects of variables. The model of an effect is a conditional mean (though we might imagine other effect). The notion of causality is the effect of one variable on another holding all else constant. This research class provides students the opportunity to examine processes and experiences involved in designing, conducting, and reporting quantitative research studies relevant to selected problems in the social sciences. The course examines experimental, quasi-experimental, and non-experimental designs using quantitative methods. We examine assessments of reliability and validity, and use of descriptive and inferential data analysis. LEAD 740 is a prerequisite to this course.

**LEAD 880 Advanced Qualitative Research** .....3

This advanced qualitative research seminar provides an opportunity for third-year doctoral students, who have elected qualitative research as their dissertation orientation, to conduct an extensive literature review on their research method, experience the qualitative research process leading to a publishable article, and develop a workable qualitative research design that can become a foundation for their dissertation proposal. For this reason, students are expected to learn independently, evaluate critically reading materials suitable for their dissertation topic, method and design; and explore actively various qualitative data collection and analysis techniques by engaging in practical experiences. Students who elect this course are expected to have a clear idea of their dissertation topic and have selected their research method. LEAD 740 and LEAD 870 are prerequisites to this course.

**LEAD 881 Advanced Quantitative Research** .....3

In this course, students apply methods for conducting research projects and analyzing information to answer research questions and test hypotheses. The course surveys advanced qualitative methods such as path analysis and structural equation modeling (SEM). The course involves the submission of a complete research proposal pilot study submission to the IRB, as well as collection and analysis of data. It includes executing and writing up the results of a research study. It also includes dialogues that cover key issues in measurement in qualitative research, statement of testable hypothesis, presentation of statistical analysis, and interpretation of research findings. Throughout the course process, students are called upon to improve scholarly writing techniques and explore skills needed to successfully design and execute a Ph.D. dissertation. LEAD 740 and LEAD 871 are prerequisites for this course.

**LEAD 882 Research Team** .....3

This course is aimed at providing doctoral students with practical research experience in designing and/or conducting a full-scale qualitative, quantitative, or mixed-methods study, by working in a research team guided by a faculty member. The topic of research is determined by the faculty mentor, depending on his/her research agenda. Students are expected to conduct literature review; collect, analyze, and interpret data; and/or write a research report for publication or presentation. The focus of the course may vary depending on the research topic and agenda of a research team. Students of all academic stages are welcome to the course but must gain permission from the faculty mentor to participate. Space is limited in all research teams. Once accepted to the course, students are expected to participate in the research term for at least two semesters. Students may register for the course more than once as enrichment experience beyond their required Ph.D. curriculum. LEAD 740 is a prerequisite to this course.

**BUSINESS MANAGEMENT CONCENTRATION****MNGT 750 Organizational Design** .....3

This course examines contemporary organizational design and the view that organizations are living and dynamic systems. We seek to understand how to optimally configure organizational units to promote such things as innovation, productivity, and values. We examine functional, divisional, and matrix organizations, and how to create competitive advantage through things such as democratic decision-making, crowd-based organizations, internal resource markets, and other aspects of collective intelligence. Students will examine competitive and dysfunctional aspects of leadership, workflow, procedures, and structures in systems that provide strategic advantage in effective and innovative organizations.

**MNGT 765 Leading in Community: People, Problem Solving and Conflict** .....3

Interpersonal relationships within an organization are critical to the success of the enterprise. Although leaders must often focus on articulating the mission and vision of an organization to external constituents, this emphasis may lead to underdeveloped structures and undernourished personnel within the organization. Leading in Community will provide students with multiple frameworks within which to analyze their own leadership styles, characteristics, and effectiveness for the purpose of cultivating community within the organization. In addition, this course will focus on the role of Human Resources within an organization. By the completion of the course, students will develop an ethical framework to identify organizational systems and processes for increasing communication, solving problems, and reducing conflict.

**MNGT 780 Training and Development** .....3

This course begins with an exploration of the difference between the notions of training as compared to human development in organizations. While addressing the former, this course focuses on the latter and builds upon the belief that people are an organization's greatest resource. This course also examines effective methods for providing employees with professional development experiences that facilitate alignment of purpose, values, and organizational goals and objectives. Students will engage with research and best practices related to Human Resource Development (HRD), Talent Development (TD) and Leader

Development (LD) to propose a program and programmatic evaluation. By the completion of this course, students will be able to design and evaluate the effectiveness of HRD/TD/LD programs.

**MNGT 880 Consulting Practice** .....3

This course examines the philosophy of consulting to include the ‘main body of leadership mind’—ethics, courage, reality, and vision—as intelligence tools. It also analyzes the consulting domain as it relates to internal and external barriers of organizations, such as structural concerns, gaps in leaders’ skills and knowledge, and effectiveness of collective intelligence. Students will learn to understand, apply, analyze, synthesize, and evaluate consulting principles and practices through a variety of instructional activities and to participate in the consulting process through case studies and research.

**NONPROFIT AND PUBLIC ADMINISTRATION**

**BUSA 750 Strategic Management of Nonprofit Organizations** .....3

Guided by the unique purpose of the non-profit sector, this course will develop students’ ability to manage organizational resources and practices strategically. Strategic management entails monitoring the effectiveness of the organization to ensure that it is healthy and aligned with its mission and strategic goals. This helps ensure that effective and efficient execution of these goals is taking place. The course will review strategic organizational issues that assist the executive leadership to align activities with goals, thus enhancing the organization’s long-term sustainability and impact.

**BUSA 760 Advocacy and Public Policy** .....3

As governments make public policies that have significant impacts on human relationships of all types, those who desire God’s justice and peace for the world make understanding and influencing policy a priority. Thus, this course prepares leaders to analyze public policy and assess and deploy appropriate strategies to engage the public and governments at all levels. First, students will evaluate historic models of public engagement to assess the roles and strategies of groups engaged in civil society. Students will also become familiar with the range of government policy instruments and strategies used in various national and political contexts. Second, coursework will emphasize developing critical analyses of the broad range of conceptual and strategic approaches to advocacy and utilizing and evaluating policy analysis tools. Students will compare critical policy needs in various countries and appraise the policy analysis tools and advocacy strategies surveyed. In order to approach advocacy from a uniquely Christian perspective, participants will examine the Christian witness to the state (at all levels) and evaluate the role followers of Jesus have in walking with the oppressed to seek justice for them. Case studies from a variety of Christian and secular organizations will highlight the various approaches used to influence policy and levels at which advocacy can occur.

**BUSA 770 Advancement, Fundraising and Philanthropy for Nonprofit** .....3

This course will examine the timeless subject of philanthropy, beginning with its Judeo-Christian roots, tracing its development through history, and culminating with research findings in contemporary philanthropy. Historical analysis of the role of money and giving in society will be balanced with a view of modern philanthropic developments. Challenges to voluntarism and philanthropy will also merit

our attention. The aim of our study, debate, interaction, and reflection will be to engage the hearts, minds, and souls of those on whom our institutions depend—the philanthropists—in order to find a commonality of vision that extends shared wishes and dreams. The domains, structure, and competencies of the modern development office will be explored and practiced.

**BUSA 880 Collaborative Leadership and Partnership** .....3

This course will cover the development of a philosophy of partnership and collaboration for the organization tying it to the concepts of servant leadership and organizational stewardship. Practical implications will be the conceptual and practical questions in the design, implementation, and ongoing management of partnerships both with the internal stake holders and external organizations. Collaborative competencies and models of partnership between nonprofits and government, nonprofits and the church, and nonprofits and nonprofits will be examined.

**EDUCATIONAL ADMINISTRATION CONCENTRATION**

**EDUC 750 Leadership and the Chief Executive Officer in Education** .....3

This course addresses the unique role of the chief executive officer of an educational institution, whether the president of a university, head of a private school, or superintendent of a school district. The CEO of an educational institution has responsibility for the multiplex of issues that impact his or her office. Students will analyze that multiplex to determine how the CEO can be most effective, evaluating the relevant political, economic and social factors, the focus on academic excellence, the clarification of organizational structure, the recognition of decision-making patterns, the necessity of strategic leadership, and the strategies of consensus building. Emphasis is placed on the leadership skills necessary for the successful CEO to lead his or her educational enterprise. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the “Letter of Eligibility.”

**EDUC 760 Equity, Justice and Accountability in Educational Leadership and Policy** .....3

This course will introduce to educational leaders concepts, theories, and policies pertaining to educational equity and justice and governance accountability; help the leaders apply the equity framework to the critical analysis of national, state, and local policies affecting educational practices in their organization; and develop the leaders as transformational problem-solvers promoting educational equity, justice, and accountability. The leaders are expected to utilize qualitative and quantitative information from scholarly and primary sources to gain knowledge of educational policies and to seek ways to improve the policies to effect equitable, just, accountable education for all students. The role of boards in educational institutions will be examined. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the “Letter of Eligibility.”

**EDUC 780      Advanced Study of Educational Law and Finance .....3**

The first part of the course focuses on methods to analyze financial status, forecast financial projections, and negotiate financial solutions for building programs. The second part of this course focuses on contemporary legal issues confronting primary, secondary, and post-secondary (higher educational) institutions. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the “Letter of Eligibility.”

**EDUC 880      Educational Leadership Practicum .....3**

The emphasis of this course is placed on the integration of prior course work and work-place experience necessary for the preparation of the educational leader who intends to serve in higher education, K-12 public education, private schools, charter schools, international schools, for-profit schools, or educational consulting firms. This course is designed for students to apply knowledge acquired from prior core and concentration courses through a mentored practicum experience. Two sections of the course are typically offered. In the K-12 section, the course will provide for reflective experience in various leadership functions including: finance, law, curriculum, assessment, planning, human resources, communication, student development, advancement, marketing, community relations, or governance. Seventy hours of extended practicum hours are required for students pursuing the Superintendent Letter of Eligibility. The higher education section focuses on higher education teaching, introducing university teaching as a profession and vocation. Students will examine critical issues in higher education, historically and currently, explore pedagogy and practice teaching skills appropriate to various institutional settings, populations, and methods of delivery. Ultimately, students will be prepared to define their own philosophy of teaching, develop effective teaching skills and artistry, and plan to navigate a university career. 15 hours of on-site field work/ internship are required.

**DISSERTATION CURRICULUM**

**LEAD 910      Dissertation Proposal Seminar .....3**

This course is designed to scaffold students as they advance along the path to completing a doctoral dissertation by demystifying the dissertation process and by providing practical advice and support for students beginning the dissertation journey. The learning outcomes for this course will depend on how much progress each student has made prior to enrolling in the class and their personal timeline for completion. At a minimum, students will be expected to complete a dissertation timeline, finalize their dissertation committee composition, participate in a meeting with their dissertation chair, engage in a review of the literature around their topic, and complete a concept paper draft. Students who have already developed a concept paper and held a pre-proposal meeting prior the course, will also benefit from support, feedback, and encouragement needed to construct a dissertation proposal draft.

**LEAD 920, 921, 922      Dissertation I, II, III ..... 3, 3, 3**

The doctoral dissertation in Organizational Leadership is designed to demonstrate the student’s ability to conduct scholarly research. This project is accomplished through the collection and analysis of research data on a specific problem. The research must be on a problem worthy of study, using both primary and original data. The goal is to develop new sources of knowledge within an intellectual tradition. The dissertation should be original research that contributes to the field of knowledge, while simultaneously demonstrating the student’s comprehension of existing scholarship on the subject.

**LEAD 931      Dissertation Continuation.....0**

Students must enroll in this two-credit dissertation continuation course each semester to receive uninterrupted advising from their dissertation chair and members beyond LEAD 920/921/922 until the semester when they defend their dissertation and are conferred. These credits do not accrue although students are billed for two credits. LEAD 920/921/922 are prerequisites for this course



**PALMER**  
THEOLOGICAL  
SEMINARY

## PALMER THEOLOGICAL SEMINARY OVERVIEW OF THE CURRICULA

### GOAL OF THE CURRICULA

The ultimate goal of the curricula is to achieve the Seminary's motto: "The Whole Gospel for the Whole World Through Whole Persons," that is, to prepare mature Christian leaders who understand the breadth of Scripture and of the Christian heritage, and can interpret and apply them in diverse cultural contexts.

The degree programs focus on preparation for service. Curricular studies at Palmer Theological Seminary aim to inspire students with a passion to advance Jesus' ministry and with an openness to risk crossing frontiers in evangelism, spiritual formation, and social transformation through holistic, incarnational mission.

### QUALITIES FOR CHRISTIAN LEADERS: THE EDUCATIONAL OUTCOME

It is the Seminary's position that effective ministry requires, and therefore its programs must foster: (1) personal and social competencies, such as a vital and wholesome relationship with God, self, and others; sensitivity to the Holy Spirit; personal appropriation and affirmation of the Gospel; and a passion for Christian service; (2) ministry skills, including relational, pastoral and counseling skills; analytical and interpretive skills; leadership and communication skills; and (3) cognitive competencies, such as a thorough knowledge of the Bible and of hermeneutics; a working knowledge of the content and methodologies of the other theological disciplines; the ability to reflect theologically and ethically; familiarity with correlative disciplines and with one's social context; and the ability to draw upon all of these as resources for ministry.

### THE FACULTY

Palmer Theological Seminary, along with most theological seminaries, is proud of its faculty and of the years of scholarship and experience they represent, each in her or his field of expertise.

In addition to being highly qualified teachers and, in their majority, also either current or former pastors, Palmer Theological Seminary faculty members go out of their way to become advisors, mentors, and friends to their students. In this crucial, formative time for students, the faculty seeks to be available to students for the purpose of facilitating intellectual and spiritual growth.

### CHRISTIAN COMMUNITY

Because the educational setting is an important aspect of learning, the Seminary seeks to sustain a community characterized by a warm, evangelical atmosphere, a spirit of inquiry, an attitude of openness, and close personal relationships between students and faculty. The Seminary takes seriously the importance of Christian community building.

### STATEMENT OF EDUCATIONAL EFFECTIVENESS

Palmer Theological Seminary's mission is to preach the whole Gospel to the whole world through whole persons (<http://www.palmerseminary.edu/about/mission-statement>). To realize this mission, the Seminary is dedicated to educational excellence and has developed a culture of assessment to assure its attainment.

The entire seminary community collaborates in the creation of this culture marked by respect for diversity and for the unique, God-given potential of every student as characterized by assessment as a means to educational excellence rather than an end in itself; assessment that is integrative, multi-dimensional, and cyclical; assessment rooted in clearly articulated goals; assessment that measures the learning process and not just outcomes; assessment that is cumulative resulting in continuous improvement; assessment that expands to incorporate the wider university and educational communities; assessment that drives planning, budgeting and staffing; and finally, assessment that provides essential information to all educational stakeholders.

The value of this educational assessment data inheres in the articulation of clearly defined student learning assessment outcomes and benchmarks by the Seminary's Academic Program Directors who submit Student Learning Assessment Plans and Reports in June. These plans and reports, as well as evaluative rubrics, are posted on the IE/SL Palmer Theological Seminary Brightspace site. For the 2016-17 academic year, 100 percent of the reported programmatic student learning assessment benchmarks were met or exceeded.

### ONGOING ASSESSMENTS AND MODIFICATIONS

A viable theological curriculum must be flexible, continually evolving, and adapting to meet changing needs. To that end, Palmer Theological Seminary regularly assesses needs in ministry, clarifies purposes, evaluates educational effectiveness, identifies areas needing improvement, and devises strategies for enhancing future performance.

### THE MASTER OF DIVINITY (M.DIV.)

The Master of Divinity is the first professional, theological degree for persons who expect to engage in some form of ordained ministry. The course work consists of 78 credit hours and requires at least three years of study. There are two tracks available to the M.Div. degree: the Pastoral Leadership track designed primarily for those seeking denominational ordination, and the Adaptive Leadership track that offers significant flexibility for those with different ministry callings. These two tracks share 51 credits of core, foundational courses, with the Pastoral Leadership track having an additional 21 core credits. The rest of the credits consist of electives and up to 9 elective credits may be taken from any graduate program in the University based on a clear justification for doing so. Most courses in the curriculum are 3 credit hour courses that meet for 3 hours once a week over a 14-week semester.

Work schedules, attempts to keep down commuting time and costs, and various other factors may prevent a student from taking the core courses in the recommended order. However, there is a strong rationale for the following sequence, and students are urged to take these courses as close to that order as possible. By doing so, students may avoid scheduling problems as they approach the end of a degree program. The maximum time allowance for completion of the degree requirements is ten academic years.



**M.DIV. CORE CURRICULUM***Level 1 Courses*

INTG 510	<b>A Guide to Seminary Writing</b> .....	3
	<i>Students can test out of this course.</i>	
INTG 520	<b>Critical Analysis in Theological Studies</b> .....	3
	<i>Optional but highly recommended course.</i>	
SFRM 505	<b>Nurturing Spiritual Life &amp; Character 1: Introduction to Spiritual Formation</b> .....	3
BIBL 501	<b>Old Testament Study 1</b> .....	3
BIBL 503	<b>New Testament Study 1</b> .....	3
BIBL 513	<b>Biblical Interpretation for Ministry</b> .....	3
CHHM 510	<b>Church in Mission through History</b> .....	3
PRMN 510	<b>Foundations of Pastoral Care and Counseling</b> ..	3
THLE 510	<b>Theology and Ethics of Congregational Life</b> .....	3

*Level 2 Courses*

SFRM 505	<b>Nurturing Spiritual Life &amp; Character 2: Journey to Wholeness</b> .....	3
BIBL 502	<b>Old Testament Study 2</b> .....	3
BIBL 504	<b>New Testament Study 2</b> .....	3
THLE 520	<b>Systematic Theology and Ethics: Vision of Community</b> .....	3
THLE 521	<b>Systematic Theology and Ethics: Reign of God</b> .....	3
BIBL 514	<b>Biblical Hebrew</b> .....	3
	<i>or</i>	
BIBL-516	<b>New Testament Greek</b> .....	3
	<i>Required only for Pastoral Leadership track.</i>	
BIBL 515	<b>Hebrew Exegesis</b> .....	3
	<i>or</i>	
BIBL-517	<b>New Testament Greek Exegesis</b> .....	3
	<i>Required only for Pastoral Leadership track.</i>	
PRMN 520	<b>Introduction to Homiletics</b> .....	3
	<i>Required only for Pastoral Leadership track.</i>	
PRMN 521	<b>Preaching Practicum</b> .....	3
	<i>Required only for Pastoral Leadership track.</i>	
SUPV 520/521	<b>Theological Field Education 1A/1B</b> .....	2
	<i>(2 credit hours each semester, 4 credit hours total)</i>	
	<i>Required only for Pastoral Leadership track.</i>	

*Level 3 Courses*

SFRM 507	<b>Nurturing Spiritual Life &amp; Character 3: The Christian Leader</b> .....	3
INTG 524	<b>Church Renewal and Evangelism</b> .....	3
CHHM 530	<b>Christian World Mission</b> .....	3
PRMN 540	<b>Organizational Management &amp; Leadership</b> .....	3
PRMN 530D	<b>Teaching the Faith</b> .....	3
INTG 531	<b>Theology and Practice of Worship</b> .....	3
	<i>Required only for Pastoral Leadership track.</i>	
SUPV 522	<b>Clinical Pastoral Care Practicum (CPC)</b> .....	3
	<i>or</i>	
SUPV 532	<b>Clinical Pastoral Education (CPE)</b> .....	3
	<i>Required only for Pastoral Leadership track.</i>	

**REQUIRED ELECTIVES**

Successful completion of three credit hours of elective coursework for the Pastoral Leadership track and 24 for the Adaptive Leadership (Customized) track are required from additional Seminary or Eastern University graduate courses. Up to nine credit hours of elective coursework may be taken from non-M.Div. program courses based on a clear justification for doing so. Courses satisfying these required electives are offered either in the regular semester or in a concentrated 'intensive' format during the first week of January or summer terms.

**DENOMINATIONALLY SPECIFIC REQUIREMENTS**

Denominational coursework is not required by Palmer for the M.Div. degree, but may be required by student's particular denomination; the student should consult his or her denominational body to determine its specific requirements.

- DNOM 510 Baptist Emphases and Polity
- DNOM 511 United Methodist History and Early Doctrine
- DNOM 512 United Methodist Doctrine & Polity
- DNOM 513 Presbyterian Polity and Sacraments
- DNOM 514 Theology in the Reformed Tradition
- DNOM 515 African Methodist Episcopal Polity

**THEOLOGICAL FIELD EDUCATION**

The Seminary's motto establishes a strong motivation to provide supervised pastoral experience, so that whole persons are prepared to respond to the Gospel imperative to minister to the varied challenges of our changing world. Field education students engage in internships 10 to 12 hours per week in churches or church-related agencies under the guidance of experienced supervisors and lay committees. The year of theological field education occurs in a setting where the seminarian engages in a broad spectrum of ministerial responsibilities. Students are challenged to grow personally, relationally, and professionally. In addition to their field placement, students participate in a weekly faculty-led seminar groups that foster personal sharing and theological reflection on their pastoral experiences and vocational identity formation.

Completion of at least one year of Theological Field Education is required for the Pastoral Leadership track of the M.Div. degree. During their first year in Seminary, M.Div. students are encouraged to meet with the Supervised Ministries staff for orientation in preparation for interviewing for internships. Other forms of theological field education may be taken as electives in any academic term (Fall, Spring, Summer) and the first week of January. These include supervised ministry in parishes, denominational agencies, summer camps, and national parks as well as in various other urban or rural settings. Students may also choose to serve in a full-time intensive internship.



## GRADUATION REQUIREMENTS

To be recommended for the M.Div. degree, the candidate must:

1. Satisfactorily earn 78 credit hours, including all of the prescribed course requirements, plus fulfillment of financial and library obligations.
2. Maintain at least a 2.0 grade point average for the total course of studies.
3. Formulate a satisfactory statement of personal Christian faith and a theology of ministry and mission.
4. Satisfactorily complete INTG-510 Guide to Seminary Writing, unless testing out of it.
5. Give evidence of readiness for ministry, including such attributes as satisfactory character, moral and spiritual maturity, and emotional stability.

## GRADUATION AND ORDINATION

The M.Div. program, and especially the Pastoral Leadership track, is intended to prepare persons for ordained ministry, but granting the degree does not imply endorsement for ordination. While this degree from Palmer Theological Seminary normally meets the educational requirements for ordination in most denominations, some may require additional work in denominationally-specific areas. More importantly, churches and other appropriate bodies ultimately determine whether a graduate will be ordained.

## DUAL DEGREE MASTER'S PROGRAMS

Palmer Theological Seminary offers students the opportunity to earn credit toward a Master of Divinity (M.Div.) degree in conjunction with pursuing a master's degree in urban/global economic or international development through Eastern University, or a master's in social work (MSW) through one of several approved schools. Currently, the dual degree MSW program is on hold in terms of accepting new students. Palmer only confers the M.Div. degree once it is earned, and does not confer or maintain the specific academic records related to the secondary degree (MA or MSW); these are conferred and maintained by the host institution where the secondary degree is earned.

## M.DIV./M.A. GENERAL INFORMATION

The Seminary offers a dual degree program (the M.Div. and an M.A.) in conjunction with Eastern University's graduate program in international development. This arrangement enables students to earn both degrees in approximately one year less and at less cost than if they pursued the degrees separately.

This dual degree program is designed to create the following opportunities:

1. Focused interdisciplinary inquiry into issues and concerns encompassing theology, business, ethics, and development.
2. Lay preparation for ministry and discipling opportunities within the field of development.
3. Individual preparation for bi-vocational ministries that allow church ministers to engage in development/business enterprises that aid Church and community.
4. Preparation of leaders in Christian institutions and organizations for high-level, faithful, and effective management.

## ADMISSIONS

Students wishing to enter the M.Div./M.A. programs may complete a joint application through the Seminary admissions office, fulfilling the requirements as stipulated individually by the Seminary and the College of Health and Social Sciences.

## FINANCIAL ARRANGEMENTS

Students are required to pay tuition to each school for the courses required in that school's degree program, which entails approximately five semesters at the Seminary and three semesters at the College.

## GENERAL ACADEMIC REQUIREMENTS

Sixty six credit hours need to normally be taken in the Seminary's M.Div. program and normally 26 credit hours in the M.A. program.

## SCHEDULE

A student normally spends the first four semesters full-time\* at the Seminary completing required core Level 1, 2 and most of Level 3 M.Div. coursework, as well as the first week of January and Summer term elective courses. The final three semesters are spent at the University pursuing coursework primarily toward the M.A. degree. Seminary coursework may be completed while the student is primarily enrolled in the College of Health and Social Sciences for their M.A. work by means of a cross-registration process.

*\* It is possible to pursue this dual program on a part-time basis, but most Seminary coursework should be completed before a student begins the M.A. program.*

## COURSE REQUIREMENTS

Seminary Requirements:

1. All required core courses of the M.Div. curriculum for either the Pastoral Leadership or the Adaptive Leadership track.
2. Up to 12 elective credits from the M.A. program may be counted towards fulfilling the M.Div. elective credits. *Note: Since the Pastoral Leadership track has few electives, the Adaptive Leadership track provides the most savings in terms of time and cost.*

*College Requirements: Consult the Eastern University Graduate Programs Catalog, under the Department of Global Studies and Mission.*

## OTHER ACADEMIC/ADMINISTRATIVE MATTERS

1. Academic standing in the respective programs is determined solely on the basis of work taken at each school.
2. Each school is responsible for the integrity of its degree in terms of course requirements.
3. Each student must complete the requirements for both degrees, as herein specified, in order to receive either degree in this program. If the requirements for the dual degree program are not met, the requirements of either degree taken separately apply.
4. The Dean of the Seminary and the Program Director of the M.A. program at the College of Health and Social Sciences serve as contact persons for information and advisement about the dual degree programs.

## THE MASTER OF THEOLOGICAL STUDIES (M.T.S.)

The Master of Theological Studies with General Studies and Concentration options, delivered on campus, is for students interested in theological education for a variety of educational and personal goals. This degree program seeks to provide a meaningful grounding in the theological disciplines for further graduate study (M.T.S. Concentrations). Through a core of required courses and a wide variety of elective course offerings, the on-campus Master of Theological Studies General Studies and Concentration options can be tailored to a variety of particular interests and goals. The degree consists of 48 credit hours, and requirements for the M.T.S. are typically completed in two years (four semesters) of full-time study. It is theoretically possible to complete the M.T.S. in three semesters; however, scheduling of courses or extra-Seminary commitments might not permit this. The maximum time allowance for completion of the M.T.S. degree requirements is ten academic years.

### PROGRAM REQUIREMENTS FOR M.T.S. IN GENERAL STUDIES

#### Core Curriculum

#### Level One

INTG 510	<b>A Guide to Seminary Writing</b> .....	3
<i>Students can test out of this course.</i>		
INTG 520	<b>Critical Analysis in Theological Studies</b> .....	3
BIBL 501	<b>Old Testament Study 1</b> .....	3
BIBL 503	<b>New Testament Study 1</b> .....	3
BIBL 502	<b>Old Testament Study 2</b> .....	3
<i>or</i>		
BIBL 504	<b>New Testament Study 2</b> .....	3
BIBL 513	<b>Biblical Interpretation for Ministry</b> .....	3
CHHM 510	<b>Church in Mission through History</b> .....	3
SFRM 505	<b>Nurturing Spiritual Life and Character 1</b> .....	3
THLE 510	<b>Theology and Ethics of Congregational Life</b> .....	3

#### Level Two

CHHM 530	<b>Christian World Mission</b>	
<i>or</i>		
INTG 524	<b>Church Renewal and Evangelism</b>	
<i>or</i>		
PRMN 530D	<b>Teaching the Faith</b> .....	3
SFRM 506	<b>Nurturing Spiritual Life and Character 2</b> .....	3
THLE 520	<b>Systematic Theology and Ethics: Vision of Community</b>	
<i>or</i>		
THLE 521	<b>Systematic Theology and Ethics: Reign of God</b> .....	3
<b>"FREE" ELECTIVES</b> ( <i>from 6 to 9 credit hours, depending on whether INTG 510 is taken or not</i> )		
	<b>Summative Elective</b> .....	3
	<b>Summative Project</b> .....	3

### PROGRAM REQUIREMENTS FOR M.T.S. IN A FOCUSED DISCIPLINE (CONCENTRATION)

Students may pursue a focused-discipline Master of Theological Studies degree in one of three areas:

- Biblical Studies and Theology
- Christian Counseling
- Christian Faith and Public Policy

All M.T.S. students are required to complete satisfactorily INTG-510 A Guide to Seminary Writing or test out of it. Except for students in the Christian Counseling concentration, all M.T.S. students are required to take INTG-520 Critical Analysis in Theological Studies. If not tested out of, the Writing Course must be completed in the first semester of course work for full-time students and within the first two semesters of coursework for part-time students. Satisfactory completion of all requirements in these courses is necessary in order to advance in the M.T.S. program.

### THE 48 CREDIT HOURS REQUIRED FOR THE M.T.S. ARE NORMALLY DISTRIBUTED AS FOLLOWS:

- Foundational Coursework – 27 to 33 credit hours
- Concentration Requirements – 9 to 15 credit hours
- Summative Requirements – 6 credit hours

(*Note: Most courses in the curriculum are 3-credit courses that meet for 3 hours a week for a 14-week semester; equivalent to a 3 semester-hour course.*)

### GENERAL GUIDELINES

1. Faculty advisors are responsible for working with students in designing their program. Requests for exceptions to the stated requirements are submitted to the Academic Dean by the advisor. Students are assigned an entry-level advisor. Upon completion of the semester in which students will have completed 12 credit hours of coursework, they must find a permanent advisor to work with them in their particular concentrations.
2. All M.T.S. research papers will follow Chicago Manual style as outlined in Carole Slade's Form & Style.
3. Transfer credit from other institutions will be evaluated and approved by the Registrar and the Dean. A minimum of one-half of the concentration coursework (9 credit hours) must be taken with the Seminary's regular or adjunct faculty members.

### FOUNDATIONAL COURSEWORK

Students will normally take foundation courses listed in the M.Div. curriculum (e.g., Old Testament Study 1; New Testament Study 1; Church in Mission through History; Systematic Theology and Ethics) as stipulated for each concentration.

### CONCENTRATION REQUIREMENTS

An elective field of concentration enables students (with the approval of advisors) to obtain the particular Master of Theological Studies that will best suit their personal and vocational goals. The availability of particular concentrations depends on existing faculty and curricular resources. Students seeking a less-focused educational experience should select the M.T.S. in General Studies indicated above.

## SUMMATIVE REQUIREMENTS – INTERNSHIPS, METHODOLOGY COURSES AND/OR RESEARCH PAPERS

One or a combination of the following may fulfill this segment of the program: practica; methodology courses (such as educational methods, theological field education, exegesis/language); independent research. Three credit research papers must be connected to and of interest to the church; cross-disciplinary in nature, drawing on the area of concentration plus at least one other discipline within the Seminary's curriculum; and written in clear, cogent English that demonstrates the student's ability to analyze, synthesize, and think critically about an issue. Because these requirements are summative in nature, they should be pursued at the end of the student's degree program and must be satisfactorily completed in order to advance toward graduation.

### CONCENTRATIONS

For specific requirements for each concentration, contact the concentration advisors.

### M.T.S. IN BIBLICAL STUDIES AND THEOLOGY

The curriculum for the M.T.S. in Biblical Studies and Theology includes language study (Greek and/or Hebrew), methodology and biblical background, and foundational coursework in theology and ethics. This focus offers an opportunity for deeper biblical study alongside of theological reflection on personal and global issues of concern today. Because of the diverse backgrounds and interests of our faculty, this concentration might take any one of several directions.

#### PROGRAM REQUIREMENTS FOR M.T.S. IN BIBLICAL STUDIES AND THEOLOGY

##### Core Curriculum

##### Foundational Coursework

INTG 510 **A Guide to Seminary Writing** ..... 3

##### Students can test out of this course.

INTG 520 **Critical Analysis in Theological Studies** ..... 3

BIBL 501 **Old Testament Study 1** ..... 3

BIBL 502 **Old Testament Study 2** ..... 3

BIBL 503 **New Testament Study 1** ..... 3

BIBL 504 **New Testament Study 2** ..... 3

BIBL 513 **Biblical Interpretation for Ministry** ..... 3

THLE 510 **Theology and Ethics of Congregational Life** ..... 3

THLE 520 **Systematic Theology and Ethics: Vision of Community** ..... 3

THLE 521 **Systematic Theology and Ethics: Reign of God** ..... 3

SFRM 505 **Nurturing Spiritual Life and Character 1** ..... 3

CHHM 510 **Church in Mission through History** ..... 3

##### Concentration Requirements

BIBL 514 **Biblical Hebrew**

or

BIBL 516 **New Testament Greek** ..... 3

BIBL 515 **Hebrew Exegesis**

or

BIBL 517 **New Testament Greek Exegesis** ..... 3

**Bible or Theology Elective** ..... 3

##### Summative Requirements

**Summative Project 1** ..... 3

**Summative Project 2** ..... 3

### M.T.S. IN CHRISTIAN COUNSELING

This concentration offers the opportunity to gain insights and abilities for ministry to persons where relational, interpersonal and caring skills are called for. This concentration does not prepare persons to be professional counselors, but it does lay a solid theological and counseling theory foundation for further preparation.

When selecting this concentration, it is especially important that the student understand how this course of study relates to the field and practice of counseling. Completion of the M.T.S. in Christian Counseling does not qualify a person for licensure, certification, or practice as a professional counselor. The course of study, however, does provide exposure to a variety of counseling theories, issues, and skills, and it requires the student to bring theological and biblical knowledge to bear upon this foundational social science material. Consequently, the M.T.S. with a concentration in Christian counseling is well suited for those who a) intend to pursue graduate studies in psychology/counseling, b) are engaged in lay ministry settings requiring interpersonal and caring skills, and c) desire to integrate their Christian faith with counseling theory and practice.

#### PROGRAM REQUIREMENTS FOR M.T.S. IN CHRISTIAN COUNSELING

##### Core Curriculum

##### Foundational Coursework

INTG 510 **A Guide to Seminary Writing** ..... 3

##### Students can test out of this course.

BIBL 501 **Old Testament Study 1** ..... 3

BIBL 502 **Old Testament Study 2** ..... 3

BIBL 503 **New Testament Study 1**

or

BIBL 504 **New Testament Study 2** ..... 3

THLE 510 **Theology and Ethics of Congregational Life** ..... 3

THLE 520 **Systematic Theology and Ethics: Vision of Community**

or

THLE 521 **Systematic Theology and Ethics: Reign of God** ..... 3

SFRM 505 **Nurturing Spiritual Life and Character 1** ..... 3

PRMN 510 **Foundations of Pastoral Care and Counseling** ..... 3

CHHM 510 **Church in Mission through History** ..... 3

##### Concentration Requirements

SFRM 506 **Nurturing Spiritual Life and Character 2** ..... 3

CHRISTIAN COUNSELING ELECTIVES ..... 12

##### Summative Requirements

SUPV 522 **Clinical Pastoral Care**

or

SUPV 523 **Clinical Pastoral Education (half unit)** ..... 3

SUPV 523 **Clinical Pastoral Education (an additional half unit)**

or

**Research paper/project** ..... 3

## M.T.S. IN CHRISTIAN FAITH AND PUBLIC POLICY

This concentration equips persons to shape public policy in a way that is grounded in both Christian faith and social analysis by helping students learn how to integrate solid biblical/ theological study and careful socio/political thought. The curriculum includes courses at Eastern University and other institutions as well as internships with local and regional agencies impacting public policy.

### PROGRAM REQUIREMENTS FOR M.T.S. IN CHRISTIAN FAITH AND PUBLIC POLICY

#### Core Curriculum

#### Foundational Coursework

INTG 510 **A Guide to Seminary Writing** .....3

*Students can test out of this course.*

INTG 520 **Critical Analysis in Theological Studies** .....3

BIBL 501 **Old Testament Study 1** .....3

BIBL 502 **Old Testament Study 2** .....3

BIBL 503 **New Testament Study 1**

*or*

BIBL 504 **New Testament Study 2** .....3

THLE 510 **Theology and Ethics of Congregational Life** .....3

THLE 520 **Systematic Theology and Ethics: Vision of Community**

*or*

THLE 521 **Systematic Theology and Ethics: Reign of God** 3

SFRM 505 **Nurturing Spiritual Life and Character 1** .....3

CHHM 510 **Church in Mission through History** .....3

#### Concentration Requirements

THLE 611 **Theology and Public Policy** .....3

THLE 612 **Political and Public Theologies** .....3

**Public Policy Electives** .....9

#### Summative Requirements

THLE 650 **Internship in Christian Faith and Public Policy** .....6

### GRADUATION REQUIREMENTS

To be recommended for the Master of Theological Studies degree a candidate must:

1. Satisfactorily complete 48 credit hours and fulfill financial and library obligations.
2. Maintain at least a 2.0 grade point average in the course of studies when taken for general educational purposes.
3. Maintain a cumulative and concentration grade point average (GPA) of at least 3.5 when taken as preparation for further (post-seminary) graduate study.
4. Successfully complete INTG-510 A Guide to Seminary Writing, or test out of it, and INTG-520 Critical Analysis in Theological Studies (except for Christian Counseling concentration).
5. Successfully complete all summative requirements.
6. Give evidence of growth in personal character, moral and spiritual maturity, and emotional stability.

### ONLINE/HYBRID MTS OPTIONS

#### PROGRAM REQUIREMENTS FOR OPENSEMINARY™ M.T.S.

This blended online degree program, introduced at Palmer Seminary in the 2011 – 2012 academic year, is based on the Openseminary™ model for graduate theological education. The Online MTS in Ministry in Context teaches how to do theology in ministry. The practical theological approach taught in this program begins by listening to the “emerging questions” that come from doing ministry in context. The six practices of church ministry are studied individually. The subjects in this program are Doing Theology in Context, Leading and Building Community, Communicating the Gospel, Leading People in the Presence of God, Missional Service, and Spiritual Formation. Students learn how to do theology from experienced ministers, attend online lectures, and read selected works in all the theological disciplines anywhere, anytime and on any device.

Students must complete six modules in order to earn the M.T.S. degree in the Openseminary™ program. Each module consists of a total of 21 weeks of coursework consisting of online readings, assignments, discussions, and a final summative project. The modules may also have a week-long on-ground engagement. For administrative purposes, each module is divided into three phases, even though the module is a seamless whole: the prologue (part A), the on-ground engagement (part B); and the final project phase (part C). Two modules are offered each academic year.

#### PROGRAM REQUIREMENTS

CHHM 570A/B/C **Diakonia: Missional Service** .....9

INTG 570A/B/C **Koinonia: Leading and Building Community** ...9

PRMN 570A/B/C **Kerygma: Communicating the Gospel** .....9

PRMN 571A/B/C **Leitourgia: Leading People in the Presence of God** .....9

SFRM 570A/B/C **Paideia: Spiritual Formation** .....9

THLE 570A/B/C **Theologia: Doing Theology in Context** .....9

#### GRADUATION REQUIREMENTS

To be recommended for the Master of Theological Studies degree in Openseminary™, a candidate must:

1. Satisfactorily complete 54 credit hours and fulfill financial and library obligations.
2. Maintain at least a 2.0 grade point average in the course of studies when taken for general educational purposes.
3. Give evidence of growth in personal character, moral and spiritual maturity, and emotional stability.

#### PROGRAM REQUIREMENTS FOR M.T.S. IN LATINO/A MINISTRIES

The Spanish language Master of Theological Studies in Latino/a Ministries degree is a two-year blended online program that provides a meaningful grounding in theological disciplines to prepare Spanish-speaking students for thoughtful and productive holistic ministry and leadership in churches, organizations, and community life in Latin America and the USA. This program consists of twelve courses in the areas of spiritual formation, theology, biblical studies, church history, ethics, and practice of ministry. All courses are delivered and completed online. An annual one-week residency is required of all students at the beginning of each academic year for the purpose of course orientation.



These residency training sessions take place in an accessible location to students in their home country where faculty travel to meet with them face to face.

#### PROGRAM REQUIREMENTS

SFRM 505	Nurturing Spiritual Life and Character 1.....	3
THLE 510	Theology & Ethics of Congregational Life .....	3
BIBL 503	New Testament Study 1 .....	3
CHHM 510	Church in Mission Through History .....	3
BIBL 513	Biblical Interpretation for Ministry .....	3
BIBL 501	Old Testament Study 1 .....	3
CHHM 530	Christian World Mission .....	3
THLE 520	Systematic Theology 1: Vision of Community.....	3
BIBLE	Level 2 Elective .....	3
PRMN 510	Foundations of Pastoral Care & Counseling .....	3
ETHICS COURSE	Elective .....	3
SUMMATIVE	Seminar.....	3

#### GRADUATION REQUIREMENTS

To be recommended for the Master of Theological Studies degree in **Latino/a Ministries**, a candidate must:

1. Satisfactorily complete 36 credit hours and fulfill financial and library obligations.
2. Maintain at least a 2.0 grade point average in the course of studies when taken for general educational purposes.
3. Give evidence of growth in personal character, moral and spiritual maturity and emotional stability.

#### THE DOCTOR OF MINISTRY (D.MIN.) IN CONTEXTUAL LEADERSHIP

Palmer Theological Seminary's Doctor of Ministry in Contextual Leadership trains Christian leaders to nourish the connection between healthy spiritual life and sustained vitality in ministry. On this foundation, the curriculum prepares students to discern the interpersonal dynamics that complicate changes in community life. Since local communities and ministries exist within wider societies and cultures, assessing the connections between local and global movements requires additional skills. These skills guide envisioning, implementing, and assessing contextually relevant, cutting-edge ministries. A stream running throughout the program is a transformative understanding of the nature and mission of the church that honors the past while adapting to ever-changing contexts.

Requirements for Palmer's Doctor of Ministry degree consist first of four modules of course work taken over a period of two-years. Courses are hybrid, with most work to be completed online, and a brief, one-week residency in each of the four modules. Students fulfill their residency requirement either at Eastern University's main campus in St. Davids, PA; or at Parchment Valley Conference Center in Ripley, WV. Two of the four modules include independent work on integrative professional papers. One requires attendance at a colloquium and a reflection paper responding to the speaker. The second major requirement is a qualifying assessment interview, which precedes enrollment in the Project Thesis module. The summative Project Thesis will be of significance for the ministry of the student in her or his setting that also will benefit others in ministry. It normally is defended in the third year of studies. Submission of the Project Thesis and a successful oral defense mark the culmination of the program.

#### D.MIN. CORE CURRICULUM

##### SUSTAINED SPIRITUAL AND PROFESSIONAL MATURATION

*Two courses and a professional paper (9 credits)*

DMIN 911H	Spiritual Practices and the Growing Leader .....	3
DMIN 912H	Enduring Models of Renewal Leadership .....	3
DMIN 919	Leadership Integrative Professional Paper .....	3

*(Concentration focused)*

##### THE PSYCHOSOCIAL DYNAMICS OF RENEWAL

*Two courses and a professional paper (9 credits)*

DMIN 923H	Leading the Dynamics of Change .....	3
DMIN 943H	Congregational Renewal* .....	3
DMIN 926	Colloquium: Reflection Paper on the topic of the Colloquium in relation to the cluster theme .....	3

##### GLOBAL AND LOCAL Ministry in Current and Future World

*Two courses and a professional paper (9 credits)*

DMIN 923H	Missional Renewal in the Age of Globalization .....	3
DMIN 931H	Contexts Perspectives and Ministries in the 21st Century* .....	3
DMIN 929	Missional Integrative Paper .....	3

*(Concentration focused)*

*Qualifying Assessment Interview for Proceeding to the Project Thesis Methods of Study and Professional Project (Thesis)*

*Two courses and a project (9 credits)*

DMIN 933H	Research Options for Pastoral Leaders (3 credits)
DMIN 939H	Project Proposal Seminar (3 credits)
DMIN 949	Project Completion and Oral Defense (3 Credits)

**Total: 36**

*Elective courses may be substituted for up to two concentration specific courses[\*]. Standard electives are regularly added to the curriculum based on perception of student interest and specialization.*

#### GRADUATION REQUIREMENTS

To be recommended for the D.Min. degree, the candidate must:

1. Satisfactorily earn 36 credit hours, including all of the prescribed course requirements, plus fulfillment of financial and library obligations.
2. Satisfactorily complete and defend their project.

## THE WEST VIRGINIA PROGRAM

The program in West Virginia exists to provide theological education to qualified persons in this region who find it difficult to be absent from their primary residence. Degree programs are offered in both the Master of Divinity and the Doctor of Ministry; individuals may also take courses to gain recognition of their ordination or to earn continuing education units (CEUs) without pursuing a specific degree program. Program requirements in both the M.Div. and D.Min. are equivalent to those on campus. Courses in the M.Div. program are taught in a blended format, combining online work with a 2.5-day residency for a total of seven weeks per each class. Courses taught in the D.Min. program follow the format for the D.Min. program as a whole. These courses are typically taught by regular Palmer Theological Seminary faculty and by adjunct faculty from the West Virginia or the Philadelphia areas. Details are available on the West Virginia webpage at <http://www.palmerseminary.edu/programs/masters-programs/west-virginia-mdiv>.

## OTHER EDUCATIONAL OPPORTUNITIES

In addition to the foundational components of its degree programs in Philadelphia, Palmer Theological Seminary offers a wide variety of additional educational opportunities.

### EASTERN'S SCHOOL OF CHRISTIAN MINISTRY (ESCM)

Palmer's Eastern's School of Christian Ministry (ESCM) is a non-degree continuing education certificate and diploma program that provides a flexible, affordable, and high quality theological education for men and women who seek a theological education in a seminary setting without the demands of a graduate theological degree. The ESCM program offers two diploma programs in Pastoral Studies and Biblical and Theological Studies, and three certificate programs in Biblical Studies, Christian Leadership, and Christian Studies. Certificates are designed for pastors, ministers, and lay leaders who wish to hone their skills in the areas of leadership or religious studies and teaching. Diplomas are designed for bivocational pastors or those wishing to lead a teaching ministry. See ESCM's webpage at <http://www.palmerseminary.edu/node/292> for more information.

For interested students, Eastern University will validate learning within the non-degree programs of ESCM by granting one undergraduate credit for each course with a block of six ESCM courses, provided that the student has completed the additional work for the course, that the student has achieved a grade of B or better in the course, and that a maximum of 40 elective credits may be earned at no extra cost, effective January 1, 2004. All courses must be taken in Pennsylvania for this to be effective.

### CONTINUING EDUCATION

Palmer Theological Seminary's faculty accepts the standards developed by the National Task Force on the CEU for granting continuing education units (CEU). One Continuing Education Unit is defined as: "Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction" (National Task Force on the CEU, 1974).

The following guidelines govern the offering of course experiences for CEU credit:

1. The first week of January and Summer Term electives are available for those seeking CEU credit (unless otherwise specified).
2. Courses during the academic year may be taken for CEU credit by special arrangement between the student and the course professor, with the approval of the Academic Dean.
3. Courses, workshops, and conferences designed especially for CEU may be offered at specially arranged times. These usually are not available for academic credit.
4. To receive CEUs, students must meet the minimum requirement of ten (10) contact hours of participation for each unit of credit.
5. The Seminary will grant a certificate indicating the number of CEU credits earned, following the completion of each course or other educational experience.

### INTERSEMINARY SEMINAR

For over thirty years, a seminar has been conducted with students and faculty from several area seminaries, at which papers are presented by students for discussion. The number of students participating is limited to four from each Seminary. These seminars provide opportunities for learning in an ecumenical setting, and students earn credit for participating.

In the late spring, the faculty selects students to participate in the seminar for the following fall. The students select topics for papers within an agreed overall theme. Students are expected to attend all sessions.

### HISPANIC SUMMER PROGRAM

Palmer Theological Seminary is a sponsoring member of the Hispanic Summer Program (HSP), whose mission is to "supplement and enrich the theological and ministerial education being offered in seminaries and universities with academic courses and other activities directly addressing Hispanic history, ministry, and theology." All Palmer students are encouraged to apply to take one of seven 3-credit, 2-week intensive summer courses offered each year by HSP at a total cost of \$425. This covers tuition, round-trip airfare, and 13 days of room and board. For more information, please visit <http://hispanicsummerprogram.org/>.

### LECTURESHIPS

To serve our constituency within the region, and to complement classroom education, the Seminary sponsors two lectureships.

### THE FRANK B. MITCHELL LECTURESHIP

This lectureship is named for the late Reverend Dr. Frank B. Mitchell, former pastor of Pinn Memorial Baptist Church in Philadelphia. Dr. Mitchell was a friend and supporter of Palmer Theological Seminary and its African American students. For more than 40 years he and Mrs. Mitchell mentored men and women into ministry. His life was a prime exhibition of unflinching Christian love, coupled with a desire to serve others.

The Mitchell lectureship raises critical questions concerning the nature of theology and ministry from an African American Church perspective.

**THE ORLANDO S. COSTAS LECTURESHIP**

This lectureship is named for the late missiologist and theologian, the Reverend Doctor Orlando S. Costas. A native of Puerto Rico and former member of the Seminary faculty, Dr. Costas was a passionate advocate for the voiceless and oppressed. As a scholar, his legacy to church and academy includes 14 books authored by him, 17 books to which he contributed essays, and 14 journals in which he published articles. As an administrator, he was the first U.S. Latino to be dean of an accredited seminary in the United States. The Costas lectureship honors his work and celebrates those who embody and carry forward Dr. Costas' multicultural, holistic vision for local church and community work informed by global realities.

*Course Descriptions***BIBLICAL STUDIES**

One of the Seminary's primary purposes has been to make the Bible central in the curriculum of the institution, with full awareness that (1) knowledge of the original languages is essential to the most accurate interpretation of the Scriptures, and that (2) provision must be made for those who use primarily the English text. Therefore, while two semesters of either New Testament Greek or Biblical Hebrew is required of all M.Div. Pastoral Leadership track students, the English text will be basic to most courses. Courses will promote comprehensive knowledge of the content of the whole Bible, meet the needs of those who use the English translations, and provide opportunity for students qualified in the languages to compare English versions with the original texts for greater competence in interpreting the Bible.

*Required Courses***BIBL 501 Old Testament Study 1** .....3

This course aims at introducing students to the history and content of the Old Testament in general. The main focus, however, will be given to an examination of the Pentateuch (Genesis through Deuteronomy) and Historical Books (Joshua through Esther). Issues such as Ancient Near Eastern context, structure, composition, and history of scholarship of the Pentateuch and Historical books will be discussed alongside themes of Creation, Fall, Flood, Emergence of Israel, the Law, the Cultic System, the Monarchy, the Exile, and the Post-Exilic Periods.

**BIBL 502 Old Testament Study 2** .....3

This course will explore the books of the Prophets, who emerged in ancient Israel as an eclectic group identified only by their claim to speak for God, and their "high octave" condemnation of the socio-political and religious condition of their time. They communicated by preaching, singing, crying, walking naked, and shaving, to name a few. This course will also study the great body of biblical literature which consists of the hymns, laments, and thanksgivings of the book of Psalms, the wisdom sayings of Israel collected in Proverbs, Job, and Ecclesiastes, the deep grief expressed in Lamentations, and the love songs of the Song of Songs. This course shall explore the relationship of the prophetic books and the Writings to the rest of the canon and then focus on specific issues, themes, and theologies in the books.

**BIBL 503 New Testament Study 1** .....3

New Testament Study 1 is a foundational course in the study of the New Testament, covering Matthew, Mark, Luke-Acts, John, Hebrews, James, and Revelation. In order to appropriate the message of the New Testament for the world today, we need to first place ourselves back in the political, religious, and cultural world of the first century, and respect these documents as ancient narratives, written within a particularized historical setting and readership, by people of faith for the community of faith. Being more aware of our presuppositions, we can better allow the biblical authors to speak for themselves in their unique witness to the life of Jesus and the early church.

**BIBL 504 New Testament Study 2** .....3

This course covers the thirteen letters of Paul in the New Testament. Because these documents are pastoral letters, written to address specific problems, queries, and situations in the life of individuals and churches, we will pay attention to historical, cultural, social, and religious influences of the first century milieu, while addressing hermeneutical implications for today's world and church.

**BIBL 513 Biblical Interpretation For Ministry** .....3

This is an introductory course in biblical interpretation. The course will equip students with skills needed to read, interpret, and reflect theologically on the biblical text. Students will learn the "language" of biblical interpretation/method and be able to identify and evaluate critical commentaries for their life, ministry, and studies. They will use basic bible tools for ministry in studying a biblical text through the lens of Context (Social, Historical, Cultural, Whole Book); Questions of Author, Date, Occasion, and Audience; and Literary Genre (Narrative, Parables, Poetic, Wisdom, Apocalyptic and Letter/Epistle). New Testament and Old Testament texts will be examined. These skills will be built upon in subsequent seminary courses.

**BIBL 514 Biblical Hebrew** .....3

This beginner's course in Biblical Hebrew will provide a strong foundation for reading, interpretation, and exegesis of the Old Testament. Students will be introduced to high-frequency vocabulary and grammar through vocalization, translation, and writing exercises. The course assumes a knowledge of the Hebrew alphabet, which will be assessed the first day of the course.

**BIBL 515 Hebrew Exegesis** .....3

A course in intermediate Biblical Hebrew, focusing on grammar, syntax, and lexicography through readings of selected passages from the Pentateuch.

**BIBL 516 New Testament Greek** .....3

A beginner's course in the language of the New Testament in which the basic elements of grammar are studied and guidance provided in the use of interpretive tools. The student is introduced to elementary readings in the New Testament. (Students who have taken Greek in college may want to test out of this course and take Hebrew in its place).

**BIBL 517 New Testament Greek Exegesis** .....3

A sampling of Greek texts from John's Gospel and a Pauline letter for further practice in translation. Attention will be given not only to the language but also to its broader setting in the ancient Mediterranean world and implications for contemporary preaching and teaching.



**BIBL 550/550A M.T.S. Summative Research Project in Biblical Studies.....3**

This course represents the first of two summative projects required for the MTS in Biblical Studies, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project. Prerequisites: All foundational and most concentration work must be completed; for full-time students some concentration work may be taken concurrently with the approval of the Dean's Office

*Electives***BIBL 530 Biblical Theology.....3**

Students will examine theological concepts and storylines that run throughout the Protestant Canon (Hebrew Bible and New Testament). Students will develop an appreciation for the diverse voices of the authors, while also acknowledging the great harmony and unity of the various genres. Students will discuss points of tension and agreement while understanding the cultural, historical, literary, and geographic differences among the writings. Themes such as sin, brokenness, covenant, repentance, God's love, and faithfulness will be explored. Through small group discussions, role play, and case studies, students will be asked to consider how these important biblical themes impact ministry and our daily lives.

**BIBL 605 Old Testament Wisdom Literature .....3**

This course is a literary and theological study of Proverbs, Job, and Ecclesiastes with emphasis on the way wisdom deals with questions concerning fear of God, justice, social skills, meaning of life, suffering, creation, and theodicy. Wisdom literature provides rich resources for life in general as well as ministry in particular. This course shall explore implications of alternate perspectives, reading and interpretive strategies of the wisdom genre. Attention will be given to similar wisdom materials from the ancient Near East. The application of this understanding to contemporary context and theological reflection would be a major interest.

**BIBL 606 Jonah and Ruth.....3**

This course invites students to engage the biblical books of Jonah and Ruth in conversation with works of literature, art, and theology. We will explore questions raised in the books, including the nature of God, family, marriage, prophecy, election, death, and transformation in the context of ancient Israel. The course will introduce students to the history of interpretation of Jonah and Ruth in both Christian and Jewish traditions.

**BIBL 616 The Gospel of Luke.....3**

This course is a study of the Gospel of Luke based on the English text. We will discuss the author's presentation of God and Jesus, his view of salvation in relation to the themes of reversal and release, his concern for the poor and the marginalized, and his understanding of the role of Jesus and the early church in the context of God's plan for Israel and the world.

**BIBL 617 The Gospel of John.....3**

The Gospel of John presents an interpretation of Jesus' life and mission that is consistent with that of the Synoptic Gospels, even though it differs greatly from Matthew, Mark, and Luke in vocabulary and in the selection of Jesus traditions. Through chapter-by-chapter discussions, the distinctive literary and theological categories of the Fourth Gospel will be introduced. We will look at Jesus' encounters with different individuals, the "I am" sayings, Jesus the Son as the revealer of the Father who sent him, the characteristics of the community of faith, the role of the Holy Spirit, Jesus as the messianic King in the Passion narrative, and the meaning of Jesus' death as his glorification. Throughout these discussions, literary features such as dualism, Jewish symbolism, and rhetorical irony will be pointed out and explained.

**BIBL 620 The General Epistles.....3**

Hebrews, James, 1 & 2 Peter, and Jude are the focus of this course. Using the English text and taking into account the cultural and historical settings of the various texts, we will address issues of structure, thematic elements, theology, Christology, and view of discipleship. Further, we will seek to help modern students grapple with the original meaning of these writers and explore the implications of each writer's words for the life and mission of the church in our time.

**BIBL 625 The Least of These: Biblical and Contemporary Responses to Poverty.....3**

This course will help us to understand and articulate the settings and challenges of poverty in the ancient world, as well as responses to that poverty, especially as we encounter them in the Bible. In light of what we discover, we will critically evaluate and, perhaps, modify our motivations and behavior concerning wealth and want as individuals, as members of a local congregation, and as part of the greater body of Christ, the Church.

**BIBL 632 Women in the Bible .....3**

This course investigates what some of the women in the Bible have to teach us about doing ministry in today's world. Although this course will be taught through the lives of the women in the Bible, the practical applications that can be learned from each of these biblical women are invaluable for anyone considering a career in ministry.

**BIBL 635 New Testament Theology .....3**

In this new upper level Bible elective, we will consider thematic elements that are found across the diverse set of documents that make up the New Testament. These include, but are not limited to, the following: God's covenant with Israel and God's plan of salvation for the world, images in explaining the meaning of the cross, Christian community and mission, as well as realized and future eschatology.

**BIBL 640 Holy Land Study Tour.....1-3**

Participation in Seminary-sponsored or approved study tours to Israel and the Mediterranean world can earn up to two credits. After the tour is over, additional credits can be earned by writing a historical or archaeological paper on a site visited. **M.T.S. students pursuing this course as an option for their summative coursework must have completed all foundational requirements and most concentration requirements for their degree.**

**BIBL 650 Independent Study in Biblical Studies** .....3  
A guided course intended for advanced students who wish to do intensive, independent research in a problem related to Biblical studies. Credit hours determined with professor. Students must also meet current criteria for pursuing independent studies as outlined in Student Handbook.

**BIBL 660A Ecclesiastes** .....3  
This course is a literary and theological study of Ecclesiastes in the context of the biblical wisdom tradition. We will explore implications of alternate perspectives, reading and interpretive strategies of the wisdom genre. Attention will be given to similar wisdom materials from the ancient Near East. Students will learn how Ecclesiastes deals with questions concerning fear of God, justice, meaning of life, suffering, creation, and theodicy. The application of this understanding to contemporary context and theological reflection would be a major interest.

### CHRISTIAN HERITAGE AND MISSION

#### Required Courses

**CHHM 510 The Church in Mission Through History** .....3  
The purpose of this survey course is to introduce the study of Christian Heritage and Mission in such a way that church history is understood in light of God's mission, and God's mission is understood in light of church history. The theoretical scope of this course is tremendous; it covers 2000 years of human history on six continents. It will be made more manageable through learning-centered teaching methods and by focusing on a limited set of themes, geographical regions, and time periods which were most influential for subsequent developments in the church's mission. Students will also be exposed to a variety of historical writings such as biographies, historical theology, social history, and even historical fiction. Its purpose is to introduce students to a broad area of study so that they can choose subsequent courses to take in the area of Christian Heritage and Mission. A deliberate effort will be made in the assignments for this course to help students to see the connections between contemporary church life and the history of Christian mission in earlier eras.

**CHHM 530 Christian World Mission** .....3  
An interdisciplinary introduction to the Church in mission around the world. Overview of the biblical and theological foundations for Christian mission and the historical development of models of missionary practice in light of anthropological and sociological perspectives. Analysis of key contemporary issues determined by the emergence of non-Western churches and the new local and global partnerships required to face obstacles and opportunities in the current century.

**CHHM 570A/B/C Diakonia: Missional Service**  
.....(3 credit hours each segment, 9 credit hours total)  
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action, and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with, and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will

identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. *Openseminary M.T.S. program course.*

#### Electives

**CHHM 612 The Christian Church and its Future in America** .....3

This course will look at the major movements of the 20th century and how those movements have evolved or dissipated in the 21st century. When Will Herzog wrote his classic *Catholic, Protestant, Jew*, these groups have been more homogenous and dominant. Later on, the 20th century evangelicals have spoken with a more unified, conservative voice in theological matters while the African-American Church was a social movement for morality and social reform. Currently, the non-denominational church is increasing in size, the denominational churches are decreasing in size and influence, the impact of the African-American Church is questioned and the ethnic churches are proliferating. While we are rejoicing greatly at the growth of the international church, the emphasis of this course will be on the church in the USA.

**CHHM 614 New Frontiers in Mission for the 21st Century** .....3

The purpose of this course is to explore new opportunities and hindrances to missionary work in the 21st century as we seek to be obedient to the Great Commission. The course will be run in a seminar format. In the first two weeks, the professor will present in summary fashion the history of missions, emphasizing the main movements in the 20th century. This will be followed by a study of various indigenous reactions to the missionary outreach in various continents. The third section will focus on the necessity of conversion and how Christians, other religions, and non-believers view this concept. The fourth section will analyze new methods of reaching people of the 21st century with the saving gospel of Jesus Christ.

**CHHM 615 Theologies of Martyrdom** .....3

In this course we will 1) look at the reality of suffering and martyrdom as part and parcel of every Christian as demonstrated in the Scriptures; 2) analyze the various missionary movements, which understood this concept and were ready to pay the price; 3) become aware that the 20th Century was one of the bloodiest centuries for the followers of Jesus Christ; 4) analyze how the Christian call to martyrdom differs from the concept of martyrdom in other religions, such as Judaism and Islam; and 5) enable the student to consider the cost in following Jesus Christ, which may involve suffering and martyrdom at home and abroad.

**CHHM 621 Christus Victor: Christ's Triumph Over the Evil Forces** .....3

This course is for national and international students who, in their ministry, encounter resistance by groups/individuals who openly claim allegiance to the satanic world. The resistance may be from those claiming to be part of Satan's church, those involved in witchcraft and/or casting spells, or those who allow themselves to be in the service of the evil one. The course is intentionally called Christus Victor because we believe that on the cross, Jesus Christ triumphed over Satan and all his cohorts. *And having disarmed the powers and authorities, he made a public spectacle of them, triumphing over them by the cross. (Col. 2:15)* Due to the seriousness of this study, we will spend about 30 minutes in prayer before the Lord at the beginning of each day.

**CHHM 625 The Life and Theology of Dietrich Bonhoeffer** .....1.5  
 The life of Dietrich Bonhoeffer is one of the most studied lives of the 20th century. He combines some of the best of the German culture and theology in a time when Germany as a nation became unhinged because of Nazism. Bonhoeffer’s life will be studied in a context of a church that has forsaken her Lord, a nation that lifted nationalism in one of the most horrific expressions, and a world that arrived on the scene too late to save the ones condemned to death.

**CHHM 626 The Life and Theology of Augustine** .....1.5  
 No one has influenced all of the facets of theological inquiry like Augustine. This course is designed as a delight by reading St. Augustine. You will read his original works extensively, and you will come prepared to discuss your reading assignments. Also, because this is a shorter course, it will seem to move at a more accelerated speed.

**CHHM 628 African American Women in Church History – 1800 to Present** .....3  
 There are always multiple stories in history, and while the story of men has more often been told, other stories do exist. This course will explore the story of African American Women. From enslaved women who heard a word of hope even when the preacher was not offering hope, to women today who hear a call for service and answer the call even when the opportunities to serve appear limited, African American women have been faithful. These women have been thread pullers—women who pull the threads of faith forward—and who have sought to improve the lives of the communities in which they lived. In this course, we will meet well-known and little-known women who have made vital contributions to church and the work of the church in the 19th, 20th, and 21st centuries. This historical rooting will give students an additional lens through which to view other sociological, political, economic, and even theological movements that existed during this time period.

**CHHM 637 Theologies of the Reformation: The Historical Roots of the Birth of Protestantism and the Modern World** .....3  
 So much of what constitutes 21st Century Christianity was shaped in the dramatic religious upheavals of the 16th and 17th Centuries. This course will examine the theological, political, and social currents that led to the major Christian divisions and the early rise of rationalism and modernity. Students will have an opportunity to do focused study on their individual faith traditions. *Presbyterian students working towards ordination may take this course as fulfillment of their denominational requirement on Reformed Theology.*

**CHHM 640 Ministry on the Borderline: Tijuana, Mexico** .....3  
 A one-week immersion experience in Tijuana, Mexico to observe, assess, and experience some of the realities of an urban, cross-cultural setting located on the Mexican-US border.

**CHHM 641 Theological Education and Ministerial Practice from a Central American Perspective: San Salvador, El Salvador** .....3  
 A one-week cross-cultural immersion experience in San Salvador, El Salvador to observe, assess, and experience some of the realities that inform theological education and the practice of ministry in this country.

**CHHM650 Independent Study in Missiology/Cross-Cultural Research** .....3  
 An independent study course for advanced students who desire to undertake intensive, independent research in one or several areas related to Christian Mission. By permission and agreement with an appropriate instructor. Students must also meet current criteria for pursuing independent studies as outlined in Student Handbook.

**CHHM 651 Independent Study in Christian Heritage**.....3  
 An independent study course for advanced students who desire to undertake intensive, independent research in one or several areas related to Christian Heritage. By permission and agreement with an appropriate instructor. Students must also meet current criteria for pursuing independent studies as outlined in Student Handbook.

**CHRISTIAN COUNSELING**

Many Christian counseling courses are also listed under the course prefix PRMN (Practice of Ministry). Please refer to that section of the catalog for the relevant course descriptions.

*Required Courses*

**COUN 550/550A M.T.S. Summative Research Project in Christian Counseling** .....3

This course represents the first of two summative projects required for the M.T.S. in Christian Counseling, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student’s area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project. Prerequisites: All foundational and most concentration work for the M.T.S. in Christian Counseling must be completed; for full-time students some concentration work may be taken concurrently with the approval of the Dean’s Office.

*Electives*

**COUN 610 Current Issues in Pastoral Care & Counseling for Latino Communities** .....1.5

This course focuses on current issues of pastoral care and counseling relevant to Latino/a leaders, churches, and communities in the US. This course is offered to Seminary students who are or will be working among and/or with Latino churches and communities as well as local pastors and lay people interested in strengthening their knowledge and skills for pastoral care and counseling. The course also provides an excellent opportunity for Seminary students, pastors, and lay leaders to interact together in the reflection and discussion of current issues for Latino/a communities. The five modules integrating this course address ministerial boundaries, basic counseling skills, families, and congregations as systems, facilitating/leading small groups, and working among immigrant communities. **Since the course is primarily intended for leaders/seminarians serving among Latino/a churches and communities, the primary language of instruction is Spanish.**



**COUN 620 Theory and Practice of Christian Marriage Counseling.....3**

Studies in pastoral care shows that pastors are usually the first professionals congregation members turn to when they experience difficulties. Research also shows that marriage and family issues rank as one of the top two categories that pastors are asked to respond to. This course will equip pastors and counselors with concepts and skills to minister effectively to couples experiencing marital difficulties, integrating both biblical principles and family systems theory. Students will learn to assess the immediate situation and possible generational issues in formulating their response as well as recognizing when to refer. Students will also be challenged to deepen their ability to be self-reflective and how to use this as they counsel couples.

**COUN 625 Ministry Among Immigrant Populations .....3**

Immigrant populations have increased in number and presence in the United States. They have been part of the history of this country since its origins. Theological reflection and the practice of a Christian ministry need to respond to these changes in U.S. society. This course will reflect on the experience of immigrants in the U.S. and the factors that characterize the experiences of immigrant groups in this country. A special emphasis will be given to theological and biblical reflections that will prepare seminarians for a ministry that considers the presence and contributions of immigrant groups and families in our communities.

**COUN 626 Faith Resources in Pastoral Counseling.....3**

Our faith and spirituality are interwoven in our everyday lives, and thus most of the concerns counselees bring into the pastoral counseling relationship not only refer to emotional and relational issues but pose questions, challenges, and possibilities for their faith development and spiritual journeys. Since pastoral counseling seeks to address the emotional, relational, and spiritual dimensions of people's lives, it requires a greater knowledge, sensitivity, and ability to reflect critically on the connections and boundaries between faith, spirituality, and counseling. Thus, this course will address the use of faith-based resources in the counseling relationship. Throughout the semester, the Seminarian will explore a variety of topics related to the intersection between faith and counseling, which will serve to distinguish when faith resources serve to strengthen or hinder the counseling relationship in a variety of situations. Topics will also include the development of faith through the life cycle, the counselee's and counselor's spiritual and faith journeys as critical components of the counseling process, and issues of gender, race, ethnicity, and religious diversity, and their impact on issues and concerns brought into counseling.

**COUN 650 Independent Study/Tutorial Readings in Pastoral Counseling .....3**

Independent reading set up by consultation between professor and advanced student. Specific objectives leading to deeper insights into counseling theory and practice are pursued in regular conference. Enrollment by permission of professor. Students must also meet current criteria for pursuing independent studies as outlined in Student Handbook.

## DENOMINATIONAL COURSES

Palmer Theological Seminary does not require students to complete denominational coursework in order to earn the Master of Divinity degree. Some denominations, however, do require this of their pastors or candidates for ordination. Each student should consult with his or her denominational body to determine what, if any, requirements the denomination has for completion of denominational coursework.

### DNOM 510 **Baptist Emphases and Polity**.....3

This course is a study and evaluation of characteristic Baptist emphases in theology, polity, and practice with the aim of enabling Baptist leaders to function more effectively in the context of ministry today. Student examination, analysis, and evaluation of selected topics constitute a vital part of the course. *Denominational coursework/Free elective credit hours.*

### DNOM 511 **United Methodist History and Early Doctrine**..3

This course explores three centuries of Methodist history, using standard denominational texts, classroom lectures, and discussion. Meets the United Methodist ordination candidate's history requirement (Discipline, paragraph 315.4.d). *Denominational coursework/Free elective credit hours.*

### DNOM 512 **United Methodist Doctrine and Contemporary Polity**.....3

This course deals with Part II of the United Methodist Book of Discipline, "Doctrinal Standards and Our Theological Task," using standard denominational texts, classroom lectures and discussion; and introduces the student to United Methodist polity. Meets the United Methodist ordination candidate's doctrine and polity requirements (Discipline, paragraph 315.4.d). *Denominational coursework/Free elective credit hours.*

### DNOM 513 **Presbyterian Polity And Sacraments**.....3

Through a case study approach, students will learn to apply the constitution of the church to specific issues at the congregational, presbytery, synod, and general assembly levels. Attention will be given to the relationship between Reformed theology and Presbyterian polity. Attention will also be given to the theology and history of the sacraments, and to other rites celebrated by the church. *Denominational coursework/Free elective credit hours.*

### DNOM 514 **Theology in the Reformed Tradition**.....3

A reading course designed for, but not limited to, Presbyterian students. Focuses on the Book of Confessions, giving special attention to distinctive features and concerns of Reformed theology. *Denominational requirement for Presbyterian students.* Prerequisite: DNOM 513.

## INTEGRATIVE COURSES

### Required Courses

### INTG 510 **A Guide to Seminary Writing** .....3

This course introduces students to seminary rubrics (expectations) and resources for graduate level theological writing, and gives opportunity for utilizing resources and applying rubrics to specific writing assignments in first level courses. Three types of assessment will occur: self, peer, and instructor. The student's self-assessment will become part of his/her ongoing seminary portfolio. This course is offered on a Credit/No Credit (CR/NC) basis only. *This course is required of all master's students unless it is tested out of and must be completed within the first two semesters of coursework.*

### INTG 515 **Social Work and Christianity**.....1.5

Required of all M.Div./M.S.W. dual-degree students during the first Fall semester of enrollment in the Seminary. Focus will be on the personal and professional challenges of this degree program, integration of the student's work and experiences in both degree programs, and the relationship of the church to social work. *Required of all M.Div./M.S.W. students.*

### INTG-520 **Critical Analysis in Theological Studies**.....3

This course will review the principles involved in critical analysis, a key skill for the completion of successful theological studies. It will review the different components that make up an "argument" and their relationship to critical thinking. Students will participate interactively, applying these concepts to actual reading materials. Students will also learn to evaluate the components that define a successfully written critical paper in theological studies. During the course, students will be required to construct and evaluate a final research paper applying the principles that they have learned. The topic of the paper can be one that has already been assigned in a different course in which the student is concurrently enrolled. This course is offered on a Credit/No Credit (CR/NC) basis only.

### INTG 524 **Church Renewal and Evangelism**.....3

"Church renewal leads to evangelism leads to church renewal leads to evangelism." At the risk of oversimplification, this process may well describe the whole of the Christian faith for the last 2000 years. At the very least, it describes the inseparable relationship between the two; for we cannot speak of renewal without evangelism nor evangelism without renewal. This course grounds this relationship *theologically* as it guides us in biblical study as well as in contemporary issues that are relevant to the subject. By the very nature of renewal and evangelism, however, this course also compels us to understand the relationship *practically* as it explores missional church models as well as church-based evangelism strategies.

### INTG 525 **Integrating Social Work and Ministry** .....1.5

This class is offered in an intensive format every June session. While it is open to all M.Div./M.S.W. students, it is specifically required for those M.Div./M.S.W. students who are entering social work school in the coming Fall semester, who are already in social work school, or who are returning to Seminary studies in the coming Fall semester. The specific focus of each year's intensive changes, but in the past has included Church Social Work, Disaster Response, Assisting the Church in Life and Death Matters, Responding to Poverty, Addressing Domestic Abuse Together, and Responding to the HIV/AIDS Pandemic.



**INTG 531 Theology and Practice of Worship .....3**

This course explores the theological and the ecclesiological foundations of Christian worship. Ecclesiological considerations require us to engage specific traditions, whether broad and historical, or more local in scope. A specific task of the course, among others, is the construction of worship services that express the students' tradition or independent congregational preferences. In addition to designing a worship experience, students will be required to link substantively the theological and ecclesiological bases of each specific facet of their worship experience, and explain these to the class.

**INTG 535 M.Div./M.S.W. Integrative Workshop**

1.5 or 3 credit hours in each of two consecutive semesters, 3 or 6 credit hours total

Required of all M.Div./M.S.W. students in their final year of work, beginning in the Fall semester and continuing through the following Spring. The main focus will be on developing and writing a major integrative research paper (40 to 50 pages for 3 credit hours, or 80 to 100 pages for 6 credit hours). The paper will demonstrate the student's ability to identify a particular issue in the life of society and/or the church, and integrate perspectives from social science and theological disciplines. 1.5 or 3 credit hours each semester, depending upon the length of the paper. *Required of all MDiv/MSW students.* Master of Social Work degree completed.

**INTG 550-555. M.T.S. General Studies Summative Projects .....3**

The M.T.S. General Studies summative project is focused in an area of vocational interest that the student designates when he/she pursues the required vocational formation elective. Vocational interest areas and corresponding project numbers are:

INTG 550	Church, Culture, Diversity, and Issues of Justice
INTG 551	Church and Missions
INTG 552	Discipleship and Spiritual Growth
INTG 553	Family Ministries
INTG 554	Lay Leadership
INTG 555	Support Ministries in the Local Church

Appropriate supervising professors are identified based upon the student's area of vocational interest.

**INTG 570A/B/C Koinonia: Leading and Building Community**

3 credit hours each segment, 9 credit hours total

This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with everyone participating in sharing and evaluating the reading and leadership experiences of others. *Openseminary M.T.S. program course.*

*Electives*

**INTG 630 Interseminary Seminar .....3**

Each year in the fall semester, four Palmer students who have been chosen by the faculty take part in this seminar with students representing other area Protestant and Roman Catholic seminaries. Students are selected on the basis of academic achievement and their perceived ability to constructively interact with diverse theological and social viewpoints. The topic of the seminar varies each year and is usually an interdisciplinary subject selected by students and faculty representatives. By invitation only; at least 52 credit hours of coursework completed.

**INTG 650 Independent Study in Integrative Topics.....3**

A guided course intended for advanced students who wish to do intensive, independent research in a topic integrating multiple disciplines. Credit hours determined with professor. *Free elective: Students must meet current criteria for pursuing independent studies as outlined in Student Handbook*

**PRACTICE OF MINISTRY**

The Practice of Ministry area reflects Palmer Theological Seminary's commitment to applied and practical theology. This area encompasses such fields as preaching, pastoral care, Christian education and youth ministry, pastoral ministry and leadership, and administration. All M.Div. students are required to take core courses that introduce each field, after which electives are chosen to broaden and deepen understanding and skills. Stress is placed upon diverse styles and current trends in the practice of ministry.

*Required Courses*

**PRMN 510 Foundations of Pastoral Care and Counseling..3**

This course introduces students to the theology and practice of pastoral care and counseling, both in their theoretical and practical dimensions. Some of the questions it will address are:

- What is pastoral care? How do we counsel people in times of need?
- When is it appropriate to counsel, and when is it better to refer people to those who are professionally trained?
- What practical skills do I need to have in order to minister to people who are struggling with a crisis in their life, who are grieving the loss of a loved one, who are considering getting married or divorced, who live in a violent household, etc.?
- How can I take care of myself while I engage pastoral situations, which are often draining and overwhelming?
- How do I hold onto my faith and hope as I encounter human realities, which seem un-redeemable and hopeless?
- How do I develop a plan of care, which helps me respond and anticipate the needs of my congregations?

Students will learn the theological and historical foundations of pastoral care and counseling, in the context of congregations and communities of faith. They will practice together skills necessary to offer basic care and counseling, such as listening, presence, crisis intervention and assessment, boundary setting, pastoral assessment, brief counseling, appropriate referrals, etc. They will develop models of self-care so that abuse of self and other can be prevented. They will engage in ongoing critical reflection about the variety of pastoral practices available so that the complexity and diversity of human realities and experiences can be adequately assessed, engaged, and respected.

**PRMN 520 Introduction to Homiletics** .....3

The foundational course in homiletics. Homiletics is the study of the history, theory (including homiletic theology), and practice of preaching. As such, the course builds on fundamentals of biblical interpretation, classical rhetoric, skills in understanding needs and behaviors of individuals and groups, and the best in modern communication studies. With an awareness that at least some preaching is required of most persons in practically every ministry (pastoral ministry naturally, hospital and military chaplaincies, national and international missions, campus ministries, and more), the course seeks to give students opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons, meeting them wherever they may be in terms of preaching experience. Students will construct sermon outlines and preach at least one in-class sermon. Reading and/or viewing the sermons of noted preachers past and present is often a part of the course.

**PRMN 521 Preaching Practicum** .....3

This course builds on "Introduction to Homiletics." The primary goal of the course is to give students as many opportunities to preach as many different types of sermons (such as communion sermons, funeral sermons, lectionary-based sermons, social crisis sermons, wedding sermons, etc.) as class size and time permit. Students have opportunities to develop their skills more fully both in preparation and delivery of sermons. Attention may be given in this course to the timing of sermons, advanced public speaking skills, and/or multiple traditional and contemporary approaches to sermon design (inductive preaching and sermon "moves," for example). As sermons are preached in class, faculty members and student peers join in supportive, constructive critique; a spirit of mutual encouragement for each member of the class is a major course goal. This course is offered on a Credit/No Credit (CR/NC) basis only.

**PRMN 528 Engaging Grief and Loss: Resources for Pastors, Congregations, and Lay Pastoral Care Givers** .....3

This course provides pastoral care education on traumatic and natural losses and on the grieving processes associated with them. Course participants will be introduced to spiritual, theological, cultural, and scientific resources to better understand the complex effects of short and long term grief and grieving and the healing potential of appropriate pastoral care and counseling. Besides receiving theoretical material, course participants will be able to acquire tools and skills for spiritual guidance and pastoral care to share with their congregations, their families, and the larger community in need (such as those communities which have been hit by natural disasters).

**PRMN 529 Pastoral Counseling Through the Stages of Life** .....3

Pastors and pastoral counselors are often called upon to minister to people in their congregation and community over a broad spectrum of ages and issues. This course will examine individual and family development stages and identify selected pastoral counseling issues that coincide with these stages. While some of these counseling issues are by nature crisis-oriented, students will also learn to respond to normal "everyday" situations experienced in congregational and family life. The course will draw from developmental psychology, systems theory, and pastoral counseling principles to equip students for effective ministry within a biblical and theological context.

**PRMN 530D Teaching the Faith** .....3

In 2 Timothy 2:2 Paul tells Timothy, "And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others." Many pastors and leaders agree with the advice, but are challenged when it comes to implementation. Can we effectively "entrust" through Sunday School and Mid-Week Bible Study alone? What should we teach and how? Who should teach and how should they be trained? What is the role of "plug and play" curricula and programming? This course will engage students in looking at Christian Education within the larger framework of congregational spiritual formation. The focus of our work will be to help students build or refine a holistic strategy for teaching the Christian faith in their congregational settings.

**PRMN540 Organizational Management and Leadership ...3**

This course builds upon students' learning in SFRM 506 Nurturing Life and Character II with focus on the practical "nuts and bolts" of leading and managing in both congregational and other organizational contexts.

**PRMN 570A/B/C Kerygma: Communicating the Gospel**

3 credit hours each segment, 9 credit hours total

The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life of the church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. *Openseminary M.T.S. program course.*

**PRMN-571A/B/C Leiturgia: Leading People in the Presence of God**

3 credit hours each segment, 9 credit hours total

This module will assist the learner to appreciate the cultural contexts of Christian worship within local churches and other ministry settings. It will explore biblical principles and historical traditions of worship as well as current cultural forms and perspectives. Learners will develop their own theologies of worship and gain skill in developing worship for their own cultural contexts. Learners reflect theologically on the essential elements of Christian worship and on their capacity to shape faith communities and engage culture. The module will include a strong practical component, offering principles, methods, and skills for both the design and leadership of worship. *Openseminary M.T.S. program course.*

*Electives*

**PRMN 611 Coaching Skills for Today's Leaders .....3**

This course will equip students with basic coaching skills that can be integrated and incorporated into their ministry setting. Coach training can dramatically enhance the ministry leader's effectiveness as a leader and greatly increase the impact within their faith community and the larger local community.

**PRMN 612 Personal Growth and Transformation Through Movies .....3**

This course introduces movies and clips from movies as a ministry tool for growth and transformation in oneself and others. Teaching and learning strategies include viewing and reflecting on selected movies, readings in transformation and group facilitation, individual and small group work, and brief classroom presentations. Each student will identify his or her primary leadership style and how it encourages transformative growth in others. The class will also investigate a variety of styles linked with transformational growth including a Midwife Leadership Style. Includes individual and small group work during and after the intensive.

**PRMN 618 Preaching in a Turbulent Age: A Homiletic for Hard Times .....3**

Prosperity gospel preachers have had undue influence over large segments of modern American society in several sad respects, one of those being promises of materialistic rewards to and deliverance from disaster for the faithful. In this context, the preacher who tells the truth about financial loss, health crises, political corruption, terrorism, war often have difficulty getting a hearing. Yet, the reality is that many times trusting congregants in threatening circumstances cannot be rescued by prosperity preaching. This is to say that the gospel is for hard times too, when no one can pretend difficulties will soon disappear, if ever. Furthermore, preaching that is unconnected to unsettling and unsettled current events is not preaching to real human need. In this course we will seek ways to remind our congregations through preaching that the gift of God's presence through joyous times as well as threatening times is the real gift. Whether there's a happy ending to a particular chapter in the life of an individual or nation is not ours to know, but in the midst of what threatens to undo us is God's unfailing presence. Using sermons in scripture as well as sermons from various challenging times in relatively modern history we will establish a homiletic for preaching through turbulent times such as our own.

**PRMN 620 Preaching Jesus .....1.5**

In this course we will study the forms and the content of Jesus' teaching and preaching as evidenced in his parables and his Sermon on the Mount, and we will study his miracle stories from the point of view of both content and literary form. We will give special attention to the so-called "hard sayings of Jesus" (for example, Matthew 10:34-35: "Do not suppose that I have come to bring peace to the earth. I did not come to bring peace, but a sword."). Our goal will be to solidify in our understanding the core content of Jesus' message as he both spoke it and lived it and to preach accordingly; we will learn to give attention in our preaching to both form and content of what we learn about Jesus from scripture. Students will craft sermon outlines from each of the literary types we study. In addition, each student will preach a sermon at the end of the term based on a parable, a miracle story, an excerpt from the Sermon on the Mount, or one of the hard sayings of Jesus.

**PRMN 624 The Preaching of Women in American History .....3**

Women have been preaching, whether called that or not, from the beginning days of this country. They have been and are contributing to all facets of the preaching ministry: pastoral, social, prophetic, educational, and evangelistic. This course focuses on how women were given or denied pulpits, what women who were permitted to preach said, and how they said it. Beginning with the widespread preaching of Quaker women in England before the American Revolution, the course takes us from Anne Hutchinson through noted women preachers in modern American church history. We will attend to women from various ethnic and cultural groups, and from various denominational traditions and theological perspectives. The course empowers women called to preach and in search of their pulpits, and also encourages men to affirm more fully the gifts, callings, and rights of women preachers.



- PRMN 629 Biblical Storytelling**.....3  
 “Biblical Storytelling is a spiritual discipline that entails the lively interpretation, expression and animation of a narrative text of the Old and New Testament that has been first deeply internalized and is then remembered, embodied, breathe and voiced by a teller/performer as a sacred event in community with an audience/congregation.” (Master Storyteller, Dennis Dewey). The story once embodied and shared beyond the four walls of sanctuary enables us to share the gospel. It becomes in essence a “storied spirituality” in which the teller and listener become engaged in a “language event,” which acts as an experiential vehicle of God’s Kingdom.
- PRMN 630 Introduction to Christian Education**.....3  
 Beginning with the history of Christian education in mainline Protestant denominations, this course seeks to equip leaders with educational tools useful for the teaching ministry of the church. Students will explore faith development, teaching and learning styles, group process, and curricula, while developing a foundation for effective education and formation of adults, children, youth, and families.
- PRMN 636 Preaching from the Book of Revelation**.....3  
 A study of the much-maligned book of Revelation as a foundation for stirring pastoral and prophetic preaching in our time. Setting the book squarely in its historical setting and embracing it as the apocalyptic literature it is, we will study as much of the intriguing, powerfully hopeful book as time allows, establishing foundations for preaching our own timely sermons on the basis of John’s visions. We will give a measure of attention to some of the great sermons in preaching history that were based on texts from Revelation. Several of the diverse contemporary interpretations of Revelation will be explored.
- PRMN 637 Ministerial Calling as Prophetic Responsibility** 3  
 The prevalence of the prosperity gospel in our time obscures the enduring connection of ministry and prophetic risk. We will nonetheless dare to be inspired by the likes of William J. Barber II, Christena Cleveland, Sister Helen Prejean, Ron Sider, Jim Wallis. Is there a new part of your calling to uncover or to claim?
- PRMN 642 Counseling Skills for Ministry**.....3  
 Becoming a more effective counselor in a ministerial context requires the development of specific counseling skills such as listening actively and reflectively, reframing, paraphrasing, etc. It also requires learning about specific models that provide a framework of reference to the counseling process. This intensive course will focus on the development and practice of counseling skills for ministry. Throughout this course students will not only learn about the theoretical aspects that support the development of specific counseling skills but will have the opportunity to practice them to gain more confidence in their counseling ministries.
- PRMN 643 Dealing with Anger in Self and Ministry**.....3  
 All of us deal with anger individually, in our relationships, and in ministry situations. While some Christians respond well to these challenges, others experience confusion and anxiety, and respond in ineffective ways. This course, designed for those training to become pastors or counselors, will examine biblical principles regarding anger and develop a theological framework to understand God’s response, and our own behavior regarding anger. We will explore our personal experiences and responses to anger from a family systems approach and identify where and how we can grow as individuals. We will also explore how anger can manifest in other Christians and congregations, and how we can facilitate others to turn these into learning experiences.
- PRMN 645 Counseling Individuals and Families with Addictions**.....3  
 Addictive behaviors are very prevalent in our culture and in our churches. We are becoming more aware of and openly acknowledging the many forms that addictive behaviors can take and the extreme damage it brings to individuals and those around them. Christians are not immune from these behaviors, and pastors are called on more than ever to respond with compassion and effective counsel to those struggling with addictions and those affected by the addictions of others. In this course we will identify common behaviors and root causes of addictive behaviors, including alcohol, substance abuse, gambling, and sexual addictions. The course will include presentations, guest speakers, videos, field trips, and experiential learning. The issue of addictions and recovery will be examined through both theological and systemic lens, with the goal of equipping pastors and counselors to provide effective counsel and discernment about appropriate referral.
- PRMN 647 Managing Conflict within Congregations**.....3  
 Conflict has been present among God’s people from the beginning, and the Bible describes numerous situations dealing with conflict that reoccur often within our contemporary church experiences. Conflict can be destructive, and conflict can lead to exciting change! This course will equip students to better understand the nature of conflict, understand different conflict management styles (including their own preferred styles), and respond effectively when conflict is present in their church. This course will also explore how our personal and professional responses to conflict are tied to our past and present relationships, and gain healthy ways to deal with our own anger.
- PRMN 650 Independent Study/Readings in Parish Ministry**.....3  
 This course offers opportunity for individual involvement in a significant research project or readings in a specialized area of ministry. Students must also meet current criteria for pursuing independent studies as outlined in Student Handbook.
- PRMN 651 Independent Study/Readings in Christian Education**.....3  
 Student will design a learning contract with the professor utilizing readings, research papers, and conferences to gain insights on Christian education theory and practice. Students must meet current criteria for pursuing independent studies as outlined in Student Handbook

## SPIRITUAL FORMATION AND CHARACTER

Palmer Seminary is committed to development of students not only academically and professionally, but personally as well. Courses in the area of Spiritual Formation and Character are designed to encourage the student's personal growth and foster their own awareness of who they are in relation to their peers, the people that they serve and, most importantly, to God. Core courses in the Spiritual Formation and Character area are required of all students in the M.Div. and M.T.S. Christian Counseling programs.

### Required Courses

#### SFRM 505 **Nurturing Spiritual Life & Character 1: Introduction to Spiritual Formation**.....3

This course will familiarize students with the foundational aspects of spiritual formation and spiritual disciplines so that their journey of formation and transformation will be intentional, meaningful, and grounded in our rich Christian tradition.

#### SFRM 506 **Nurturing Spiritual Life & Character 2: Journey to Wholeness**.....3

Building upon their learning and work in NSLC I, students explore the implications of spiritual and emotional health in the context of their call to leadership.

#### SFRM 507 **Nurturing Spiritual Life & Character 3: The Christian Leader**.....3

In this course, students explore and demonstrate their ability to integrate their personal faith and spiritual growth with their understanding of the practice of ministry in context.

#### SFRM-570A/B/C **Paideia: Spiritual Formation** (3 credit hours each segment, 9 credit hours total)

The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study, spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. *Openseminary M.T.S. program course.*

### Electives

#### SFRM 530A **Spirituality in Social Justice**.....3

"He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and love kindness, and to walk humbly with your God?" (Micah 6:8) What does it mean to "walk humbly with God" as we "do justice and love mercy?" How do we discern our part in the struggle and not become overwhelmed by the magnitude of the societal issues that need to be addressed? How do we "ground" our spiritual journeys in ways that help us to act from a place of love and wholeness as we embody Christ to bring healing to a broken world? Using Scripture, as well as the works of ancient and contemporary writers, students in this course will explore the intersectionality of healthy spiritual formation and positive social action as they reflect on their own roles in the Church and in society.

#### SFRM 610 **Discerning God's Specific Call and Vocation for Your Life**.....3

One of the most consistent things God does across the pages of Scripture is call people. It's an amazing and fulfilling thing to live life in line with God's calling and design for your life. But it can seem difficult and overwhelming to discover God's call. When you come to seminary you are asked to pick a degree program, declare a denominational affiliation, and start down a track that will eventually lead to doing something in ministry. But, what if you are not sure what that future position might be? What if you really don't know what God is calling you to do? Have you ever wondered what ministry options are out there? Is there a part of you that wonders if you are being called to something different, perhaps something that is outside the usual box? Maybe a new thing that God might be about?

In our world today there are many vocational possibilities for people with a theological education, opportunities inside the church as well as in other agencies and businesses throughout the community. This course will create a safe place where students can pray and discern with others the issues of calling. Along with theological reflection and discussion, this course will enable students to unearth God's call and vocation in their lives through practical disciplines of discernment, listening, vision, clarifying passion, entrepreneurial leadership, spiritual mentoring, spiritual giftedness, Missional imagination, and Missional living.

#### SFRM 611 **Traditions of Christian Spirituality for Today's Church**.....3

"Today..." writes Richard Foster, "...a mighty river of the Spirit is bursting forth from the hearts of women and men, boys, and girls." We find ourselves living in a unique time in church history. This "river" Foster refers to is the bringing together of Christian traditions and practices of spirituality across barriers that have separated them in the past. There is a new kind of ecumenicalism forming through spiritual practices. Where as in former days, certain disciplines defined a denomination or group, today spiritual practices are finding new audiences. Ancient practices such as walking a labyrinth, prayer beads, divine reading, contemplative worship, anointing with oil, and spiritual direction are being reclaimed and reenergized. Within the wide variety of Christian tradition, each community has made meaningful contributions to the practicing of our faith. We have much to learn from our brothers and sisters. This course will provide a historical overview of the rich depth of spiritual practices found in our vast Christian tradition (the contemplative tradition; the Holiness tradition; the charismatic tradition; the social justice tradition; the evangelical tradition; and the Incarnational tradition), exploring how these practices can spiritually form individuals and communities of faith today. Students will learn more about the practices of their own tradition as well as learn and engage in the practices of other traditions.

#### SFRM 612 **Spiritual Formation in Congregations**.....3

This course will explore holistic approaches to spiritual formation in congregations. Working from a "micro" to "macro" view, students will consider how to create an atmosphere for healthy spiritual growth; how to facilitate a sense of integration and wholeness that encompasses life at home, work and church; how to move beyond looking for the "perfect" program; and how to develop a comprehensive strategy appropriate for their context.

**SFRM 615 Faith in Fiction** .....3

For centuries, writers have used (and misused) themes from Christian theology and history in service of the plot lines of popular fiction. These works can be inspiring and engage us in ways that deepen our faith, or they can be controversial and foster misunderstanding and error (sometimes a little of both!). Also, when an author touches on a sensitive or controversial topic, the reaction of many Christians has been to condemn the work—often without careful reading or meaningful critique—or to dismiss the book as “just fiction.” Yet these books (especially when they become bestsellers) can heavily influence the thinking of both believers and non-believers alike. Focusing on selected examples of modern popular fiction, students in this course will explore and think critically about the use of theology and church history/tradition in fiction (mostly secular), and how the material may influence popular culture. Students will be evaluated, in part, on their ability to formulate thoughtful, effective ways to either make use of the material in preaching/teaching/engaging believers and unbelievers in the faith journey, or to effectively articulate appropriate responses to material that provides inadequate/inaccurate views of Christian life and faith.

**SFRM 650 Independent Study in Spiritual Formation** .....3

A guided course intended for advanced students who wish to do intensive, independent research in a topic related to Spiritual Formation. Credit hours determined with professor. Students must also meet current criteria for pursuing independent studies as outlined in Student Handbook.

**SUPERVISED FIELDWORK**

This area encompasses theological field education and clinical fieldwork required of students in the M.Div. and M.T.S. Christian Counseling programs. Ministry theories are examined in light of theological field education experiences.

*Required Courses***SUPV 520/521 Theological Field Education 1A/1B**  
2 credit hours each semester—4 credits total

The first year of theological field education is comprised of supervised ministry in a church-based setting. Faculty-led seminar groups utilize an integrative reflective and practice model. Students must begin theological field education courses with the fall semester and remain in the same seminar group and site placement through fall and spring semesters.

**SUPV 522 Clinical Pastoral Care Practicum**.....3

Pastoral visitation in a hospital or other institutional setting under clinical supervision. Verbatim reports, reading critiques, supervision, peer discussion and in-service learning experiences are included in the program. At least 160 hours of supervised learning is required. Offered during fall or spring semesters and in Summer terms. **SUPV-532 may be taken in place of SUPV-522.**

**SUPV 532 Clinical Pastoral Education** .....3 or 6

A basic ½ or full CPE unit of supervised clinical pastoral education in certified CPE centers. The program includes verbatim writing, lectures, visitations, on-call involvement, peer process group, individual supervision, and in-service learning experiences. At least 400 hours of supervised learning is required (240 in ½ unit). Offered in a variety of formats such as 12 weeks in the summer or as an extended experience throughout the academic year.

Students on Pastoral Leadership Track must complete either SUPV-522 CPC or ½ unit of CPE; Some students will be required by their denomination to complete a full 400 unit of CPE to be ordained. *Supervised Ministries Office and institutional chaplain.*

*Electives***SUPV 530/531 Theological Field Education 2A/2B**  
2 credit hours each semester—4 credits total

The focus of this elective is on enhancing and identifying personal and professional areas of growth for ministry in weekly seminar groups. Students must begin theological field education courses with the fall semester and remain in the seminar group and site placement through fall and spring.

**THEOLOGY AND ETHICS**

The field of Theology and Ethics includes courses in Theology, Ethics, and Public Policy. Basic to the curriculum are core courses introducing theological reflection and hermeneutical application. Students are expected to learn and use these techniques to enhance their skills in ministry and personal study. A broad variety of advanced electives allow maximum specialization in areas of particular interest.

*Required Courses***THLE 510 Theology And Ethics Of Congregational Life**....3

This course explores the nature and mission of the church through its identity as people of God who are called to bear witness to the good news of God’s reign. Giving priority to self and the local congregation, participants address questions asked by contextual methodologies from several disciplines, especially theological ethics and congregational studies.

**THLE 520 Systematic Theology and Ethics:  
Vision of Community** .....3

This course probes several major themes in Systematic Theology with the intention of cultivating the student’s ability to think deeply and carefully about their beliefs in dialogue with Christians past and present, from the Mediterranean basin to global points of view. A critical component of this exploration engages the ethical implications of Christian theology. This course will discuss major themes within the framework of two major focal points: the Trinitarian God and vision of God expressed as God’s Reign. Within those two major themes, the course will discuss Scripture, the doctrine of Creation, theological anthropology, the problem of sin, and the gift of grace. In all of this, the course attends to the student’s ability to think, articulate, and apply beliefs and ethics clearly and cogently to life and ministry.



**THLE 521 Systematic Theology and Ethics: Reign of God**.....3

This course probes several major themes in Systematic Theology with the intention of cultivating the student's ability to think deeply and carefully about their beliefs in dialogue with Christians past and present, from the Mediterranean basin to global points of view. A critical component of this exploration engages the ethical implications of Christian theology. This course will discuss major themes within the framework of two major focal points: the Trinitarian God and the eschatological Reign of God as God's encompassing vision for creation. Within those two major themes, the course will examine more closely the Persons of the Trinity—the Creator as the Dabar of the Reign, Jesus Christ as the Embodiment of the Reign, and the Holy Spirit as the Ruach of the Reign—as well as the doctrines of salvation (soteriology), the church (ecclesiology), and the “last things” (eschatology). In all of this, the course attends to the student's ability to think, articulate, and apply beliefs and ethics clearly and cogently to life and ministry.

**THLE 550/550A M.T.S. Summative Research Project in Theology**.....3

This course represents the first of two summative projects required for the MTS in Theology, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project. *Prerequisites: All foundational and most concentration work must be completed; for full-time students some concentration work may be taken concurrently with the approval of the Dean's Office.*

**THLE-551/551A M.T.S. Internship in Christian Faith and Public Policy**.....3 to 6

*Prerequisites: All foundational and most concentration work must be completed; for full-time students some concentration work may be taken concurrently with the approval of the Dean's Office Professors in Christian Faith and Public Policy, and internship site supervisors.*

**THLE-552 M.T.S. Summative Research Project in Christian Faith and Public Policy**.....3

This course represents the first of two summative projects required for the MTS in Faith and Public Policy, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project. *Prerequisites: All foundational and most concentration work must be completed; for full-time students some concentration work may be taken concurrently with the approval of the Dean's Office*

**THLE 570A/B/C Theologia: Doing Theology in Context**  
3 credit hours each segment, 9 credit hours total

The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? *Openseminary M.T.S. program course.*

## Electives

- THLE 611 Theology and Public Policy** .....3  
A theological/biblical analysis of the problems involved in moving from biblical revelation and theological concepts to concrete public policy proposals.
- THLE 612 Political and Public Theologies** ..... 3  
This course is designed to provide theological and ethical reflection on political thought and action. Representative doctrines for the Christian faith will be discussed with their implications for responding to government and politics. Participants will explore classical and contemporary formulations of the relationship between the church and the socio-political order. Biblical, historical, and philosophical resources will be examined and interrogated. In addition, students will be asked to question two divergent yet related schools of thought: political theology and public theology. Our chief objective will be to consider sound theological-ethical options for Christians as they participate in the political order.
- THLE 620 The Bible, Pacifism and Just War** ..... 3  
Students will read texts of people arguing that biblical faith leads to pacifism and others arguing for Just War. Each student will write a paper: “Does the Bible prompt me to endorse pacifism or Just War?”
- THLE 621 Resurrection, Kingdom, Church** .....3  
This course explores three central issues in Christian theology and life: Jesus’ resurrection; the Gospel of the kingdom; and the nature and mission of the church. Theological foundations, current problems, and practical applications are explored.
- THLE 623 Christian Social Ethics** .....3  
An introduction to ethical discourse, this class will survey the field of theological ethics so that Christians may engage the ethical issues of the common life, shape the institutions of society, and aid persons in forming faithful and objective moral judgments about public matters. Special attention will be given to the relationship between Christian faith and economics, politics, and law. A sub-theme will be ecclesiology, a critical examination of the mission and purpose of the Church.
- THLE 624 Truth & Transformation: Ethics of the Visionary** .....3  
The goal of this course is to explore ethical and philosophical dimensions of projects of social and political transformation. The category of “vision” will be developed and deployed metaphorically; used as a trope to describe how moral actors receive, review and relate messages to their constituencies. Attention will be paid to how specific moral actors were “educated” by these messages, how specific moments and stages in their lives were formative for their emotional, intellectual and “spiritual” maturation, and how this maturation impacted broader social dramas. An attempt will be made to probe the critical interplay between the individual moral subject and the social dramas and currents that shaped their eras. Selected historical personages will be viewed as *religiosisus homoiouosios*, as prismatic figures embodying certain constitutive features of their time, people or civilization.

**THLE 625 The Church as Community of Compassion** .....3

This class will identify, explore, and interrogate strategies by which local faith communities enact moral and aesthetic resources to create cultures of compassion and technologies of concern. The class rests upon the assumption that compassion is a central feature of our discipleship and an inextinguishable dimension of Christian ethics. In a world in which many of our differences are settled in a theatre of violence – military, legal, economic, political, religious or domestic – how does the church serve as a healing agent, as a community of reconciliation? What does a compassionate church look like? What does a compassionate disciple look like?

**THLE 627 Ethics and Politics in the African-American Community** .....3

This course examines ways in which select African-American leaders as well as religious communities and sub-cultures have appropriated ethical norms in an effort to respond to the American social order. Students will be asked to engage in creative and critical reflection on representative leaders, practices, and movements in the African-American community from the foundations of the Republic to the present day. Though the primary focus is on select African-American moral leadership as well as particular and specific religious communities and sub-cultures, these “subjects” will be studied prismatically and as representations of broader religious social and political movements. Hence, the intersection between ethics, ethnicity, class, and gender will be explored. Finally, participants will be asked to explore resources for leadership development by examining different approaches to social problems and various responses to the social order.

**THLE 630 Theology of Romantic Love** ..... 3

The word ‘love’ is used in imprecise ways in present American culture. This fact becomes uniquely problematic when speaking imprecisely about the love of God. With what kind(s) of love does God love us? With what kind(s) of love ought we to love God and one another? This course will examine one approach to answering these questions by placing the interpretation of the Song of Songs and related texts in biblical and historical theological perspective. It is anticipated that we will find that there is a lively biblical “theology of romantic love” and that an exploration of this theme may serve as a corrective on the one hand to stoic and on the other hand to sentimental understandings of divine-human and inter-human relationships. In essence, this course will be an exploration of covenant theology in its most intimate expression.

**THLE 631 Persevering Hope: The Problems of Evil and Suffering** ..... 3

The daily news is filled with reports that may provoke questions about the goodness of God. If God is good, then why does God allow people to do evil things? If God is good, then why does God allow so much suffering? People in professional ministry are regularly faced with these and related questions arising both from our personal experiences and the personal experiences of those whom we serve. The purpose of this course is to equip the participants and those they serve in ministry to persevere in hope in the face of personal encounters with evil and suffering.

**THLE 634 Introduction to U.S. Latino/Latina Theologies** ....3

An introduction to the histories and social contexts of some U.S. Latino/a groups, a survey of the basic principles of their respective theologies, and a critical evaluation of their methods and content. Students will have the opportunity to explore the works of representative contemporary theological voices from the U.S. Latino/a community.



**THLE 635 Teaching Difficult Topics in Theology.....3**

The purpose of this course is to periodically examine different theological doctrines that have been deemed difficult to teach and preach in our churches. The course will begin by reviewing effective teaching strategies that can be applied in church environments. Students will learn how to prepare lesson plans with emphasis on creative teaching methods. A major doctrinal topic will be reviewed. Students will then develop a lesson plan for this topic and present a short sample of it in class.

**THLE 637 Theology and Ethics of Martin Luther King, Jr.....3**

This class will examine the theological and philosophical foundations of the life and work of Dr. Martin Luther King, Jr. Attention will be paid to King’s understanding of God, Christ, the Church, and humanity, and how the interplay of these themes informed his quest to critique, contest, and transform North American civilization and the emerging global order. Students will be asked to probe into King’s identity as a minister of the gospel, explore his role and significance in the history of the Church, and examine his international theological legacy. Finally, students will be invited to discover the implications of King’s work for contemporary ministry.

**THLE 646 Molders of Theological Thinking.....3**

This is an elective course exploring the writing of extraordinary church leaders during the past two thousand years. It offers students an opportunity to interact with the writings of Augustine, Aquinas, Calvin, and Bonhoeffer in their context and also in our contemporary contexts. The

class will collectively study the four leaders, but the students will have an opportunity to focus on one leader for their major paper. We will listen to speakers who have written on these four leaders, watch how they are portrayed in videos and movies and see how our individual lives and denominational thinking has been affected by them.

**THLE 650 Independent Study in Theological Issues.....3**

An independent study course for advanced students who desire to undertake intensive, independent research in one or several theological issues. By permission and agreement with an appropriate instructor. Students must also meet current criteria for pursuing independent studies as outlined in Student Handbook.

**THLE 651 Independent Study in Christian Ethics.....3**

An independent study course for advanced students who desire to undertake intensive, independent research in one or several issues related to Christian Ethics. By permission and agreement with an appropriate instructor. Students must also meet current criteria for pursuing independent studies as outlined in Student Handbook.

**THLE-652 Independent Study in Christian Faith and Public Policy.....3**

An independent study course for advanced students who desire to undertake intensive, independent research in issues related to Christian Faith and Public Policy. By permission and agreement with an appropriate instructor. Students must also meet current criteria for pursuing independent studies as outlined in Student Handbook.



# **INTENSIVE** ENGLISH AS A SECOND LANGUAGE (IESL)

# INTENSIVE ENGLISH AS A SECOND LANGUAGE (IESL) PROGRAM

## IESL PROGRAM GOALS:

1. To teach students to develop and practice English proficiency within the four major language strands (reading, writing, speaking & listening, and grammar) at appropriately distinct levels
2. To provide students with cultural understanding and background of American history and heritage
3. To teach American higher education standards and processes to students within the program

## APPLICATION AND ADMITTANCE

The IESL program has three different types of students. Early College students are students who are planning to attend Eastern University traditional undergraduate programs but who have not met the English language proficiency that Eastern requires (6.5 IELTS or 79 TOEFL scores). These students apply and are processed through the Undergraduate Admissions Office. Early College students will also have the opportunity to take up to four (4) bilingual courses throughout their time in the IESL program. IESL-Only students are students who are not necessarily interested in continuing into an Eastern University traditional undergraduate program, but who solely want to study English. These students apply directly through the IESL office. Both of these students must provide the following official documents:

- Application (Either Traditional Undergraduate or IESL Non-Conditional Degree)
- Official and sealed high school transcripts which show the state of graduated
- International health forms
- Financial statement of support

The third type of student is a “Community” or part-time student. These students are students who are only looking to take one or two specific IESL courses rather than an entire full-time level. These students apply for the program directly through the IESL office ([iesl@eastern.edu](mailto:iesl@eastern.edu)). These students must provide the following official documents:

- IESL Non-Conditional Degree
- Financial statement of support (specified ESL courses)

Admission to Eastern University’s Traditional Undergraduate program or Graduate programs is not guaranteed by admission to the IESL Program. In order for students to matriculate into Eastern University Traditional Undergraduate programs or into Graduate programs, students must successfully complete IESL Level 3 as well as the IESL Standardized Completion Test.

## IESL CREDITS

Once Early College students successfully complete the IESL program, they will have earned 12 general education credits:

Course Code	Course Title	Credits
ENGL 106	Intermediate English as a Second Language (3 credits) . . . . .	3
ENGL 107	Intermediate English as a Second Language (3 credits) . . . . .	3
ENGL 201	Advanced English as a Second Language (3 credits) . . . . .	3
INST 216B	Heritage of the U.S. Culture . . . . .	3

## DESCRIPTIONS OF LEVELS AND COURSES

### IESL 091 [Level 1]

#### IESL 10 Level 1 Reading

This course develops and practices introductory and beginning reading skills that will enable students to understand basic American tests and materials; describe, analyze, and relate content; and demonstrate comprehension of basic reading texts.

#### IESL 11 Level 1 Grammar

This course develops develop and practices foundational and introductory English grammar skills that will enable students to identify lexical categories, use basic forms of those lexical categories, and create simple sentences.

#### IESL 12 Level 1 Writing

This course develops and practices basic introductory and foundational writing skills that will enable students to communicate with both social and academic writing.

#### IESL 13 Level 1 Listening & Speaking

This course equips students with introductory and elementary-level English speaking and listening skills that will enable them to understand American speech and criteria for foundational oral communication. This course will provide a foundation for students to understand and be understood by native English speakers and perform effectively in the academic setting.

#### IESL 14 Level 1 Integrative Studies

This course combines skills learned in the other courses to enable students to understand basic and foundational heritage and culture of the United States.

### IESL 092 [Level 2]

#### IESL 20 Level 2 Reading

This course improves the proficiency (speed and efficiency) of intermediate students’ reading in English in order to obtain, process, and provide subject matter that has been written about through reading comprehension and vocabulary.

#### IESL 21 Level 2 Grammar

This course practices beginner grammar skills and develops intermediate grammar skills that will enable students to understand grammar in oral and written English. This course will also identify, practice, and use lexical categories in order to create complex sentences and paragraphs.



**IESL 22      Level 2 Writing**

This course enables students to practice beginner writing skills and develop intermediate writing skills that will enable students to communicate thoughts and feelings in writing by writing complex sentences and complex paragraphs. This course will also help intermediate students practice effective essay organization and formatting and give the ability to interact in academic settings through writing.

**IESL 23      Level 2 Listening & Speaking**

This course equips students with effective intermediate skills that will increase pronunciation, fluency in American English, and active listening at the intermediate level in order for students to be able to communicate effectively in social interactions and academic settings.

**IESL 24      Level 2 Integrative Studies**

This course provides an opportunity to integrate language skills in combination with learning and discussing major historical terminology, events, and figures in American heritage and culture.

**IESL 093 (Level 3)****IESL 30      Level 3 Reading**

This course equips students to improve the proficiency (speed and efficiency) of advanced students' reading in English as well as practicing vocabulary and critical analysis through textual analysis.

**IESL 31      Level 3 Grammar**

This course practices intermediate grammar skills and develops advanced grammar skills that will enable students to understand complex English texts as well as create and use grammatical concepts.

**IESL 32      Level 3 Writing**

This course allows students to practice intermediate writing skills and develop advanced writing skills that will enable students to understand American speech in writing, practice editing writing, and communicate both objectively and subjectively in English writing in social and academic contexts.

**IESL 33      Level 3 Listening and Speaking**

This course practices intermediate English speaking and listening skills and develops advanced speaking and listening skills that will enable students to understand American speech and criteria for effective oral communication in both social and academic settings.

**IESL 34      Level 3 Integrative Studies**

This course provides an opportunity to integrate advanced academic English skills in reading, writing, listening & speaking, and grammar with the content of American history and culture as well as critical thinking and logic.

**Chinese/English Bilingual Courses:****BIBL 101B      History of Early Christianity (3 credits)**

This course introduces the general content and main episodes of the story of Israel in the Old Testament. The focus is on understanding the flow of events, key characters, stories, themes, genres, and historical settings of the Old Testament. Students will also begin to explore how the gospel continues and develops Old Testament themes.

**BIBL 102B      History of the New Testament (3 credits)**

This course covers the New Testament period of Christianity. This is a descriptive and critical introduction to the principles of biblical interpretation and major elements of the New Testament, including the Jesus of the Gospels, the developing church in Acts, Paul the interpreter of Christ, the General Letters, and visions of the Revelation

**MATH 140B      Bilingual College Algebra (3 credits)**

This course will explore techniques for solving a variety of algebraic equations involving linear, quadratic, exponential, and logarithmic functions. These techniques will be used in solving problems involving the graphical and algebraic representation of quantitative data using these functions. In addition, inequalities and systems of equations will be studied. This course is intended for any student who is preparing for Pre-calculus or any other course requiring these algebraic skills and satisfies the quantitative reasoning general education. Any student who has received credit for Pre-calculus (MATH 150) or any higher-level math course may not take this course for credit





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**Phaedra Blocker** ('05), *Affiliate Professor in Christian Ministry* (B.A., Temple University; M.Div., Eastern Baptist Theological Seminary; D.Min., Northern Baptist Theological Seminary)

**Rita Borzillo** ('04), *Affiliate Professor, Health Administration and Business* (B.A., Roanoke College; J.D., Widener University)

**Carla Cardwell** ('11), *Affiliate Professor of Social Work* (B.A., Rutgers University; M.S.S. Bryn Mawr College)

**Ronald Christman** ('09), *Affiliate Professor of Education* (B.A., Catawba College; M.Ed., University of North Carolina; Ed.D., Immaculata University)

**Jennifer Q. Cipollone** ('17), *Affiliate Professor of School Counseling* (B.A., M.A., LaSalle University)

**Judith Cocking** ('17), *Affiliate Professor of Nursing – School Health Programs* (B.A., Messiah College, A.S.N. Montgomery County Community College, M.S.N./B.S.N., Western Governors' University, M.Ed., Eastern University)

**Whitney Collins** ('13), *Affiliate Professor, Business* (B.A., Lafayette College; M.B.A., Lehigh University)

**Jeffrey Dill** ('11), *Affiliate Professor of Sociology* (B.A., Wheaton College, M.A., Biblical Theological Seminary, Ph.D., University of Virginia)

**Leslie Elken** ('13), *Affiliate Professor, Business* (B.A., Wheaton College; M.A., University of Pennsylvania)

**David Farmer** ('87), *Affiliate Professor of Preaching* (B.A., Carson-Newman College; M.Div., Ph.D., Southern Baptist Theological Seminary)

**David C. Greenhalgh**, *Professor, Ph.D. in Organizational Leadership* (B.A., Barrington College, M.A., M.Ed. Rhode Island College, Ed.D. Boston University.)

**Katrina Hayes** ('08), *Affiliate Professor of English* (B.A., Eastern University; M.A., West Chester University)

**Francis E. Kawtoski** ('04), *Affiliate Professor of Education* (B.S., The Pennsylvania State University; M.A., Ed.D., Lehigh University)

**Robin Lowery** ('01), *Affiliate Professor, Business* (B.S., Drexel University; M.B.A., Eastern College)

**Wayne H. Lutz** ('06), *Affiliate Professor of Biology* (B.A., Muhlenberg College; D.C., Palmer College of Chiropractic)

**Greg McCord** ('98), *Affiliate Professor of Education* (B.S., Kutztown State College; M.A., Millersville State College)

**Harry Mercurio** ('95), *Instructor of Education* (B.A., West Chester University; M.Ed., Ed.D., Widener University)

**Carol Nigro** ('11), *Affiliate Professor of Mathematics and Education* (B.A., Temple University; M.Eng. Pennsylvania State University)

**S. Timothy Pretz** ('99), *Affiliate Professor in Pastoral Care and Counseling* (B.S., Bucknell University; M.Div., Gordon-Conwell Theological Seminary; D.Min., Eastern Baptist Theological Seminary)

**Eric E. Rios** ('07), *Affiliate Professor, Management* (B.A., M.B.A., Eastern University; PCER, Villanova University)

**Kathy Van Horn** ('99), *Affiliate Professor in Counseling* (B.A., M.Ed., Temple University)

**Deborah Watson** ('95), *Affiliate Professor of Greek* (B.S., Gordon College; M.Div., M.T.S., Eastern Baptist Theological Seminary; Ph.D., University of Durham, England)

**Peter Wool** ('87), *Affiliate Professor of Pastoral Leadership* (B.S. University of Delaware; M.Div., D.Min., Eastern Baptist Theological Seminary)

**Joseph Zagerman**, *Affiliate Professor, Management* (B.A., M.B.A., Eastern University)

## EMERITI FACULTY

- Gordon C. Bennett**, *Associate Professor of Communications* (A.B., Dickinson College; M. Div., Berkeley Baptist Divinity School; M.A., Temple University)
- Frederick J. Boehlke, Jr.**, *Professor of History* (B.A., University of Pennsylvania; B.D., Eastern Baptist Theological Seminary; M.A., Ph.D., University of Pennsylvania)
- Anthony Campolo**, *Professor of Sociology* (A.B., Eastern Baptist College; B.D., Th.M., Eastern Baptist Theological Seminary; Ph.D., Temple University)
- Caroline L. Cherry**, *Professor of English* (A.B., Randolph Macon Woman's College; M.A., Ph.D., University of North Carolina)
- J. Nathan Corbitt**, *Professor of Urban Studies* (B.M.E., Mars Hill College; M.C.M., Southern Baptist Theological Seminary; D.M.A., Southwestern Baptist Theological Seminary)
- James Engel**, *Distinguished Professor of Marketing and Research* (B.S., Drake University; M.S., Ph.D., University of Illinois)
- J. Samuel Escobar** ('85), *Professor in Missiology* (B.A., M.A., Universidad Nacional Mayor de San Marcos; Ph.D., Universidad Complutense de Madrid)
- David A. Fraser**, *Professor of Sociology* (B.A., Columbia International University; A.B., Stanford University; A.M., Harvard University; M.Div., Fuller Theological Seminary; M.A., Ph.D., Vanderbilt University)
- Elouise Renich Fraser** ('83), *Professor of Systematic Theology* (B.A., Columbia International University; M.A., Fuller Theological Seminary; M.A., Ph.D., Vanderbilt University)
- Peter Genco**, *Professor of Philosophy* (B.A., Houghton College; M.A., Ph.D., New York University)
- Donald C. Gray**, *Associate Professor of Sociology* (B.App.Math., University of Minnesota; B.D., Fuller Theological Seminary; M.A., Ph.D., University of Kentucky; M.S., Villanova University)
- David C. Greenhalgh**, *Professor of Education* (B.A., Barrington College, M.A., M.Ed. Rhode Island College, Ed.D. Boston University)
- Christopher A. Hall**, *Distinguished Professor of Theology* (B.A., University of California, Los Angeles; M.A., Fuller Theological Seminary; Th.M., Regent College; M. Phil., Ph.D., Drew University)
- A. Gilbert Heebner**, *Distinguished Professor of Economics* (B.A., University of Denver; M.A., Ph.D., University of Pennsylvania)
- Glenn Koch** ('61), *Professor in New Testament* (B.D., Th.M., Eastern Baptist Theological Seminary; Ph.D., University of Pennsylvania)
- Edward G. Kuhlmann**, *Professor of Social Work* (A.B., Wheaton College; M.S.W., D.S.W., University of Pennsylvania)
- Helen W. Loeb**, *Professor of Education* (B.S., Rowan University; Ed.M., Temple University; Ph.D., Bryn Mawr College)
- Kenneth H. Maahs**, *Abram S. Clemens Professor of Biblical Studies* (B.A., Simpson College; M. Div., Fuller Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Southern Baptist Theological Seminary)
- Thomas F. McDaniel** ('69), *Professor in Old Testament* (B.A., University of Richmond; B.D., Eastern Baptist Theological Seminary; M.A., University of Pennsylvania; Ph.D., Johns Hopkins University)
- Marvin W. Meyer**, *Professor of Biology* (B.A., Wabash College; M.A., Ph.D., Northwestern University)
- Sara J. Miles**, *Founding Dean of Esperanza College* (B.A., Ball State; M.R.E., Texas Christian University; M.S., University of Illinois; Ph.D., University of Chicago)
- Joyce C. Munro**, *Senior Lecturer of English* (B.A., Eastern University; M.A., Villanova University)
- Elizabeth A. Morgan**, *Professor of English* (A.B., Eastern Baptist College; M.A., University of North Carolina; Ph.D., Drew University)
- Horace O. Russell** ('90), *Professor in Historical Theology* (B.D., London University; M.A., Ph.D., University of Oxford)
- Carol M. Schreck** ('80), *Associate Professor in Marriage and Family* (B.A., Houghton College; M.A., Azusa Pacific University; D.Min., Palmer Theological Seminary)
- G. Peter Schreck** ('80), *Professor in Pastoral Care and Counseling* (B.A., Houghton College; M.Div., Gordon Divinity School; Th.M., Princeton Theological Seminary; Ph.D., Fuller Graduate School of Psychology)
- John E. Stapleford**, *Professor of Economic Development* (B.S., Denison University; M.A., Southern Illinois University; Ph.D., University of Delaware)
- Nancy Thomas**, *Senior Lecturer of English* (A. B., Wheaton College; M.A., Villanova University)
- David J. Tyson**, *Associate Professor of Psychology* (B.A., Gordon College; M.S., University of Southern California; Ph.D., Pennsylvania State University)

**Mary Stewart Van Leeuwen**, *Professor of Psychology and Philosophy* (B.A., Queen's University; M.A., Ph.D., Northwestern University)

**Raymond C. Van Leeuwen**, *Professor of Biblical Studies* (B.A., Calvin College; B.D., Calvin Theological Seminary; M.A., Ph.D., University of St. Michael's College)

**Gwen M. White**, *Professor of Marriage and Family Therapy* (B.A., University of California, Riverside; M.A., Eastern University, Psy.D., Immaculata University)

**David L. Wilcox**, *Professor of Biology* (B.S., Geneva College; Ph.D., The Pennsylvania State University)

## ADMINISTRATIVE LEADERSHIP

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F. David Bronkema (B.A., Swarthmore College; M.A., Ph.D., Yale University), *Interim Dean, Palmer Seminary*

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Elizabeth Conde-Frazier (B.A., Brooklyn College, City University of New York; M.Div., Eastern Baptist Theological Seminary; Ph.D., Boston College), *Academic Dean, Esperanza College*

Susan Edgar-Smith, (B.A. Connecticut College; M.A., Ph.D., Bryn Mawr College), *Dean, College of Education*

Patricia Reger (B.S., M.S., Ph.D., Temple University), *Dean, College of Health and Social Sciences*

Brian A. Williams ('17), *Assistant Professor of Ethics and Liberal Studies and Dean, Templeton Honors College* (B.A., Ozark Christian College; M.A. and Th.M., Regent College; M.Phil. and D.Phil. University of Oxford)

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Andréa L. Ruth- BS, MBA, *Interim Director of Financial Aid*

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Lisa Weller (B.S., M.A.), *Senior Director of Student Accounts*

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### INSTITUTIONAL PLANNING, RESEARCH AND ASSESSMENT

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### INTERNATIONAL STUDENT SERVICES

Augusta Allen (B.A., M.B.A.), *Director, International Student and Scholar Services*

### LIBRARY

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Joy Dlugosz (B.S., M.L.S.), *Public Services, Administration, and Research Librarian*

Chelsea Post (B.A., M.S.L.I.S.), *Systems Librarian*

Marvin Smith (B.A., M.A.T.S., M.L.S., D.Min), *Theological and General Services Librarian*

### REGISTRATION AND RECORDS

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David Schlosser (B.A., M.S., M.B.A.), *Director, Advising Office*

### STUDENT DEVELOPMENT -

#### DIRECTORS AND DEPARTMENT HEADS

Jacqueline Irving (B.S., M.S.), *Vice Provost for Student Development and Retention*

Augusta Allen (B.A., M.B.A.), *Director, International Student and Scholar Services*

Lisa Hemlick (B.S., M.S., Ph.D.), *Director, Cushing Center for Counseling and Academic Support*

Ben Howard (B.A., M.A.), *Assistant Dean of Residence and Student Life*

Mary Thornton, *Director, Student Health Services*

Joseph B. Modica (B.A., M.Div., M.Phil., Ph.D.), *University Chaplain*

Heidi Birtwistle, *Interim Director of Athletics*

Nathaniel J. Stutzman (B.S., M.Ed., M.A., D.S.L.) *Director, Leadership Fellows Program*

Sarah E. Todd (B.A., M.Ed.), *Director, Office of Talent and Career Development*

**ALUMNI ASSOCIATION**

Mary (Chaplin) Gardner '83, M.Ed.'12 *Director of Alumni and Parent Relations*  
[www.alumni.eastern.edu](http://www.alumni.eastern.edu)  
 email: [alumni@eastern.edu](mailto:alumni@eastern.edu)  
 1.800.600.8057

**EXECUTIVE COUNCIL MEMBERS**

Sherri (Wilcox) Bwint '83, *Chairperson*  
 Don MacNeill '78, *Secretary*  
 Chris Lister '86, MDiv '14  
 Tim April '00  
 Leah (Welding) Mulhearn '03  
 Joseph Tatta '55, *Emeritus Member*  
 Mary (Chaplin) Gardner '83, MEd '12, *EU Representative*  
 Laura Manger '98, *EU Representative*



## DISCLOSURES

Eastern University is committed to providing prospective students and their families with ready access to student consumer information. A comprehensive listing with links to resources is located on the home page of the Eastern University Web site. Go to [www.eastern.edu/about/student-consumer-information](http://www.eastern.edu/about/student-consumer-information).

### EQUAL OPPORTUNITY

Under the provisions of Title VI of the Civil Rights Act of 1965, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975, Eastern University does not discriminate in any of its policies, programs, or activities on the basis of sex, age, race, handicap, marital or parental status, color, or national or ethnic origin. Details of the Title IX policy prohibiting sex discrimination are included in the Student Handbook [www.eastern.edu/campus/studev](http://www.eastern.edu/campus/studev) or by request to the Vice President for Student Development 610.341.5822.

### THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Students have the right to:

- review education records within 45 days of the day the University receives a request for access.
- request the amendment of education records that are believed to be inaccurate or misleading.
- consent to disclosures of personally identifiable information contained in education records,

except to the extent that FERPA (the law) authorizes disclosure without consent.

- file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4605

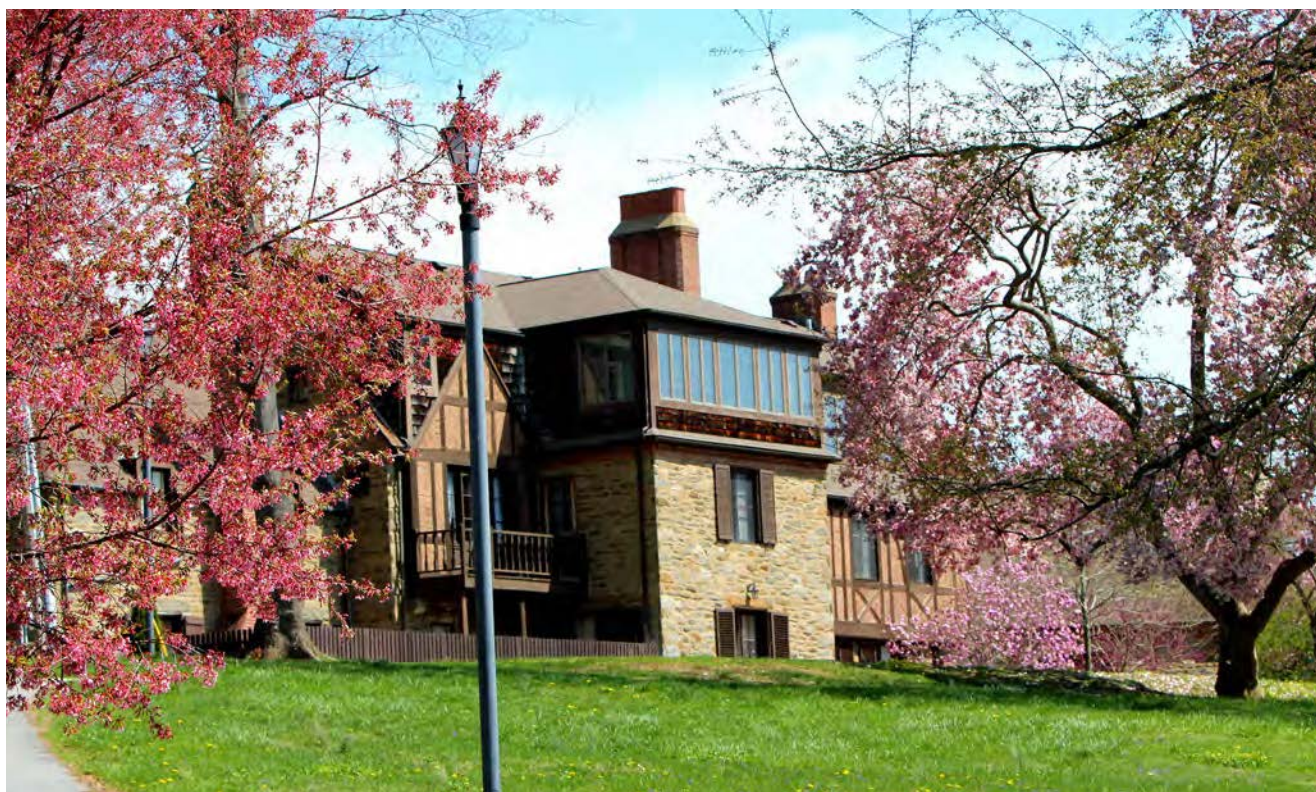
### STUDENT RIGHT TO KNOW AND CAMPUS SECURITY

In compliance with the Pennsylvania College and University Security Information Act 73 of 1988 and Student Right-to-Know Act of 1990, the Eastern University Campus Security Report is available on Eastern's Web site [www.eastern.edu/campus/university\\_wide\\_services/security/index.html](http://www.eastern.edu/campus/university_wide_services/security/index.html) or by request to the Security Office 610.341.1720.

### VETERANS AND ACTIVE MILITARY

Eastern University honors the service and sacrifices of our nation's veteran and active military personnel. University policies recognize the rich educational experiences and unique challenges faced by servicemen and women admitted to degree programs.

**Enrollment Certification Services for Educational Benefits** – Eastern's VA representative certifies enrollment for recipients of educational benefits via VA-ONCE.



**College Level Examination Program (CLEP) Testing Services** – Eastern University offers a testing site for current and former military personnel to validate college-level learning that was acquired through experience and non-collegiate instruction.

**Requests for Reviews by the Executive Director of Enrollment** – Eastern is committed to providing “military friendly” procedures to servicemen and women who seek admission to degree programs. If active duty, reserve duty or veteran’s affairs issues cause a delay in the prospective student’s planned enrollment, the applicant may submit a written request for a review of the individual circumstances. The University will make reasonable efforts to offer opportunities for future enrollment without penalty.

**Convenient Communication** – Military personnel admitted to degree programs are welcome to use their private e-mail accounts to correspond with university representatives. All announcements relevant to the upcoming enrollment will be sent to the e-mail account the prospective student specifies in the application for admission. Military personnel may need more time to provide documents related to enrollment and financial aid processes, but all materials must be received before the first class meeting.

**Website Resources** – Online application and payment services are available via [www.eastern.edu](http://www.eastern.edu). Costs, course offerings, financial aid information, forms, policies, procedures and programs of study are among the many resources located on Eastern’s website.

#### INFORMATION SECURITY

The University Registrar provides oversight for the University’s information security. This plan complies with the Family Educational Rights and Privacy Act (FERPA), the Gramm-Leach-Bliley Act (GLB Act) and the Identity Theft Prevention Program. The intent is to guard against the unauthorized access to, or use of, such information that could result in substantial harm or inconvenience to any student.

The following have been identified as operational areas considered when assessing the risks to the confidentiality and security of student information:

- Employee training and management
  - Information systems, including network and software design, as well as information processing, storage, transmission and disposal
  - Detection, prevention and response to attacks, intrusions, or other information system failures

Offices with access to confidential student information include:

- Academic Computing
- Administrative Computing
- Admissions
- Advising Office
- Alumni Deans
- Faculty
- Financial Aid
- Human Resources
- Institutional Research
- Registrar
- Security
- Student Accounts
- Student Development
- Student Health Center

Each relevant area is responsible to secure student information in accordance with all privacy guidelines. Eastern University will select appropriate service providers that are given access to customer information in the normal course of business and will contract with them to provide adequate safeguards.

#### STUDENT IMAGES

Photographs are taken of students engaged in various activities, both in class and out, for use in internal and external publications and media. Enrolled students are considered to have given permission to be photographed unless they request exclusion by submitting a written request to the Director of Communications.

#### ATHLETIC PROGRAM PARTICIPATION RATES AND FINANCIAL SUPPORT

Annual notification to enrolled students is provided by the Student Development Office or by request to the Vice President for Student Development 610.341.5822.

#### DRUG AND ALCOHOL PREVENTION INFORMATION

Annual notification to enrolled students is provided by the Student Development Office [www.eastern.edu/offices-centers/public-safety/clery-reporting](http://www.eastern.edu/offices-centers/public-safety/clery-reporting), Public Safety Policies and Procedures PDF or by request to the Vice President for Student Development 610.341.5822.

#### GRADUATION AND RETENTION TRENDS

Annual retention and graduation rates are included in University Facts compiled by the Office of Institutional Research [www.eastern.edu/centers/ir/Graduation-Retention.html](http://www.eastern.edu/centers/ir/Graduation-Retention.html) or by request to the Director of Institutional Research 610.341.5898.



**CORRESPONDENCE DIRECTORY**

Eastern University  
1300 Eagle Road, St. Davids, PA 19087-3696  
610.341.5800

[www.eastern.edu](http://www.eastern.edu)

*For prompt and personal attention to specific questions, please consult the following directory.*

**Admissions, Program Information****Graduate**

610.341.5972  
FAX: 610.341.1468

**Undergraduate**

610.341.5967  
FAX: 610.341.1723

**Advising Office**

[advising@eastern.edu](mailto:advising@eastern.edu)

**Alumni Affairs**

610.341.1456

**Athletics**

610.341.1736

**Billing**

610.341.5831  
FAX: 610.341.1492

**Campolo College of Graduate and Professional Studies**

1.800.732.7669

**Career Planning**

610.341.5827

**Christian Life Activities**

610.341.5826

**Curricular Matters, Records, Transcripts**

610.225.5011  
FAX: 610.341.1707

**Cushing Center for Counseling and Academic Support**

610.341.5837

**Dean of Arts and Sciences**

610.341.5893

**Dean of Students**

610.341.5822

**Financial Aid**

610.225.5102  
FAX: 610.225.5651

**First-Year Programs**

610.341.5414

**International Student Services**

610.341.5870

**Off-campus Study**

610.225.5010

**Public Relations**

610.341.5930

**Registrar**

610.341.1379 and 610.341.5853  
FAX: 610.341.1707

**School of Leadership and Development**

610.341.4367

**Student Accounts**

610.341.5831  
FAX: 610.341.1492

**Student Health Center**

610.341.5955

**Student Housing**

610.341.5840  
FAX: 610.341.1705

**LOCATION**

Eastern University in St. Davids, Pennsylvania, is on Philadelphia's Main Line. This residential area is one-half mile north of Lancaster Pike (U.S. Highway 30) at the eastern edge of the town of Wayne. Eastern's convenient suburban setting is just minutes from exit 13 of I-476 and within easy access of the city of Philadelphia. SEPTA trains (the Bryn Mawr-Paoli Local) run on the average of every half-hour from the St. Davids station to the downtown area of Philadelphia. The traveling time is under thirty minutes.

In Philadelphia there are historic sites such as Independence Hall, Carpenters' Hall and the old Congress Hall which won the name "Cradle of Liberty" for the city.

Philadelphia is unique as an educational and cultural center. There are 1300 churches in the city. Rare collections of historical and anthropological interest are displayed in the University of Pennsylvania Museum. Facilities of the Franklin Institute and Fels Planetarium promote the physical sciences, and those of the Academy of Natural Sciences and Wistar Institute, the biological sciences. The exhibits of the Museum of Art on the Parkway and of the Pennsylvania Academy of Fine Arts are open to the public. The Philadelphia Orchestra is world renowned. Tickets to its concerts are available to students at special rates.

With its many fine hospitals and its five medical colleges, Philadelphia occupies an enviable position as one of the country's leading medical centers. King of Prussia Plaza and The Court, one of the largest shopping malls on the east coast, is only a ten-minute drive. Valley Forge National Historical Park, a famous national landmark, is just north of the King of Prussia area.



## DIRECTIONS TO EASTERN UNIVERSITY

### ST. DAVIDS, PENNSYLVANIA

**From I-476**, Take Exit 13 (St. Davids/Villanova) and follow U.S. Route 30 West (Lancaster Avenue). Turn right on Radnor-Chester Road. Turn left on King of Prussia Road. Turn left on Eagle Road. University entrance is on your left.

**From Philadelphia**, Schuylkill Expressway (I-76) West to exit for I-476 South. Follow directions “From I-476.”

**From Pittsburgh and Points West**, Take I-276 East (PA Turnpike) to Exit 326 (Valley Forge). Continue on I-76 East to 476 South. Follow directions “From I-476.”

**From Northern PA and New York**, Take I-81 South to the Northeast Extension (I-476 South) Follow directions “From 476.”

**From New York City and New England**, Take I-95 South to the NJ Turnpike, continue south. Exit at I-276 West (Exit 359, PA Turnpike). Take Mid-County Exit, 476 South. Follow directions “From I-476.”

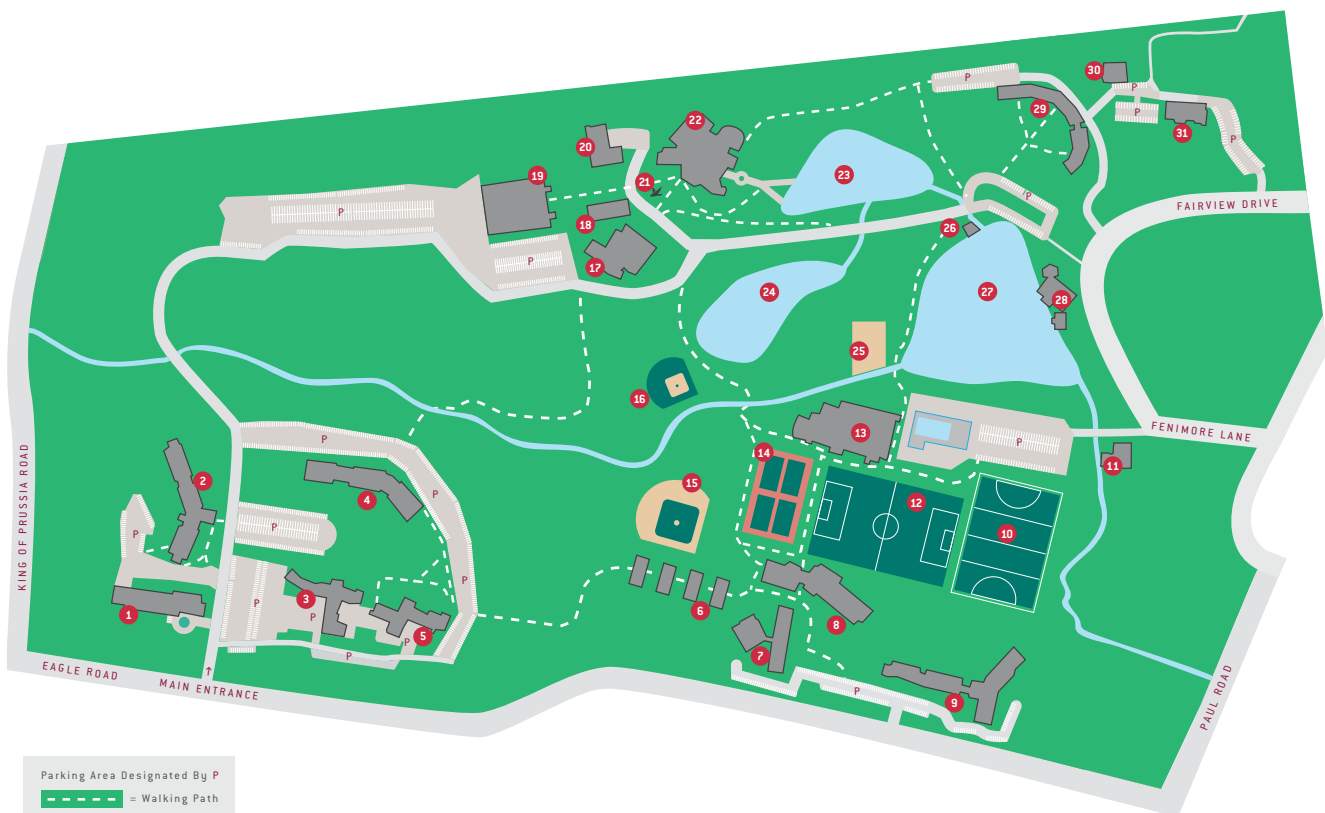
**From Washington, D.C., Baltimore, MD and Points South**, Take I-95 North into Pennsylvania to I-476 North. Follow I-476 North to Exit 13 (St. Davids/Villanova). Follow directions from I-476.

**From the Train**, get off at St. Davids and follow Chamounix Road to Fairview Drive.



## ST. DAVIDS CAMPUS

1. **Eagle Learning Center**  
*Advising Office, Classrooms, Nursing Lab*
2. **Eagle Residence Hall**
3. **Fowler Hall**  
*President's Office, Provost's Office, Registrar's Office, Templeton Honors College, Undergraduate Admissions Office*
4. **Sparrowk Residence Hall**
5. **Workman Hall**  
*Music Department*
6. **Gallup Residence Halls**
7. **Hainer Residence Hall**
8. **Gough Residence Hall**  
*Conference Room*
9. **Kea and Guffin Residence Halls**  
*Breezeway Café*
10. **Auxiliary Field**
11. **Gym Cottage**  
*Conferences and Special Events*
12. **Olson Field**
13. **Gymnasium and Recreational Gymnasium**  
*Athletics Department, Athletic Training Center, Dance Studio, Fitness Center*
14. **Tennis Courts**
15. **Baseball Field**
16. **Softball Field**
17. **Harold C. Howard Center/Warner Library**  
*Bookstore, Classrooms, Sociology/Criminal Justice, Missiology/Anthropology, Youth Ministry, Human Resources*
18. **Janet Long Mall Cottage**  
*Assessment, Institutional Effectiveness, Institutional Research Office; Financial Aid Office; Student Accounts Office*
19. **McInnis Learning Center**  
*Arts and Sciences Dean's Office, Administrative Computing, Auditorium, Biokentics Lab, Bradstreet Observatory, Classrooms and Science Laboratories, Computer Laboratory, Education Laboratory, Faculty Offices, Instructional Technology Center (I.T.S.C.), Media Services, Planetarium, User Services*
20. **Andrews Hall**  
*Business, Chemistry, Communication Studies*
21. **Eastern Eagle**
22. **Walton Hall**  
*Baird Library, Conference Rooms, Cusbing Center for Counseling and Academic Support (CCAS), Dining Commons, Jammin' Java Coffee Shop, Mail and Copy Center, Office of Faith and Practice, Office of Talent and Career Development, Prayer Chapel, Security Office, Student Development Offices, Student Government Office*
23. **Willow Lake**
24. **Lower Lake**
25. **Sand Volleyball Court**
26. **Historic Waterwheel**
27. **McGraw Lake**
28. **Gate House**  
*Department of Nursing*
29. **Doane Residence Hall**  
*Student Health Center*
30. **Adams Hall**  
*Campus Services/Plant Operations*
31. **Ott Hall**  
*Alumni Relations, Business and Finance Office, Advancement Office, Security Office*





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**OpenSeminary, MDIV, MTS, DMIN, Practice of Ministry, Eastern's School of Christian Ministry (ESCM) will be added to the index.**

**Index will be revised near the end of design, before printing.**





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